

HUNTINGTON

— UNIVERSITY —

Clinical Mental Health Counseling Program

We provide Christ-centered, quality counselor training that promotes both scholarship and service.

CN 652 Supervised Internship Syllabus - Residential **Fall 2019; Thursdays 9:00-11:00; 8/29-12/12/19**

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Course Description:

This course is a continuation of CN651 and provides students the opportunity to practice and provide a variety of counseling related activities that would normally be expected of a regularly employed counselor. The 300-hour internship requires a minimum of 150 direct client contact hours and includes weekly individual and group supervision from a site and University supervisor. Grading: Satisfactory/Unsatisfactory. Prerequisite: CN651

MACMHC Program Outcomes

1. **PROFESSIONAL IDENTITY** – Students will understand and value all aspects of professional functioning, including history, roles, organizational structures, ethics, legalities, standards, and credentialing.
2. **SOCIAL AND CULTURAL DIVERSITY** – Students will apply core theory and research regarding the cultural context of relationships, including current issues and trends in a multicultural and diverse society, to the practice of professional counseling.
3. **HUMAN GROWTH AND DEVELOPMENT** – Students will apply core theory and research regarding the nature and needs of individuals at all developmental levels to their work as professional counselors.
4. **CAREER DEVELOPMENT** – Students will apply core theory and research pertaining to career development, the psychology of work, and related life factors to the practice of professional counseling.
5. **HELPING RELATIONSHIPS** – Students will exhibit the knowledge base and skills needed to ethically and effectively deliver a range of professional counseling and consultation services.
6. **GROUP WORK** – Students will understand the theoretical and experiential foundations of group purpose, development, and dynamics and will apply group counseling methods and skills to the practice of professional counseling.

7. ASSESSMENT – Students will understand principles of testing and measurement and will apply both individual and group methods of assessment and evaluation to their work as professional counselors.
8. RESEARCH AND PROGRAM EVALUATION – Students will understand how research methods, statistical analysis, needs assessment, and program evaluation are conducted and the role of these practices in the counseling profession.

Course Goals and Objectives:

This course requires completion of a supervised internship of 300 hours, begun after successful completion of CN650 and CN651. The internship is intended to reflect the comprehensive work experience of a professional counselor. After completing CN652 students will be able to:

1. Demonstrate the ability to apply various counseling theories in counseling practice (CACREP II.F.5.a).
2. Strengthen interviewing, intervention, diagnostic, and counseling skills (CACREP C.2.d, C.3.a; C.3.b)
3. Demonstrate competence in a systems approach to case conceptualization and treatment planning (CACREP F.5.b.; F.5.h.; F.5.i)
4. Demonstrate an understanding of and the ability to apply and adhere to critical ethical and legal standards relevant to clinical practice (CACREP F.1.i)
5. Show an understanding of issues of diversity and how these issues impact clinical service and interventions (CACREP F.2.d; F.2.f; F.2.g; C.2.j)

Required Course Texts and Readings

Students are responsible for acquiring the following books and materials for this course by the time the course begins:

- American Counseling Association. (2014). *Code of ethics*. West Alexandria, VA: Author.
- American Mental Health Counseling Association. (2015). *AMHCA code of ethics*. Alexandria, VA: Author.
- American Psychiatric Association. (2013). *Desk reference to the diagnostic criteria from DSM-5*. Arlington, VA: Author.
- Kottler, J. A. (2012). *The Therapist's Workbook* (2nd Ed.) Hoboken, NJ: John Wiley & Sons, Inc.
- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: Author. [ISBN: 9781433805615].
- Holy Bible *Translation of student's choice*

Method of Instruction and Course Requirements

This class includes seminar-style class discussion, case presentations, skill building exercises, and other teaching methods utilized to monitor and facilitate students' self-awareness, professionalism, and the integration of academic and experiential learning. Students are expected and encouraged to actively participate in this learning experience.

1. **CLINICAL HOURS:** Students are required to complete 300 hours of clinical training at an approved site, of which 150 hours must be face-to-face direct client contact, over the semester of Internship.
2. **GROUP SUPERVISION:** Students are expected to attend group supervision sessions, led by a Faculty Supervisor that meets an average of 1 ½ hours per week.
3. **INDIVIDUAL SUPERVISION:** Students are expected to engage in one-hour weekly of individual or triadic supervision with a Site Supervisor.
4. **PAPERWORK and EVALUATIONS (90 points total):** All Internship students must upload the following items to Moodle in the time frame specified. Failure to submit all documentation may result in an unsatisfactory grade for the course. All forms may be found in Moodle course under the Forms heading.
 - a. **Initial Paperwork [5 points each]:**
 1. *Proof of Insurance* (prior to the first day at your site);
 2. *Emergency Contact Information & Procedures;*
 3. *Internship Contract* (with signatures prior to the first day at your site);
 4. *Internship Learning Goals* (within two weeks of starting at your site).
 - b. **Midterm Paperwork [5 points each]:**
 1. *Cumulative Hours Log* (no signatures required);
 2. *Midterm Site Supervisor's Evaluation of Intern;*
 3. *Midterm Student Evaluation of Site Supervisor*
 - c. **Final Paperwork [5 points each]:**
 1. *Cumulative Hours Log* (with signatures)
 2. *Final Site Supervisor's Evaluation of Intern;*
 3. *Final Faculty Supervisor's Evaluation of Intern;*
 4. *Student's Evaluation of Site Supervisor;*
 5. *Student's Evaluation of Faculty Supervisor;*
 6. *Student's Evaluation of Internship Site;*
 7. *Final Learning Goals Assessment*
5. **CASE PRESENTATION:** Each student will be responsible for preparing two formal case presentations during the semester of internship. Due dates will be assigned by the professor during the first class meeting. The case study will be presented both orally and submitted in written report form. A video of the client will also be shown to the class. A Consent for Audio/Video Recording form (available at the end of this syllabus) must be completed before an internship student can record video and/or audio.

The Case Presentation Report should include a brief description of the client, the presenting issue, the counselor’s biopsychosocial case conceptualization, methods of assessment, potential diagnoses, treatment goals and proposed interventions, and questions the students would like addressed during supervision.

Though not required, students may find it helpful to use the Seligman & Reichenberg *Selecting effective treatments* to assist with diagnosis and treatment planning. Remember to adhere to all ACA ethical codes including confidentiality when preparing case presentations.

Case presentations will be conducted during the class meeting times according to the outline provided and the faculty supervisor’s directions. The student will present the material in a format that is similar to a treatment team meeting discussing diagnosis and therapy for the client. In the presentation, the student will demonstrate both clinical assessment and planning/treatment skills necessary for competency as a counselor. The student will serve as a team leader of a treatment team discussing diagnosis and treatment during group supervision. Other interns participating in the presentation will ask questions of presenter to gain further information for diagnostic purposes.

Students should address spiritual and faith issues that are relevant to the case and explain how these are addressed in treatment. The intern’s own belief system and how it interferes with or supports the client should be discussed. Students should also address the character structure of the client from the Cloud/Townsend model of healing and growth. Did the client attach, if so did they separate. Does the client integrate both good and bad in his/herself and in others, and did the client achieve adulthood.

CASE PRESENTATION GRADING RUBRIC
(75 points total)

50 points for written case conceptualization
25 points for classroom presentation

	Points Possible	Points Earned
Written Case Conceptualization	(50)	
Thoughtfulness of student’s reflection; writing flow; thoughtful inclusion of each required case presentation component including accurate conceptualization of client presentation	15	
Reflects an understanding of the principles, models, and documentation formats of biopsychosocial conceptualization and treatment planning.	13	

Demonstrates an understanding of selecting appropriate assessment interventions to assist in diagnosis and treatment planning, including an awareness of cultural bias	12	
APA-style formatting including title page; proper grammar, punctuation, and error-free spelling.	7	
Follows page number guidelines	3	
Classroom Presentation	(25)	
Presentation reflected, in a concise manner, an understanding of the principles of effective diagnosis and treatment planning	25	
TOTAL	75	

Case Presentation Format:

<p><u>Client information:</u> (name, age, gender, race/ethnic info, appearance, marital status, number of sessions attended) *Remember to use a pseudonym</p>
<p><u>Presenting problem:</u> (why the client reports he/she is seeking counseling</p>
<p><u>Symptoms:</u> (what the client reports in session – thoughts, feelings, behaviors, use separate paragraphs for each of these)</p>
<p><u>Signs:</u> (counselor’s observations during session(s) – thoughts, feelings, behaviors, use separate paragraphs for each of these)</p>
<p><u>Strengths and resources:</u> (strengths the client possess and resources available to the client)</p>
<p><u>History of presenting problem:</u> (onset, duration, frequency, severity, use separate paragraphs for each of these and include relevant medical information including medications)</p>
<p><u>Family/social history:</u> (childhood experiences to current experiences)</p>
<p><u>Individual and family treatment history:</u> (include inpatient, outpatient and family therapy)</p>
<p><u>Current assessment and functioning:</u> (ability to function day to day)</p>
<p><u>Differential diagnosis:</u> (possible present diagnosis)</p>
<p><u>Diagnostic impressions:</u> (your diagnostic impressions)</p>

Case formulation and treatment plan: (Write a brief description of this client that summarizes the key characteristics and concerns.).

Follow this with a treatment plan that includes goals (stated in terms of the client: Client will...) and interventions (stated in terms of the counselor: Counselor will...). Be sure your goals are specific, attainable, and measurable.

Client goals:

Client will engage in the therapeutic relationship

Counselor interventions:

Counselor will provide empathy, unconditional positive regard, and warmth

Evaluation:

Provide a summary of your experience in working with this client. Issues to be discussed include, but are not limited to: positive and negative of the experience, interpersonal challenges and limitations intern had to face and how intern he/she overcame them, discussion of what you learned about the issue client presented; discussion of what techniques helped client change and why/why not, modifications made to treatment to be more culturally appropriate for client, and discussion of how internship experience benefited/did not benefit the intern.

- d. What elements of your counseling model have proven to be ineffective or missing?
 - e. With what type of clients is it most ineffective? Why?
- 2. Changes**
- a. What changes/adaptations have you made in your model have you made since beginning practicum? Give a rationale for the changes.
- 3. Future Direction**
- a. What future changes/adaptations do you anticipate may be necessary or desirable? Provide a rationale.
 - b. What resources/training/supports will be necessary to make the above changes/adaptations?

Evaluation of Counseling Model Rubric

Criteria	Points
Thoughtfulness of student’s evaluation; thoughtful inclusion of each required component.	20
Sufficiency of the rationales provided for the assertions made; evidence of critical thought.	15
Demonstration of intellectual and professional humility; awareness of limitations/weaknesses	15
Writing quality; correct grammar/mechanics and APA style.	10
Total	60

9. **FINAL PROGRAM ASSESSMENTS:** Students must complete the CIVIC and the Attachment to God Inventory in order to pass the course. Through an email, students will be provided a link to the assessments and will need to complete them online. No point values are associated with this assignment.

Student Performance Evaluation Criteria and Procedures

Paperwork & Evaluations [Initial; Midterm; Final]	90 points
Case Conceptualization and Presentation	75 points
Evaluation of Counseling Model Paper	60 points
Total:	225 points

This course is graded as Satisfactory/ Unsatisfactory. Students must complete all requirements by the end of the semester of Internship in order to receive a final grade of “Satisfactory.”

Grading Scale:

A	95 - 100%	C	75 – 78%
A-	92 – 94%	C-	72 – 74%
B+	89 - 91%	D+	69 – 71%
B	85 – 88%	D	65 – 68%
B-	82 – 84%	D-	62 – 64%
C+	79 – 81%	F	61% and below

Students must earn a grade of C or better to receive a Satisfactory for the course grade. An Unsatisfactory course grade will necessitate repeating the course. All course assignments must be sufficiently completed to pass the course. All Evaluations of Counseling Skills and Dispositions must be sufficient to pass the course. See the Policy Regarding Evaluations and Course Grade in the policies section of this syllabus for more information.

Student Learning Outcomes

K, S, V Outcomes	Instruction (When, How)	Evaluation Method
Ability to apply/ adhere to ethical & legal standards (CACREP CMHC B.1)	Weekly, group and individual supervision discussions, experiential application, & completion of required paperwork	Formative and Summative Site Supervisor's Evaluation of Intern (FSSE); Formative and Summative Site Supervisor's Evaluation of Intern (SSSE)
Know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP CMHC C.7)	Weekly group supervision, individual supervision, individual case presentations	Case Presentations (CP)
Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (CACREP CMHC D.1)	Weekly group supervision, individual supervision, discussion forum week	Formative and Summative Site Supervisor's Evaluation of Intern (FSSE); Summative Faculty Supervisor's Evaluation of Intern (SFSSE); Case Presentations (CP)
Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders (CACREP CMHC D.2)	Weekly group supervision and individual supervision case presentations	Formative and Summative Site Supervisor's Evaluation of Intern (FSSE); Summative Faculty Supervisor's Evaluation of Intern (SFSSE)
Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling (CACREP CMHC D.5)	Weekly group supervision and individual supervision case presentations	Formative and Summative Site Supervisor's Evaluation of Intern (FSSE); Summative Faculty Supervisor's Evaluation of Intern (SFSSE)
Applies current record-keeping standards related to clinical mental health counseling (CACREP CMHC D.7)	Individual supervision, monthly review of Hours Log	Formative and Summative Site Supervisor's Evaluation of Intern (FSSE); Summative Faculty Supervisor's Evaluation

		of Intern (SFSSE); Case Presentations (CP)
Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate (CACREP CMHC D.9)	Weekly group supervision and individual supervision case presentations, Discussion Forum Week Seven	Case Presentations (CP)
Demonstrates ability to modify counseling theories, techniques, and interventions to make them culturally appropriate (CACREP CMHC F.3)	Weekly group supervision, individual supervision case presentations	Summative Site Supervisor's Evaluation of Intern (SSSE); Summative Faculty Supervisor's Evaluation of Intern (SFSSE)
Select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols (CACREP CMHC H.1)	Weekly group supervision and individual supervision, case presentations	Case Presentations (CP)
Demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for diverse populations (CACREP CMHC H.2)	Weekly group supervision and individual supervision	Formative and Summative Site Supervisor's Evaluation of Intern (FSSE); Summative Faculty Supervisor's Evaluation of Intern (SFSSE)
Demonstrates appropriate use of the current edition of the DSM, describing the symptoms and clinical presentation of clients with mental and emotional impairments (CACREP CMHC L.1)	Weekly group supervision, case presentations	Summative Site Supervisor's Evaluation of Intern (SSSE); Summative Faculty Supervisor's Evaluation of Intern (SFSSE); Case Presentations (CP)
Conceptualizes an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals (CACREP CMHC L.2)	Weekly group supervision, case presentations	Formative and Summative Site Supervisor's Evaluation of Intern (SSSE); Summative Faculty Supervisor's Evaluation of Intern (SFSSE); Case Presentations (CP)
Demonstrates a respectful and non-judgmental attitude toward all persons and valuing of that which brings them health and wholeness	Weekly group supervision and individual supervision & review of recorded session	Formative and Summative Site Supervisor's Evaluation of Intern (SSSE); Summative Faculty Supervisor's Evaluation of Intern (SFSE)
Demonstrates a valuing of mental health work as an outreach of the individual Christian and of the church	Weekly group supervision and individual supervision & experiential application	Summative Faculty Supervisor's Evaluation of Intern (SFSE)
Demonstrates ability to benefit from supervision as well as the skills to work independently when appropriate	Weekly group supervision and individual supervision	Formative and Summative Site Supervisor's Evaluation of Intern (SSSE); Summative Faculty Supervisor's Evaluation of Intern (SFSE)

The table below maps the course assignments to the course learning objectives listed above.

CMHC	B1	C7	D1	D2	D5	D7	D9	F3	H1	H2	L1	L2
SFSE	x		x	x	x	x		x		x	x	x
SSSE	x		x	x	x	x		x		x	x	x
CP		x	x				x		x		x	

Program Learning Outcomes (PLO)

Upon completion of the M.A. in Counseling, students will have . . .

1. Ethics - Accurately applied the codes of ethics to a wide-range of counseling dilemmas, clients, and contexts.
2. Diversity - Demonstrated proficient cross-cultural counseling skills with diverse clients and in diverse contexts.
3. Integration - Developed an initial, integrated counseling model. Evidenced ethical integration of Christian faith in working with diverse clients and in diverse contexts.
4. Spiritual Formation - Developed a secure attachment with God.
5. Human Development - Applied selected developmental concepts to diverse counseling scenarios.
6. Career Counseling - Applied career counseling models, skills, and assessment with diverse clients.
7. Counseling Models - Developed a sufficient counseling model for working a broad range of clients.
8. Counseling Skills - Demonstrated proficient counseling skills in working with a broad range of clients.
9. Group Work - Demonstrated proficient leadership skills in the facilitation of a group.
10. Assessment - Designed and conducted several selected assessment processes for counseling scenarios.
11. Research - Designed counseling-oriented research or program evaluation

Classroom Policies

Right of Revision: While the assignments are connected to assessment the facilitating instructor has the authority to change an assignment to better fulfill the objectives of the class if in her estimation it is believed that the assignment will better accomplish that objective. No advanced notice is required and those students who work ahead may find that they will have an extra assignment to complete this class.

Class Meetings: Your class will meet for supervision every week for 1½ hours. This will be a time to discuss your clients, your experiences in therapy and the weekly assignments. Weekly supervision from a university and site supervisor is required of all Practicum and Internship experiences. In addition to your weekly group supervision meetings with your class, you need to secure a licensed site supervisor who can provide you one hour of supervision weekly. See FAQ's for Practicum and Internship for additional information.

Work Turned in Policy: All work assigned must be turned in for a student to successfully complete this course. Each assignment is tied to the course objectives and assessment of this class and therefore needs to be completed to comply with assessment

requirements of our regional accrediting body. Should a student fail to turn in an assignment, the professor decides if that student may pass the course.

Missed and Late Assignments Policy: All paperwork and assignments must be completed in order to pass this class. There is no exception to this policy. Late assignments reflect on a student's developing professionalism as a mental health counselor. If you know in advance that you cannot turn an assignment in on time, an alternate due date *may* be negotiated without penalty if you make arrangements with me before the date the assignment is due. Three late assignments will result in remedial work (e.g., five-page paper).

Writing Expectations: Graduate students are expected to submit written work that reflects personal engagement and cognitive, affective and skill-based learning. Papers will be graded for content that analyzes, evaluates and synthesizes, spelling, grammar, and style. The APA format is expected for writing assignments unless otherwise indicated. The elements of APA that typically apply are the following: Title Page, Running Head, Content Heading if applicable, in paper citation of references used and list of all References at the end of the paper. You may want to purchase: *The Publication Manual of the American Psychological Association*, Sixth Edition. Each course web site has "Citation Help" which provides helpful links and tutorials.

Attendance Policy: Students are expected to participate weekly in the online classroom. Failure to participate in the first seven days will result in automatic withdrawal from the course. See the Student Handbook on the Huntington University portal for additional details.

<http://my.huntington.edu>

Policy Regarding Student's Evaluations and Course Grade: In CN650 Practicum, students must receive a minimum computed grade of 69% on their Evaluation of Counseling Skills and Dispositions to pass the course. In CN651, students must receive a minimum computed grade of 72%, and a minimum computed grade of 75% in CN652. These grades are required regardless of the student's grades on other assignments in the course. Failure to achieve these grades will result in either an F for the course or an Unsatisfactory for the course. Failing to receive a sufficient computed grade on the Evaluation will require either a repetition of the course, a repetition and a plan for remediation, or termination from the M.A. in CMHC program. Greater preference is given to evaluations from site supervisors but does not exclude evaluations by faculty supervisors. The Program Director reserves the right to make exceptions to this policy in warranted cases.

Plagiarism and Cheating:

In writing papers, reports, and summaries for your university courses, you will be held responsible for knowing the difference between legitimate and illegitimate use of published and unpublished source material. Illegitimate use is called plagiarism, and at Huntington University the penalty for plagiarism may range from a grade of F on the work in question to failure of the course.

Plagiarism is the use of the ideas, information, or wording of another without proper acknowledgement, leaving the false impression that the material is original with you. Everything

that you quote, paraphrase, or summarize from another source must be referenced properly. The only exception to this is information that is common knowledge in the field that you are exploring—that is, facts, dates, and figures that are well known to the experts in the discipline and thus are not the property of any specific author.

Technology Support: If you have any technical questions or problems with Moodle, Adobe Connect, or other technology, you can email moodlehelp@huntington.edu or call phone support at 260-359-4357. Phone support hours are: Monday – Friday 8:00 AM to 5:00 PM

Library Services: You will see a Library Guide that will connect you to all the library services available to you from Huntington University.

Disability and Accessibility:

In compliance with Section 504 of the Rehabilitation Act of 1973 and in accordance with the Americans with Disabilities Act, 1990, Huntington University will make reasonable accommodations for students with disabilities. The director of the Academic Center for Excellence is the advocate and coordinator of services for students with disabilities at Huntington University. Students with psychiatric, learning, orthopedic or sensory conditions, which substantially limit one or more major life areas, may require accommodations to be successful on campus and should call ACE (260-359-4290) or email them at ace@huntington.edu for further information. Faculty are expected to work with the director of ACE in making reasonable accommodations for such students.

CN 652 - Supervised Internship Course Schedule

Week/Dates	Topic/Assignments	Readings/Due Dates
Week 1 August 29, 2019	Internship Introduction Course Overview Syllabus & Assignment Review Establish case presentation schedule	INITIAL PAPERWORK DUE
Week 2 Sept. 5, 2019	Counseling: The consequences of this professional choice Client Load/Supervision check-in Staff clients	Kottler - 1
Week 3 Sept. 12, 2019	Joys and privileges of therapeutic work Case presentation Staff clients	Kottler – 2
Week 4 Sept. 19, 2019	Identifying Sources of Stress	Kottler – 3
Week 5 Sept. 26, 2019	Acknowledging doubts, limitations, and failures	Kottler – 4, 5

	Clients as Teachers: Reciprocal Effects and Influences Case Presentation Staff clients	
Week 6 Oct. 3, 2019	Making sense of what you do as a counselor Case Presentation Staff clients	Kottler – 6
Week 7 Oct. 10, 2019	I will be attending a conference	Online assignment
Week 8 Oct. 17, 2019	Addressing Countertransference and other personal reactions Case Presentation Staff clients	MIDTERM PAPERWORK DUE Kottler - 7
Week 9 Oct. 24, 2019	Avoiding and countering burnout Case Presentation Staff clients	Kottler - 8
Week 10 Oct. 31, 2019	Building and maintaining a support system Case Presentation Staff clients	Kottler – 10 Post-Graduation Self-Care Plan Due
Week 11 Nov. 7, 2019	Accessing more fun and joy from therapeutic work Case Presentation Staff clients	Kottler – 11 Evaluation of Counseling Model Due
Week 12 Nov. 14, 2019	Promoting creative breakthroughs Self-care for the long haul Case Presentation Staff clients	Kottler – 12 Final Program Assessments Due
Week 13 Nov. 21, 2019	TBA Staff clients	TBA
Week 14 Dec. 5, 2019	TBA Staff clients	TBA
Week 15 Dec. 12, 2019	Supervision Termination	FINAL PAPERWORK DUE