

Summer 2014

CE 690 Syllabus: Internship

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**Winona State University
College of Education
Counselor Education Department
Summer 2014**

**CE690 Internship
3-6 credits, Grade only
Thursdays, bi-weekly 5:00-8:00 p.m.
5/29, 6/12, 6/26, 7/10, 7/24, 8/7
Gildemeister 111**

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Purpose of the course:

To enhance the counseling skills and conceptualization processes acquired through direct counseling experience, supervision and classroom interaction. The course is designed to prepare counselors for development as independent professional counselors. The evidence provided through the quality of the course requirements, demonstration of maturity, personal insight and professional presentation as appropriate to the counseling profession, will determine the course grade.

The Counselor Education Program requires students to complete a supervised counseling internship of 600 hours. 240 of those clock hours must be direct service work with appropriate clients. The remaining 360 hours provide opportunities to gain experience in the activities that a regularly employed staff member in a counseling setting would be expected to perform.

The primary intention of the counseling internship experience is to provide growing exposure and orientation to a relevant professional setting. The responsibility of supervision is shared between the university and the practicum site supervisor. The expectation of on-site practicum supervisors is to provide ongoing guidance and orientation to graduated relevant site experiences.

Course Objectives:

This course provides practical experience in school and community counseling for graduate students. Personal development and growth, consultation, ethical practice and assessment are also important components. Upon completion of this internship the student will:

-  be able to critique his/her own skills and development
-  be able to give and receive feedback in a professional manner
-  apply counseling skills and interventions from a variety of counseling perspectives

- ✦ apply intervention skills with different populations, such as special needs and culturally diverse populations
- ✦ practice sound professional ethics
- ✦ demonstrate a knowledge of professional ethical codes and their application in a variety of cases
- ✦ apply consultation models and serve as a consultant in various situations make appropriate referrals
- ✦ interpret assessments in the counseling process
- ✦ be able to maintain case notes, summaries, and reflective assessments of the counseling process and client(s) change
- ✦ develop an effective personal counseling style

Outcome Goal of Internship Supervision:

A goal of supervision is to help counselors learn to think about clients and their work with them, not to provide specific directives about particular client or events in therapy.

- ✦ To teach counselors to *develop and test hypotheses* in session with the client and that all interventions are based on hypotheses about the client and the therapeutic interaction.
- ✦ To assist counselors in *shifting* from a performance laden stance (“Did I do this right?”) to that of curiosity (What did I learn? Was my hypothesis confirmed or not? Do I have new information that allows me to make a new hypothesis?).
- ✦ To prepare counselors in *managing* the frustration and tension associated with the ambiguity of the counseling process.
- ✦ To facilitate the counselors’ *self awareness* and understanding with regard to their influence (directly or indirectly) on the counseling process and to develop skills in objective self reflection.
- ✦ To identify and *develop skills* not only as a counselor, but also as an advocate, educator, systems consultant, and collaborative group facilitator.

Anticipated Performance Goals:

- ✦ To demonstrate *knowledge of developmental stage* level of clients.
- ✦ To demonstrate *treatment planning* that matches the needs of the client.
- ✦ To provide honest *feedback* to themselves and their peers for increased professional awareness and development.
- ✦ To demonstrate *professional risk taking* in their reflection, understanding, and application of counseling skills.
- ✦ To demonstrate *counseling techniques* that are congruent with the working theory, quality/stage of the counseling relationship, and the needs of clients/families.
- ✦ To demonstrate *ethical and professional standards* consistent with the ACA ethical guidelines and the profession of counseling in the community and school settings.
- ✦ To fulfill the requirements of the course at a level of *quality* consistent with advanced graduate training and the counseling profession.

Expectations of the Learning Process:

All members of a learning community willingly share the responsibilities of gathering, synthesizing and building meaning from information and shared experience. The Instructor/Supervisor has the responsibility to aid in constructing meaningful learning opportunities that develop principles and process skills consistent with being a professional counselor.

The instructor/supervisor is *committed* to:

- ✚ giving students as much control as possible over their own learning experiences
- ✚ encouraging students to think critically
- ✚ sharing personal understanding, principles and perspectives with students
- ✚ directing students to a broad variety of readings, resources and experiences
- ✚ clarifying concepts and application of process skills
- ✚ helping in establishing criteria for quality work
- ✚ providing ongoing supervision and corrective feedback

The student's responsibility, as a counselor-in-training, is to fully engage in this course by:

- ✚ taking control of learning
- ✚ reading and synthesizing a broad variety of resources and experiences
- ✚ relating information to personal experience
- ✚ collaborating with other class members on the issues
- ✚ making observations and asking questions
- ✚ being professional in his/her commitments and responsibilities to clients, peers, and the university and on-site supervisors.

CACREP Standards:

Section II-G

1. Professional Orientation and Ethical Practice—studies that provide an understanding of all of the following aspects of professional functioning:
 - d. self-care strategies appropriate to the counselor role
 - j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
2. Social and Cultural Diversity
 - f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination
5. Helping Relationships
 - c. essential interviewing and counseling skills.

Section III

Counseling, Prevention and Intervention

- D. Skills and Practices
 1. Uses the principles and practices of diagnosis, treatment, referral and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
 4. Applies effective strategies to promote client understanding of and access to a variety of community resources.

5. Demonstrates appropriate use of culturally responsive individual, couple, family, group and systems modalities for initiating, maintaining and termination of counseling.
9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

Diversity and Advocacy

F. Skills and Practices

3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

Diagnosis

L. Skills and Practices

2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

Commitment to Inclusive Excellence:

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community (List of campus resources can be found below.)

Electronic Device Notice:

As a matter of courtesy to your classmates and the instructor, please turn off you beepers and any other electronic devices that make any noise.

Academic Dishonesty Policy:

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing "ghost-written" papers, and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source(s)). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

Winona Campus Resources:

-  Student Support Services, Krueger Library 219, 457-5465
(www.winona.edu/studentssupportservices/)
-  Inclusion and Diversity Office, Kryzsko Commons Room 122, 457-5595
(www.winona.edu/culturaldiversity/)

- ✚ Disability Services, Maxwell 314, 457-2391 (www.winona.edu/disabilityservices/)
- ✚ Counseling Center, Integrated Wellness Center 222, 457-5330 (www.winona.edu/counselingcenter/)
- ✚ Writing Center, Minné Hall 348, 457-5505 (www.winona.edu/writingcenter/)
- ✚ GLBTA Advocate, 507-457-5330
- ✚ Advising and Retention, Maxwell 314, 457-5878 (www.winona.edu/advising/)

✚ **Details about Campus Resources:**

- ✚ Two good places to help you find resources of all kinds on campus are Student Support Services and the Inclusion and Diversity Office. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources. Student Support Services is in Krueger Library 219, and they can be reached at 457-5465. The Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595.
- ✚ If you have a disability, the Disability Services office can document it for your professors and facilitate accommodation. Their office is in Maxwell Hall, 3rd floor, and they can be reached at 457-2391. If you have a documented disability that requires accommodation, please let me know as soon as possible. If you suspect you may have a disability, you are encouraged to visit Disability Services as soon as possible.
- ✚ College can be very stressful. The Counseling Center is there to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others. Their office is located in Wellness Center 220, and they can be reached at 457-5330.
- ✚ For help with writing and the development of papers, the English department has a Writing Center available to students and staffed by trained graduate students pursuing their Master's degree in English. The Writing Center is located in Minné Hall 348. You can make an appointment on the sign-up sheet on the door or call 457-5505.
- ✚ The GLBTA Advocate is responsible for documenting homophobic incidents on campus and working with the appropriate channels to get these incidents resolved. In addition, the advocate can direct people to GLBT resources on campus and in Winona.
* Contact the Counseling Center for the name and number of the current GLBTA Advocate (Integrated Wellness Center 222, 457-5330).

Course Requirements and Grading:

1. Attendance and Participation:

- ✚ Attendance and participation in classroom activities are essential in order for the student to gain full benefit from this course. Students are expected to attend and contribute to the class by presenting their ideas, reactions, questions and concerns in relation to class discussions.
- ✚ *2. Show proof of professional liability insurance*

3. *Identify an Internship Counseling Site and perform in a professional manner*

- ✚ The internship student is required to identify (in consultation with his/her advisor and university supervisor) an internship site for performing the counseling duties relevant to the setting (i.e. school, community).
- ✚ The internship student will perform in a professional manner adhering to ACA ethical standards, acting in a professional manner with site professionals as well as CE faculty, and taking appropriate responsibility for his/her learning goals.

4. *Submit Professional Learning Goals*

- ✚ The internship student will be required to identify and submit professional learning goals for the course. The student will do this in consultation with his/her on-site supervisor.
These are due on D2L by June 12, 2013.

5. *Participate in and record a **minimum** of 300 hours of internship related activities*

- ✚ 120 hours of Direct Contact (individual and/or group counseling, presentations)
- ✚ 180 hours of Indirect Contact (supervision, consultations, staffing, case note preparation, treatment planning, etc.) **A copy of the final record of hours is due to the instructor by August 15, 2013.**
 - **Direct contact hours include** direct participation in client-related volunteer activities including site programs, client activities such as play therapy, arts/crafts, social opportunities for clients, intakes, interviews, (in person or via phone), individual or group counseling (shadowing does NOT count), and testing. Co-counseling is considered direct service.
 - **Indirect contact hours include** case consultation with supervisors or peers, case notes, case management, paperwork, preparation for sessions, class attendance, supervision, research on topics related to counseling the population with whom interns work, outreach, presentation or attendance at workshops/conferences.

6. *Audio/Video tapes and Peer Supervision*

- ✚ Students will be prepared to present a minimum of two organized and relevant audio/video cases to group supervision meetings during their internship experience. Peers will provide verbal feedback on the tapes
 - Each tape must be at least 15 minutes in length.
 - The student will select at least three interventions that they would like to change, then discuss with peers a new response so that it would be more useful/appropriate/skilled.
 - The student will note his or her own strengths and areas of improvement.
 - The three interventions, strengths, areas of improvement and new responses will be put on D2L under the heading for each tape.
- ✚ Students will provide a brief overview of the client's background information with identified concerns and defined goals.
- ✚ Peers will provide strengths and insight into problem areas for the student counselor.
- ✚ Format provided as follows:
 - Demographic information (Age, education, etc.):
 - Presenting underlying concerns

- Diagnosis (if one is present)
- Brief overview of background related to concerns (developmental, emotional, behavioral characteristics, important relationship issues, also discuss strengths)
- Treatment history (previous treatment, length and types of treatment, attitude toward treatment, progress)
- Counselor's concerns or questions (impasses, confusing dynamics, new interventions, personal reactions)

8. *Individual Clinical Supervision*

- ✚ The student will gradually assume the duties consistent with expectations of his/her internship site as well as demonstrate the professionalism consistent with the profession and the ACA Code of Ethics. **A completed on-site supervisor evaluation form needs to be submitted to the instructor by August 15, 2013.**

9. *Maintaining Internship File:*

- ✚ A copy of the ACA Ethical Codes
- ✚ Professional Counseling Log of hours (weekly and final report)

10. *Submit a Final Reflection Paper:*

- ✚ The internship student will submit a final summary paper (minimum of 5 pages) of his/her internship experience discussing goals met in internship, identifying the tasks completed at the internship site, supervision experiences, critical incidents, other final thoughts related to the internship experience, what the student learned about him/herself and evaluation of self-care. **This is due on D2L by August 15, 2013.**

11. *Portfolio*

- ✚ All internship students are required to complete and present a portfolio. The portfolio can be designed via Word Press, e-folio, or another web-based resource of your choice. The portfolio must include documentation from your progress within the counselor education program and must follow the [CACREP Core Areas](#) (pp. 10-14). The following must be included in your portfolio:
 - Generic cover letter
 - Resume
 - Theory of Change/Theoretical Orientation
 - CACREP Eight Core Areas
 - Professional Orientation & Ethical Practice
 - Social & Cultural Diversity
 - Human Growth & Development
 - Career Development
 - Helping Relationships
 - Group Work
 - Assessment
- ✚ Research & Program Evaluation (e.g. Capstone paper, research papers, etc.) Examples of documentation include papers, advocacy projects, research, video clip of microskills,

presentations, etc. All students will be required to present their portfolio to the internship class. **These are due August 8.**

12. *Learning from Mistakes in Clinical Practice*

- ✚ Each class meeting students will identify and discuss one item from the handout **Learning from Mistakes in Clinical Practice**

GRADING:

Letter grade only. A final course grade will be determined by the student's overall performance throughout the internship experience.

If for any reason a student does not meet the criterion set forth in this syllabus/internship course, he/she may receive a "C" or not ready grade for graduation. In this case and depending on the recommendation of the course instructor, the student may need to extend his/her internship, drop to a professional development degree, or withdraw from the CE program. The current retention policy is outlined in the student handbook.

Students will be evaluated with regard to the quality and professionalism expected of counseling professionals. Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course.

Tentative Course Outline

Session

May 29	Introduction, Syllabus, Case Presentation Assignments, Lessons Learned...
June 12	Case Presentations, Lessons Learned...
June 26	Case Presentations, Lessons Learned...
July 10	Case Presentations, Lessons Learned...
July 24	Case Presentations, Lessons Learned...
August 7	Portfolios Due, Case Presentations, Lessons Learned...
August 15	NO meeting; all log sheets due, Final Reflection Papers Due