

Fall 2011

CE 690 Syllabus: Counseling Internship

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Course Syllabus
College of Education
Winona State University

Department: Counselor Education
Course: Counseling Internship
Term: Spring, 2011
Credits: 3-6
Grading: Grade Only

Prerequisites: Completion of all course work

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PURPOSE

The faculty regard the internship as a summative experience of a training program leading to a Master's degree in Counseling. Prior to commencing the internship students will have completed a basic core of counseling courses and extensive practicum counseling experiences.

The principal objective of the internship is to provide an opportunity for integration of knowledge and skills in a relevant setting. Applying theory and counseling skills under competent supervision enables students to make the necessary transition from graduate school to the actual work setting. When the transition is made with adequate supervision, students gain competence and confidence in the delivery of counseling services. The reality of the internship setting provides the necessary bridge between training and professional competence.

In addition to preparing students for transition into the world of work, the internship program is beneficial to the involved agency or educational setting. Students are expected to bring to the staff an enthusiasm and willingness to learn as well as integrated counseling knowledge and skills. It is expected that Master's students in counseling will have supervised responsibilities similar to regular staff members, thereby contributing substantially to the functioning of the particular counseling setting.

The basic assumption underlying all internship arrangements is that the primary focus of each setting is the welfare of its clients. We assume that all intern activities are to be conducted within the context of responsibility for client welfare and the ACA Ethical guidelines for professional counseling practice.

Counselor Education Program faculty cooperate in the internship with agencies and educational institutions in the community. The faculty is committed to an ongoing

evaluation for improving the internship experience for counselor-trainees and the participating internship sites.

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 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 (see Appendix A: Reflective Response)
- To identify and *develop their skills* not only as a counselor, but also as an advocate, educator, systems consultant, and collaborative group facilitator

Anticipated Performance Goals

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

Student Role

The Counselor Education program requires at least 600 hours of documented internship experience with at least 240 hours of direct client contact hours. The number of internship hours each semester is agreed upon by student, faculty advisor and site supervisor. Hours are based on student needs and competencies and upon the needs and desires of the setting involved. The total 600 hour internship is normally completed over a one to two semester sequence and may involve more than one internship site.

Interns are responsible for following guidelines that are similar to those followed by the contracted staff (including dress code). While expectations of staff and interns vary from setting to setting, students and supervisors should be aware of some general guidelines that can promote the most beneficial experience for all involved.

GUIDELINES AND COURSE EXPECTATIONS

Students are expected to:

Complete a written discussion of internship goals which include counseling theories of intended use, therapeutic tools to be gained, and an advocacy project.

Participate in a minimum of ***one hour per week of individual on-site supervision*** and the equivalent of ***one and a half hours a week of scheduled university group supervision***.

Arrange for ***initial and final on-site internship meetings*** for review of progress and of the initial internship goals and objectives. (These may be conducted via phone or in person.)

Maintain a ***record of activities and hours*** to be discussed and reviewed with both on-site and university supervisor.

Prepare a ***final internship summary*** integrating their experiences to their current and ongoing professional goals. This will be submitted to their site supervisor as well as the university at final exit internship meetings.

The final internship summary needs to outline:

- professional and counseling goals met by the intern
- what the student learned about him/herself
- report on advocacy project
- a revision of professional internship goals for either the remainder of the internship or ongoing professional development (post internship)

Receive ongoing ***formal and informal feedback*** regarding their progress and professional development throughout the internship. Formal evaluations will occur at the conclusion of the internship and need to be submitted by site supervisors to the university supervisor at the final exit internship meetings.

Direct Services and Indirect Services Defined

Direct 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 services 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,

University Internship Supervision Meetings

There will be university internship supervision meetings for all interns approximately twice a month during the course of the summer term. Students will be expected to present a case **or** counseling issue (from “Mistakes in Clinical Practice”) relevant to their site and professional development.

Final Grade will depend on the intern’s:

- Attendance and professional preparation for university and on-site group supervision
- Quality of all submitted work as well as timeliness of these submissions as outlined above
- Professionalism as demonstrated in preparing for and facilitating on-site internship meetings, professional dress, conduct at site and in class, and ethical practice

Inclusive Excellence

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.

Winona Campus Resources

- Student Support Services, Krueger Library 219, 457-5465 (www.winona.edu/studentsupportservices/)
- 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/)
- Math Achievement Center, Gildemeister 135, 457-5370
- 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 Wabasha Hall 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.
- For help with understanding math concepts and solving problems, the Math Achievement Center (MAC) is staffed with friendly undergraduate tutors who will help you work through difficult material. The MAC is located in Gildemeister 135 and provides free tutoring for all students in math, stat, or math education courses. The center is open 10am-3pm Monday through Friday, and 5pm-7pm Monday through Thursday.
- 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).

