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CE 690 Syllabus: Internship

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**WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION DEPARTMENT**

**CE 690 - Internship
(3 or 6 Semester Credits)**

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Catalog Description:

This course provides a practical, field-based experience (minimum of 600 hours, at least 240 of which are direct service) in a school or community setting. This experience may be arranged with supervision coordinated through the CE Internship Coordinator and an on-site supervisor. A total of six (6) credits of internship work must be completed. Prerequisite: CE 680 – Counseling Practicum, with a letter grade of B or better. Grade only.

Purpose:

The faculty of the Counselor Education Department regards the internship as an integral component of its community and school counseling programs. Academic and applied counseling skills are synthesized and used by approved interns on a daily basis in a community or school setting. Regular and ongoing supervision is provided by the university supervisor in cooperation with an approved site supervisor. Only those students who successfully complete CE 690- - Internship (earning a final grade of B or better) will be recommended for endorsement by the Counselor Education Department.

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 world of work. 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 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. The Winona State University Counselor Education Department requires that all intern activities are conducted within the context of responsibility for client welfare and the ACA Ethical guidelines for professional counseling practice.

Counselor Education Department faculty cooperates 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.

Recommended Text:

Myers, Kiser, P. (2008). [The Human services internship: Getting the most from your experience](#)

(2nd ed.). Belmont: CA: Thomson Higher Education.

Required Forms and Permanent Internship File Folder:

All students enrolled in CE 690 – Internship will be provided with required internship forms by the course instructor during the initial group supervision meeting. At the conclusion of the internship experience students are required to provide the course instructor with a completed internship file folder that included all mandatory documentation (e.g. proof of professional liability insurance, Practicum/Internship Agreement, Practicum/Internship Final Report, Internship Site Supervisor Evaluation of Student,

Internship Course Instructor Evaluation of Student, Student Evaluation of Practicum/Internship Field Experience, Internship Goals and Objectives, etc.). Internship File Folders will be maintained by the Counselor Education Department as part of the student's permanent record.

Objectives:

1. Build counseling skills through supervised practice leading to independent practice.
2. Gain an integrated and comprehensive applied understanding of the role and function of counselors in either a community or school counseling setting.
3. Become well informed about referral agencies and other community resources and be able to refer clients when appropriate.
4. Develop a well informed understanding of legal, ethical, and professional issues confronting professional counselors employed in either a community or school counseling setting.
5. Become aware of issues and intervention strategies specific to diverse populations of clients (e.g. culturally diverse people, people with disabilities, older adults, children, people who are gay or lesbian, etc.).
6. Build and demonstrate well developed record keeping and report writing skills.
7. Develop a self-awareness of abilities, behaviors, values, and attitudes and how they impact on performance in counseling
7. Develop and demonstrate a thorough understanding of case management strategies and techniques involved in the practice of counseling either in a community or school counseling setting.
9. Develop and demonstrate skills in the selection and administration of a variety of assessment instruments.
10. Demonstrate a well developed ability to give and receive feedback in a respectful, growth oriented, and professional manner.

Basic Instruction Plan:

1. Seminar Format
2. Individual and Group Tutorial
3. Case Presentation
4. Discussion
5. Supervised Field Experience

Alignment with CACREP Standards: CED 690 – Internship satisfies all requirements for the supervised internship experience outlined in Section III – Clinical Instruction (Section III: A, B, C, D, E, F, H, I, J, K, L, and M) of the 2001 CACREP Standards).

Student:

The Counselor Education Department requires that each student document at least 600 clock hours of internship related experience with at least 240 hours of direct client contact. The number of internship hours each semester is agreed upon by student, course instructor, and the 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 school or community agency staff. 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.

Prior to beginning the internship, students will have completed a basic core of counseling courses, laboratory experiences, and a counseling practicum. After consultation with the internship course instructor or a faculty advisor, students select an internship site appropriate to their skills, knowledge, and specific area of interest. The CE internship course instructor will assist students in establishing a contract with the site of choice. Upon mutual agreement by the student, agency or school, and the internship course instructor, interns then follow the procedures listed below:

- 1) **Proof of Professional Liability Insurance** – Prior to beginning any internship related activities all students must purchase and provide proof of professional liability insurance to the internship course instructor. Proof of professional liability insurance will be kept on file in the student’s permanent internship file folder in the Counselor Education Department.
- 2) **Internship Agreement** - Interns complete a written internship agreement. The agreement describes the objectives, duties, and responsibilities of the internship experience with copies distributed to the internship on-site supervisor, the intern, and the internship course instructor. On-site supervisors who hold a graduate degree in an appropriate area and who have a minimum of at least two (2) years of experience with the population and issues the intern will encounter are designated to provide supervision to the intern.
- 3) **Supervision** - Interns participate in a minimum of one (1) hour per week of individual on-site supervision and the equivalent of one (1) hour per week of group supervision provided by the internship course instructor.
- 4) **Practicum/Internship Final Report** - Interns maintain a running record (a weekly log) of all internship related activities and total hours completed. A copy of the completed form will be kept in the student’s permanent internship file that is kept in the Counselor Education Department.
- 5) **Midterm and Final Internship Summary** - Interns prepare a midterm and final internship summary integrating their internship experiences with their current and ongoing professional goals. This will be discussed during supervision with the university and site supervisor. Interns will keep this document in their personal files.
- 6) **Evaluation of Student Performance** - Ongoing formal and informal feedback regarding progress and professional development will be provided to the student throughout their internship experience. Both the internship site supervisor and the internship course instructor will provide the student with written feedback. Any evaluation of the student’s internship completed by the internship course instructor or the site supervisor will be placed in the student’s permanent internship file that is kept in the Counselor Education Department.
- 7) **Student Evaluation of Practicum/internship Field Experience** – Upon completion of the internship experience, each student will complete a formal evaluation of their internship experience. A copy of the completed form will be kept in the student’s permanent internship file that is kept in the Counselor Education Department.

On-Site Supervisor:

On-site supervisor must hold a graduate degree in counseling or closely related discipline and on-site supervisors in school settings should hold a current school counselor license, while supervisors in community settings should hold a professional license or certification in counseling or closely related discipline. The on-site supervisor assists the intern in establishing goals, assessing and evaluating professional development, and in helping counseling interns to become an integral part of the staff and internship setting. General goals to assist on-site supervision include:

- 1) Orient interns to the procedures, guidelines, and purpose of the internship setting
- 2) Guide interns toward the acquisition of specific skills and knowledge related to direct delivery of service to a specific client/student population
- 3) Provide interns with counseling situations in which they can gain experience in practical application of methods and techniques
- 4) Assist interns in planning for efficient use of time and resources
- 5) Assist interns in assessing client potential and prognosis
- 6) Help interns develop positive working relationships with supervisors, peers, and related mental health professionals.

To assist in the evaluation of the progress of the interns' progress and development, on-site supervisors are asked to provide the following tasks in liaison with the training institution (Winona State University). These may be modified to meet the needs of students and the setting.

- 1) Assist interns in developing a list of objectives, responsibilities, and tasks specific to the school, agency, or institution involved to be submitted to the Counselor Education Department internship coordinator
- 2) Provide a minimum of one hour a week of individual supervision
- 3) Provide periodic formal evaluations of the intern's strengths and areas of improvement
- 4) Communicate, as needed, with the internship course instructor regarding the progress of the intern.

Internship Course Instructor:

The internship course instructor oversees all internship planning activities, record keeping, and administrative functions, including:

- 1) Establishing a formal contact with the prospective internship site
- 2) Arranging contract meeting with the intern and the on-site supervisor
- 3) Communicating and consulting with interns and on-site supervisors as arranged or as needed

- 4) Establishing and maintaining a permanent record to be kept in the Counselor Education Department of student internship related activities
- 5) Arranging periodic site visits (per internship contract agreement)

Course Expectations:

Attendance:

Since this is a professional preparation program, consistent attendance and promptness are expected. The instructor reserves the right to reduce the final grade if there are excessive absences and/or tardiness (more than one). Counselor-trainees must attend and participate in all class sessions. Consistent and active participation provides tremendous opportunities for learning and professional growth. If there are on-site conflicts with a class meeting, then the student must inform the instructor.

More than one absence will result in a lowered grade in the course, as will more than one late arrival/early departure. The instructor recognizes there are valid reasons for being tardy or absent, such as weather-related conditions and serious illness. Professional courtesy requires that you notify your instructor PRIOR to class.

Diversity Statement:

This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity:

Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system.

Course Requirements:

Students will:

- Complete an internship agreement
- Participate in audio taping, videotaping, or live supervision on site with client permission
- Arrange for site entrance and exit visit
- Complete 600 hours of internship related activities
- Attend all supervised internship seminars (to be arranged at first internship class)
- Prepare case presentations for each class meeting
- Participate in peer critiques
- Present documentation of professional liability insurance
- Maintain the required charting and recording materials as determined by the internship site supervisor.
- Maintain required internship materials as defined by the internship course instructor
- Provide other documentation required by the internship course instructor

Oral Case Presentations

Learners will be prepared to present a minimum of 3 organized and relevant cases to group supervision meetings during their internship experience (students taking this course for a second semester will be required to present oral cases even if they have presented 3 times in the first semester). The case will be similar to a clinic staffing where the group provides help and/or support to the learner presenting the case. The presentation must provide a brief overview of the client's background information with identified concerns and defined goals. The presentation must also ask the group for insight into problem areas for the counselor. *Cases will consider relevant ethical issues and standards pertinent to case management.* All weekly presentations will formally address ethical issues. Format provided as follows:

- Identifying information (Client name, age, education, and other demographic info):
- 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)

Final Case Presentation

At the end of the semester, you will be expected to prepare and present one final case presentation. This case presentation should include the progress you have made with one client throughout the course of the semester. In your presentation, you should include a treatment plan which describes theory and interventions utilized with the client.

Personal Career Development Portfolio

Learners will develop a satisfactory portfolio using PowerPoint or personal website and submit a copy (on CD or give the web address) of it for instructor evaluation, and present it to the class. The portfolio will contain several items that provide evidence of the learner's competency the following areas:

- Your portfolio will articulate a brief statement require how you see counseling working and how change will occur. This is a statement, which reflects the learner's view regarding how their counseling services will be effective for clients.
- Brief identification of theory of choice and rationale for your choice of that theory. (i.e. How is it effective with clients from YOUR experiences? In a sense a professional disclosure statement)
- Brief discussion about how you would "sell" yourself as a counselor to clients. You only have a few minutes and at most a couple sessions to instill a sense of trust so clients believe that you are the person that can be helpful.
- The portfolio will also provide evidence for competency regarding areas of interest (i.e. special topics of interest as evidenced by papers written in classes), any groups/programs facilitated or designed, case studies focused on success, theory papers, etc. All of this evidence should come from work at internship or from courses taken.
- To begin developing a personal web page use the following link to begin the process for free: www.office.microsoft.com. Next, go to the "Office Live" page to begin. A tutorial will be provided for those that want to pursue this option. Ask the instructor for information if you want to start early. Building a web page to look professional takes considerable time (10+ hours depending on your level of computer knowledge), but Microsoft make the process user friendly and the final product will be very useful for future endeavors as the website can hold an unlimited supply of materials and information.

Grading:

Letter grade only. A final course grade will be determined by the student's overall performance throughout the internship experience. Grades will be based on: 1) the student's demonstrated counseling skills and ability to satisfy stated course requirements, 2) the student's final performance evaluation from the site supervisor, and 3) the student's final performance evaluation from the internship course instructor.

Bibliography:

Boylan, J., Malley, P., & Reilly, E. (2001). Practicum & internship textbook and resource guide for counseling and psychotherapy (3rd ed.). Philadelphia, PA: Brunner-Routledge.

Kottler, J (1987). On being a therapist, New York: Jossey Bass Publishing.