



INTERNSHIP IN COUNSELING - I

COU 6701 X1

Total Credit Hours: 3

Instructor

Course Description

This course involves supervised experience in an approved internship site. The student will receive at least 1 ½ hours of group supervision and 1 hour of individual or triadic supervision every week. The intern participates in direct and indirect services consistent with counseling practice in an area of specialization.

Rationale for Course

This course is considered the first (Internship I) course in which the student is able to more fully apply the clinical knowledge and clinical skills, and practice within the clinical role as a professional counselor. The student gets an opportunity to practice as a professional and receives training and supervision within this role by an on-site supervisor. Additionally, within the class, the faculty supervisor/instructor will attempt to integrate the student's academic knowledge with what is learned in the student's applied setting.

Learning Objectives

Upon completion of this course, successful students will have gained knowledge, understanding and skills regarding:

1. Counselors' roles, responsibilities and strategies when practicing individually and in collaboration with other human service providers.
2. Counseling philosophy and foundational principles.
3. The licensed professional counseling credentialing process.
4. How to evaluate the counseling skills of master's-level counselors in each specialty area.
5. How to utilize at least one major theoretical orientation/psychological theory during the course of a therapeutic counseling session.
6. How to utilize at least one major theoretical orientation/psychological theory in conceptualizing a client's presenting issue(s) and in developing a client's treatment goals.
7. How to analyze, synthesize, and evaluate counseling skills and the clinical process when observing their peers' video and audio recordings and role plays.
8. How to execute basic attending (body language, eye contact, tone) and listening skills.
9. How to execute basic reflection skills and summarizing skill.
10. How to execute additional basic counseling skills including confrontation, use of minimal encouragers, verbal tracking, congruency, and immediacy.
11. How to practice counseling in an ethical and legal fashion including, but not limited to, appropriate boundaries and self-disclosure, self-care and privacy issues of incompetency and impairment, and the utilization of informed consent and

confidentiality (and its limits) procedures.

12. How to engage in counseling with at least an expected level of multicultural counseling competency (including non-judgment, unconditional positive regard, empathic practice, ethical bracketing, broaching, and advocacy) for beginning counselors.

Prerequisites

Prerequisite(s): Completion of the qualifying courses and satisfactory performance in COU 6663.

Instructional Materials

(1) Supervision Assist

- All students must purchase a Supervision Assist account. It is a one-time purchase. Please have your account **set up by the 2nd week of class while** enrolled COU 6503 Helping Relationships in the Mississippi College counseling program. If you wait longer, you may not have access to class assignments. You should purchase and activate your account upon receipt of the email from the clinical coordinator where instructions will be provided.

(2) *The Electronic Clinical Training (ECT) Handbook* that accompanies this syllabus is available on the departmental Canvas resource page.

(3) *The (ECT) Handbook*, handouts, videos, and other supplementary material assigned by the site supervisor or the faculty supervisor will also be used as required materials for this course.

Methods of Instruction

The primary methods of instruction for this course include case presentation, experiential learning activities, discussion, reading, supervision, and lectures. The major topics of the course are:

- A. Clinical Presentations
- B. Ethical behavior within the applied setting
- C. Multicultural counseling competency within the applied setting
- D. Assessment and treatment planning with specific clients

Additionally, your course instructor may have additional contact with your site supervisor, including a visit your site.

Methods of Evaluation

Evaluation in this course has several major objectives. First, it will be important for the student to develop the content knowledge of this course. Second, as a professional in the field of counseling, the student will be interacting with peers and contributing knowledge to their agency or workplace throughout her/his career. Therefore, there is a need to actively participate in discussions and case presentations in this course. This course is graded as “C” credit or “NC” no credit. In order to earn a “C”, students must complete all fieldwork hours, documentation, homework, and class assignments satisfactorily.

MC Syllabus Statement

The MC Syllabus contains all policies and procedures that are applicable to every course offered by Mississippi College, both on campus and online. The policies in the MC Syllabus describe the official policies of the University as they relate to instruction and will take precedence over those found elsewhere. It is the student's responsibility to read and be familiar with every policy. The MC Syllabus may be accessed at any time on the MC website at the following: <https://www.mc.edu/provost/mcsyllabus>.

Grading Policy

My goals are to (1) meet the course objectives and (2) ensure fairness. Accordingly, please do not contact the instructor at the end of the course to request an extra assignment, bonus opportunity, or grade change for any reason except an error in the calculation of the final grade. Grade appeals should follow the process outlined in MC Policy 4.20.

Failure to successfully complete the required number of contact clock hours, direct hours, and group counseling will result in a grade of "No Credit" for the course.

Key Performance Indicators (KPI's): Key performance indicator assignments are integrated throughout the curriculum in all master's level counseling programs. These assignments are meant to check your academic progress throughout your time in the program & help prepare you for the CPCE/NCE core areas. All students must earn a satisfactory score on any assignment labeled as a KPI. If you do not earn a satisfactory score, you are required to repeat the assignment per the Department of Counseling. If you do not earn a satisfactory score on the second attempt, you will be placed on a formal academic remediation plan.

The student's grade is based upon the following:

Satisfactory evaluations	= 40%
Case conceptualization & presentation	= 20%
Audio/Video Recording & presentation	= 20% *KPI*
<u>Completion & timeliness of Records</u>	<u>= 20%</u>
TOTAL	100%

Grading Scale:

70% and Above=	Credit for Course
69% and Below=	No Credit for Course

Additional Course Policies

1. Attendance: Four (4) class absences will lead to mandatory failure. Attendance is taken at the beginning of class. Class attendance/participation is an essential part of university education, and students are expected to attend/participate regularly and punctually all classes for which they are registered. Cumulative absences/non-participation may result in a lowered grade or loss of credit for the course. Tardiness is also subject to penalty, as is any failure to complete required class work on time.
 - a. Students must not accumulate excessive absences. A student receives a grade of F in a course immediately upon accumulating the following number of absences, whether excused or unexcused: 4 in semester classes meeting 1 time per week
 - b. For lesser numbers of absences/non-participation, the student should expect a

- lowered grade in the course, with the maximum penalty of one letter grade for each week of absences (in a semester) or the equivalent.
- c. The faculty member will excuse a limited number of absences/non-participation for serious illness, for field trips, for representing the University, and perhaps for other emergency reasons which the faculty member finds justifiable.
 - d. Whether an absence/non-participation is excused or not, the student who is absent misses some learning that takes place in the class. Naturally, the faculty member is more inclined to assist the student in making up the work if the absence was excused. However, the responsibility for work missed rests entirely with the student.
 - e. A student registering late will be charged for all absences/non-participation occurring prior to his or her reporting to class, although these may be treated as excused absences.
 - f. Students are expected to attend class beginning with the first-class meeting (or participate in online classes the first week). Students who have not attended class (or participated in an online class) within 14 calendar days of the first day of class for full semester classes or within 7 calendar days of the first day of eight-week classes (brick-and-mortar or online) will be administratively dropped from class.
 - g. All absences must be made up at the discretion of the faculty supervisor.
2. Internship Site: The process of finding an Internship site should start and be completed one semester prior to the start of Internship. Students are expected to obtain their approved training site independently using the Pre-Practicum/Pre-Internship Checklist as their guide. The clinical training (CT) director and program advisors are available to provide assistance. The current lists of approved sites can be accessed in Supervision Assist. The New Training Site Form is available from the CT Director if you find a site that hasn't been approved but would like it to be your fieldwork site.
- a. The Internship cannot be started until the student has completed the Pre-Practicum/Pre-Internship Checklist, including uploading to Supervision Assist the requisite information, and returning the checklist completed and signed to the CT Director. Before earning any fieldwork hours, in Supervision Assist the Supervision Contract and Agreement of Best Practices form and the Internship Requirements form must be reviewed and signed by you and your site supervisor.
 - b. ANY STUDENT WHO HAS NOT OBTAINED AN APPROVED INTERNSHIP SITE BY THE SECOND WEEK OF THE ACADEMIC TERM WILL DROP THE COURSE OR EARN A GRADE OF "NO CREDIT" FOR THE ACADEMIC TERM OF THIS COURSE.
3. Ethical Behavior: This course is highly dependent upon ethical and responsible behavior within the internship site and course. Any student who is terminated from their internship site due to their unacceptable behavior will receive a grade of "No Credit" in the course. Depending upon the severity of the unacceptable behavior, the student is subject to dismissal from the program at the discretion of the faculty. It is important that the student notify the instructor immediately concerning any potential problems with the internship or his/her relationship with the supervisor; these situations can often be resolved prior to termination.
- a. Each student must complete the minimum number of internship hours. Failure to successfully complete the required number of contact clock hours will result

in a grade of “No Credit” for the course. Per University policy, an incomplete is only an option if there is an extreme medical emergency and may be approved only with the faculty supervisor’s approval and appropriate documentation explaining why the hours could not be completed.

- b. Special Precaution: Each student must submit an informed consent signed by the client recorded for your class presentation or the legal guardian of the client. Each student must include a statement to the client in their recording stipulating that they are a student and who will be hearing or viewing the recording.

Best Practices

Students are encouraged to prepare for class and actively participate. Students should be diligent in recording their hours, reading all assignment instructions, and submitting all work on time.

Assignments and Course Outline / Schedule

- Assignments for this course will primarily be through supervision of actual clinical cases and presentations of clients’ problems. Students will also be expected to present a video recording and case conceptualization during class. The required practices for this course are reading, writing, discussion, interviewing, attending, and responding to lectures and presentations.
 - i. Counseling Session Recordings (Standards: II.2.c.; II.5.d.; II.5.e.; V.C.2.j.; V.C.3.b.; V.C.3.e.; V.F.3.c.; V.F.3.d.; V.G.3.d.; V.G.3.f.; V.G.3.g.; V.G.3.i.; V.G.3.j.; V.G.3.k.)- Each internship student is required to provide the course instructor with three audio and/or video recordings. The length of the recording should be no less than thirty minutes & should include a complete counseling session- from the opening of session to the close of session. These will be presented & discussed in class. Please note the ethical behavior policy. All information disclosed in a recording is to remain confidential. To the best of their ability, students should redact any client information that may lead to their (the client) identification.
 - ii. Counseling Session Role-Play (Standards: II.2.c.; II.5.d.; II.5.e.; V.C.2.j.; V.C.3.b.; V.C.3.e.; V.F.3.c.; V.F.3.d.; V.G.3.d.; V.G.3.f.; V.G.3.g.; V.G.3.i.; V.G.3.j.; V.G.3.k.)- Each internship student is required to engage in a counseling role-play in class as the counselor. Each role-play should be at least 15 minutes long. Students may choose their “client” but the “client” is required to be another student in the class. The student in the counselor role will treat the role-play session as if it is “real”. The student in the client role can discuss real-life topics or role-play a scenario. Please note the ethical behavior policy. All information disclosed in a role-play is to remain confidential.
 - iii. Case Conceptualization (Standards: II.2.d.; II.2.h.; II.5.h.; II.5.l.; V.C.1.c.; V.C.3.a.; V.F.3.a.; V.G.3.h.; V.G.3.l.; V.G.3.m.) - Students should complete and submit a typed case conceptualization(s), treatment plan(s), & case note(s) for a grade. The case conceptualization should be associated with a client that the student has been doing session recordings with. For each recording with a new client, a case conceptualization, treatment plan, & case note is required. If

you record with the same client for all three recordings, please submit the case conceptualization, treatment plan, & case note with the first recording. For recordings two & three, you may submit a case note.

- iv. TRACKING WEEKLY HOURS ON SUPERVISION ASSIST (Standards: II.1.m.) - The degree of completion and accuracy of your tracking time and accompanying questions in Supervision Assist will be factored into your final grade. Using these forms, you should maintain records indicating that—by the end of the semester—you have completed the minimum of 300 clock hours of direct and indirect supervised experience at your approved site. Time logs are due each week no more than two days after your last day of the week at your site. Five points will be deducted from your grade for every day that your documentation in Supervision Assist is late. Specific information related to which activities constitute direct or indirect services can be found in your clinical training handbook.
- You are required to obtain a minimum of one (1) hour per week of individual supervision provided by your site supervisor. Included in your site supervision should be the use of audiotape, videotape, and/or direct observation of your clinical work.
 - Group supervision hours are not considered a part of the 100 hours of Supervision required for successful completion of this course. Group supervision is your weekly Internship course.
 - Group Counseling Hours: Internship I students are required to lead or co-lead three (3) or more groups.
 - Each group must last a minimum of 30 minutes.
 - Each group must include at least 3 group members, excluding group leaders.
 - Co-leading a group means that no more than one supervisee leads a group along with a supervisor or appointed counseling professional. Two supervisees are permitted to co-lead a group together only when a supervisor or appointed counseling professional is not also acts a co-leader. Instead, the supervisor or appointed counseling professional is an observer only.
- v. Midterm Paperwork (Standards: II.1.m.)
- Site Supervisor Midterm Evaluation form (completed by your site supervisor)
 - Faculty Supervisor Midterm Evaluation forms (completed by faculty supervisor)
 - The midterm evaluation will be calculated into your final grade
- vi. Final Paperwork (Standards: II.1.m.)
- Practicum Completion Checklist
 - Student Evaluation of Site Supervisor and Site
 - Site Supervisor Final Evaluation forms (completed by your site supervisor)
 - Site Supervisor Evaluation of Program, (completed by your site supervisor)
 - Faculty Supervisor Final Evaluation forms (completed by faculty supervisor)

Course Schedule

Date	Topic	Reading Assignments/Materials due
		*Hours must be logged in Supervision Assist EVERY week you are at your site.
Week 1	Introductions/Expectations of class	Syllabus & assignment clarification as needed
Week 2	Clinical Writing Review Experiential Activities & Journaling	
Week 3	Counseling Session Role Play Ethics Case Study & Review Experiential Activities & Journaling	
Week 4	Counseling Session Role Play Experiential Activities & Journaling	
Week 5	Recording 1 Presentations Experiential Activities & Journaling	Due: Recording 1 Due: Case Conceptualization
Week 6	Recording 1 Presentations Experiential Activities & Journaling	
Week 7	Counseling Session Role Play Experiential Activities & Journaling	
Week 8	Mid-Term Recording 2 Presentations Experiential Activities & Journaling	Due: Recording 2 Due: Applicable Case Conceptualization Documents Due: Midterm Evaluations
Week 9	Recording 2 Presentations Experiential Activities & Journaling	
Week 10	SPRING BREAK *Spring semester only*	NO CLASS
Week 11	Counseling Session Role Play Experiential Activities & Journaling	
Week 12	Any necessary review(s) Experiential Activities & Journaling	
Week 13	Recording 3 Presentations Experiential Activities & Journaling	Due: Recording 3 Due: Applicable Case Conceptualization Documents
Week 14	Recording 3 Presentations Experiential Activities & Journaling	
Week 15	Individual Meetings	
Week 16	Individual Meetings	Due: Final Evaluations, All Supervision Assist paperwork, Complete record of hours

Disclaimer

The instructor reserves the right to modify the schedule proposed in the syllabus as necessary. Modifications will be provided in writing.

CACREP STANDARDS (2016)

CACREP Standards, Section 2

- II.1.k. strategies for personal & professional self-evaluation & implications for practice
- II.1.l. self-care strategies appropriate to the counselor role
- II.1.m. the role of counseling supervision in the profession
- II.2.c. multicultural counseling competencies
- II.2.d. the impact of heritage, attitudes, beliefs, understandings, & acculturative experiences on an individual's view of others.
- II.2.e. the effects of power & privilege for counselors & clients
- II.2.f. help-seeking behaviors of diverse clients
- II.2.h. strategies for identifying and eliminating barriers, prejudices. and processes of intentions and unintentional oppression and discrimination.
- II.5.d. ethical and culturally relevant strategies for establishing and maintaining in person and technology assisted relationships.
- II.5.e. the impact of technology on the counseling process
- II.5.f. counselor characteristics and behaviors that influence the counseling process
- II.5.g. essential interviewing, counseling, and case conceptualization skills.
- II.5.h. developmentally relevant counseling treatment or intervention plans
- II.5.i. development of measurable outcomes for clients
- II.5.l. suicide prevention models and strategies

CACREP Standards, Section 5

Mental Health Counseling

- V.C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
- V.C.2.j. cultural factors relevant to clinical mental health counseling.
- V.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.
- V.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues.
- V.C.3.e. strategies to advocate for persons with mental health issues.

Marriage, Couple, and Family Counseling

- V.F.3.a. assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective.
- V.F.3.c. techniques and interventions of marriage, couple, and family counseling.
- V.F.3.d. conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling.

School Counseling

- V.G.3.d. interventions used to promote academic development.
- V.G.3.f. techniques of personal/social counseling in school settings.
- V.G.3.g. strategies to facilitate school and postsecondary transitions.
- V.G.3.h. skills to critically examine the connections between social, family, emotional, and behavior problems and academic achievement.
- V.G.3.i. approaches to increase promotion and graduation rates.
- V.G.3.j. interventions to promote college and career readiness.
- V.G.3.k. strategies to promote equity in student achievement and college access.
- V.G.3.l. techniques to foster collaboration and teamwork within schools.
- V.G.3.m. strategies for implementing and coordinating peer intervention programs.