

COUN 7920 (section 002)

Internship in Clinical Mental
Health Counseling

Spring 2011

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**Department of Counselor
Education, Counseling Psychology,
and School Psychology**

College of Education

INSTRUCTOR INFORMATION:

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Program Coordinator
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OFFICE HOURS:

By appointment

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



**AUBURN UNIVERSITY
SYLLABUS**

1. **Course Number:** COUN 7920
 Course Title: Internship CCA
 Credit Hours: 3 semester hours
 Prerequisites: COUN 7320, 7350, 7950, 7910; Departmental approval
 Corequisites: None

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Felicia Pressley, CED Doctoral Teaching Intern

2. **Date Syllabus Prepared:** Fall 2000, reviewed and updated December 2007
3. **Texts or Major Resources:**

Pedersen, D. (2005). Psych Notes. Philadelphia, PA: F.A. Davis Company.

Suggested:

Baird, B. N. (2005). The Internship, Practicum and Field Placement Handbook. (4th ed.)

4. **Course Description:**

Supervised on-the-job experiences performing the duties of a professional counselor in a community-based mental health setting. Courses may be repeated for a maximum of 9 credit hours.

Expanded Course Description:

Internships are viewed as the culminating activity in degree programs and ordinarily follow the completion of coursework and the full complement of supervised counseling practica. Thus, by the time students enter the internship phase of their programs of study, they are prepared to provide valuable and culturally competent services to the consumers within the community-based organization/agency that they will work.

The Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a corporate affiliate of the American Counseling Association (ACA). All such accredited master's programs are 2 years in length and include a 600 clock hour internship. The preparation received in accredited programs not only provides

students a quality education but greatly improves their opportunities for additional counselor credentials (i.e. licensure and certification).

5. Course Objectives:

Interns will perform, under the supervision of an approved community counselor who has a masters degree in community counseling (counselor education program) or a closely related area and a minimum of two years counseling experience in community counseling, the work roles and responsibilities of a fully employed community counselor. Upon completion of this internship course, students will demonstrate the following:

- a. Demonstrate knowledge of the ethical and legal considerations and principles specifically related to the practice of community counseling. **CACREP CC A.4; CACREP CC D; D; T**
- b. Develop an understanding of the implications for counseling, assessment, and program development of racial, ethnic, cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling. **CACREP CC A.5; D**
- c. Awareness of the professional activities that community counselors engage in, this includes understanding case management, program development, implementation and evaluation, in-services, staffing or case team meetings, referrals, supervision, and record-keeping practices. **CACREP CC C.1; CACREP CC C.2; CACREP CC C.6; CACREP CC D; D : T**
- d. Develop skills and competencies related to program development and service delivery based on the theories and models related to community counseling, including multicultural theories; **CACREP CC C.2, D; T**
- e. Ability to demonstrate skills related to client in-takes, case conceptualizations, and individual and group treatment planning, and documentation. **CACREP CC C.4; D; T**
- f. Identify effective strategies for promoting client understanding of and access to community resources. This includes consideration of strategies related to client advocacy. **CACREP CC C.3; D; T**
- g. Develop counseling skills, knowledge, and awareness of methods and theories relevant to diverse clients presenting in individual and group counseling. **CACREP CC C.7; D**
- h. Awareness of the value and application of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research in the practice of community counseling for diverse populations. **CACREP CC C.5; D;T**
- i. Demonstrate knowledge related to diagnosis and the use of the current edition of the Diagnostic and Statistical Manual. **CACREP CC C.5; D**

6. Course Content and Schedule:

Course content will include topics relevant to intern's clinical experiences and professional development. A portion of the content will be determined by the learning needs of the students enrolled.

Date:	Class Topic:	Reading Due:	Assignment Due:
01/10	Syllabus, Course Overview, and Site Discussion	None	None
01/14	Group Supervision	Psych notes Supplemental	Site Agreement Memo
01/31	Guest Panel Group Supervision (Felicia Pressley)	Psych notes Supplemental	Information Form (via e-mail)
02/14	Group Supervision (Felicia Pressley)	Psych notes Supplemental	Case Report
02/28	Group Supervision MID-SEMESTER Class Eval	Psych notes Supplemental	Mid-Term Evaluations Case Report
03/21	Case Presentations (3) Group Supervision (Felicia Pressley)	Psych notes Supplemental	Case Report
03/28	Case Presentations (3) Group Supervision	Psych notes Supplemental	Case Report
04/11	Case Presentations (3) Group Supervision (Felicia Pressley)	Psych notes Supplemental	Case Report Final Evaluations Internship Log
04/25	FINAL CLASS Class Eval Case Presentations (If needed) Group Supervision Wrap-up	None	Internship Documentation Site Wrap-up and Finalize Internship Tasks

7. Course Requirements/Evaluation:

a) *General*

A minimum of 600 hours (9 credit semester hours), begun after completion of required practica, in providing all the services that a regularly employed counselor in the setting would be expected to perform and attending the internship course.

b) *Internship Site Experience*

A minimum of 240 hours providing direct service to the clients is required (360 indirect service hours). Services include individual and group counseling. The student must be provided appropriate on-site office space for meeting clients. A minimum of 1 hour per week of individual supervision by the site supervisor is required (an average of 15 hours per semester) along with a minimum of one visit by the university supervisor. On-site supervisors must have a minimum of a master's degree in counselor education or a closely professional specialty and 2 years of appropriate professional experience in community/ agency counseling. Supervisors of doctoral interns must hold a doctorate in counselor education or a closely related specialty.

- c) *Group Supervision (Preparation, Attendance, and Participation): 10 pts.*
Group supervision will occur every other week in the form of on-campus seminars averaging 3 hours (an average of 24-27 hours of group supervision). Group supervision/ on-campus seminars will include discussions of the counseling related topics pertinent to stages of counselor/client relationship, specific topics arising from trainees' experiences, and treatment/counseling planning/case review for each supervisee.

Because this course relies heavily upon the ongoing experience of class members with one another in understanding in-class activities, every effort should be made to complete assigned readings in preparation for each class, attend all class sessions, to be punctual, and to reflect on learning experiences. Because theory may only become useful to the extent that it is put into practice, students are expected to participate fully in discussions and in practice activities and approaches that apply selected theories. All students will be involved in class discussions and activities should be prepared to participate. Active participation is essential and will be evaluated in the following way:

Excellent (10 pts) - Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.

Satisfactory (8 pts) - Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

Minimally Acceptable (6 pts) - Passive participation: present, awake, alert, attentive, but not actively involved.

Unsatisfactory (4 pts) - Uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit or impede the progress of class discussion

- d) *Assignments: 70 pts.*
Each student will be expected to complete and submit the following assignments for satisfactory completion of this course: Documentation for internship can be found in the Professional Practices Handbook.

Documentation:

- a. Clinical Mental Health Counseling Internship Hours Log
- b. Internship Information and Plans Form

- c. Auburn University Department of Counselor Education, Counseling Psychology, & School Psychology COUN 7920 Internship Agreement Memo. Interns provide a copy of the memo to the Site supervisor.

Readings: Resources and self-study materials. Students are expected to link relevant material from the readings to the internship experience in group supervision via class discussions.

Final Case Presentation & Report: Student will complete a 30 minute case presentation (staffing), facilitate brief group discussion of the case. The case presentation can be presented using technology. The case report will be presented as a handout to the class, 3-5 pages, in APA format. The report will include a summarized case conceptualization, diagnostic axis and treatment plan (including client goals, interventions, and evaluation of progress toward treatment goals), critical issues, and questions for peers.

Case Presentation Feedback & Evaluation:

After each presentation students will complete a peer evaluation of the presentation, providing formative feedback to the case presenter.

e) *Evaluation: 20pts.*

University faculty supervisor work with on-site supervisors and interns throughout the internship period to: (a) establish appropriate internship agreements; (b) provide consultation and supervision for interns and site supervisors (1 official and on-going site visits); (c) provide on-campus group supervision for interns; and (d) assign formal grades for internships, and when appropriate, recommend interns for counselor licensure, certification, and/or employment. Also, interns formally evaluate their sites and their site supervisors at the end of the internship.

Internship is graded Satisfactory (S), Unsatisfactory (U), or Incomplete (IN). The main criterion for evaluation in internship is based upon demonstration of the identified course objectives, completing course requirements, and supervisory evaluation.

A satisfactory grade “S” is assigned when (a) students have adequately completed and followed the established internship agreement; (b) attended supervision and responded effectively to supervision and consultation; (c) practiced ethically and within established professional guidelines; (d) received satisfactory supervisor evaluations; and (e) completed all course assignments successfully and on time.

An unsatisfactory grade “U” is assigned when the aforementioned requirements have not been adequately met. Specifically, not meeting required hours on site, or adhering to site rules of conduct, not attending class, and the discussion of cases outside of the group setting with any other persons other than those in the agency of the placement, the client, or the instructor are grounds for being dismissed from the class. This action would be considered highly unethical behavior (see ACA code of Ethics). Additionally, to maintain client confidentiality, no specific identifying information regarding the client will be allowed in group supervision.

Simply assign a client code (e.g. a first name) to the person in discussion and (e.g. initials) on any respective AU documentation.

An incomplete grade “I” is assigned when the objectives or clock hours of the internship are not met through no fault of the intern.

<i>Requirement</i>	<i>Points</i>	<i>Pt. Range</i>	<i>Grade</i>
Group Supervision (PAP)	10	100-96	S
Assignments	70	under 95	U
Evaluations	20		
Total	100		

8. Class Policy Statements:

Students are expected to participate in all supervisory class discussions and participate in all exercises and activities. It is the student’s responsibility to contact the instructor if deadlines are not met. Students are responsible for initiating arrangements for missed work. Additionally, students are expected to attend work at their internship site. Attendance is required at each class meeting and at the internship site. Students who miss class or internship hours on site because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor or site supervisor. Other unavoidable absences from campus must be documented and cleared with the instructor or site supervisor **in advance**.

Students are also expected to demonstrate an understanding of ethical and professional issues related to competent practice with diverse populations.

Please *turn off* or turn all electronic devices to vibrate before entering class. Cell phones are not to be answered in class. If you receive a call, please exit the classroom or wait until a scheduled break before answering the call.

Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

9. Justification for Graduate Credit (for Graduate Credit Only)

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” (SACS guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Graduate Council, May 21 1997 apply.