Title of Course: **Internship - Career (3 cr)**

Course No. **CP 685**

*Revised Spring 2012*

Semester: 
Instructor: 
Office: 
Phone: 
E-mail: 
Office Hours: 
Class Room: 
Class Dates: 
Class Times: 
Website: 

*Note: The Instructor will add the above information each semester.*

I. **Catalog Description and Credit Hours of Course:**

Field based counseling internships designed to give the student practical learning in chosen career counseling environment. (3)

II. **Prerequisite(s):**

Graduate Standing and Permission of the Instructor.

III. **Course Integrated in to the Program Requirements**

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<tr>
<th>M.A. Career Counseling</th>
<th>M.A. School Counseling</th>
<th>M.A. Mental Health Counseling</th>
<th>Ed.S. Counseling Education</th>
<th>Psychological Examiner Certificate</th>
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<td>Required</td>
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<td>Required Prereq.</td>
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IV. **Student Learning Outcomes**

A. The student will complete a minimum workload of 20 clock hours per week on site totaling 300 clock hours per semester.

B. The student will provide a total of 120 hours of direct services, including preventive, developmental and remedial interventions with appropriate clientele, in an appropriate setting and with appropriate supervision.

C. The student will participate in an average of one hour per week of individual and/or triadic supervision provided by the on-site supervisor and an average of 1.5 hours per week of group supervision provided by the university supervisor.
D. The student will integrate and synthesize previously acquired didactic and experiential learning in to all aspects of counseling.
E. The student will record counseling sessions either on audio or video equipment for review by the instructor, the on-site supervisor and peers.
F. The student will use a variety of professional resources such as appropriate career assessment instruments, relevant research findings, career, educational and personal-social information resources and information, technology for career information and planning, record keeping, and supervision.
G. The student will receive a formal evaluation at midterm and at the conclusion of the internship semester from the university and site supervisors. Supervisors will consult on the final evaluation.
H. The student will demonstrate professional and ethical conduct, and the ability to apply ethical and legal standards in career counseling.
I. The student will demonstrate the ability to make accommodations for career needs for multicultural and diverse populations, (i.e. identifying alternative approaches, designing and delivering programs and materials, advocating for career development and employment, educating others on the needs of these populations, and advocating for career services to legislators and the public).
J. The student will demonstrate the ability to explain the relationship of career development and human development, and how client’s personal, family, and cultural characteristics relate to career development. The outcomes of the items A through J will be measured by the completion of the Comprehensive Professional Counseling Portfolio.

V. Course as Relates to External Requirements

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<td>Internship (600 Hours) Total</td>
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VI. Course as Relates to External Standards

**CACREP Standards (2009)**

CC. Foundations – B. Skills and Practices
1. Demonstrates the ability to apply and adhere to ethical and legal standards in career counseling.
2. Demonstrates an ability to explain career development as an integral subset of human development.

CC. Counseling, Prevention, and Intervention – D. Skills and Practices
1. Demonstrates the ability to identify and understand clients’ personal, family, and cultural characteristics related to their career development.
2. Demonstrates the ability to identify and understand clients’ attitudes toward work and workers, and their career decision-making processes.
3. Demonstrates the ability to support and challenge clients in preparing for and initiating life-work role transitions,
including the following:

a. locating, obtaining, and interpreting sources of relevant career information and experience;
b. acquiring skills needed to make life-work role transitions;
c. examining life-work roles, including the balance of work, leisure, family, and community in their careers.

4. Demonstrates the ability to help the client acquire a set of employability and job search skills.
5. Demonstrates the ability to establish and maintain a consulting relationship with persons who can influence a client’s career.
6. Demonstrates the ability to recognize his or her own limitations as a career counselor and to seek supervision or refer clients when appropriate.

CC. Diversity And Advocacy – F. Skills and Practices

1. Demonstrates the ability to make accommodations for career needs unique to multicultural and diverse populations, such as the following:
   a. identifying alternative approaches to meet clients’ career planning needs;
   b. designing and delivering career development programs and materials to hard-to-reach populations; and
   c. demonstrating the ability to advocate for clients’ career development and employment.
2. Demonstrates an ability to help staff members, professionals, and community members understand the unique needs/characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and economic/social issues.
3. Demonstrates the ability to explain, articulate, and advocate for the importance of career counseling, career development, life-work planning, and workforce planning to legislators, other policymakers and/or the general public.

CC. Assessment – H. Skills and Practices

1. Demonstrates an ability to identify, select, and provide appropriate career assessment tools for clients.
2. Demonstrates an ability to administer, score, and appropriately report findings from career assessment instruments involving issues such as leisure interests, learning style, life roles, self-concept, career maturity, vocational identity, career indecision, work environment preference (e.g., work satisfaction), and other related life-career development issues.
3. Demonstrates an ability to assess conditions of the work environment (e.g. tasks, expectations, norms, qualities of the physical and social aspects of work environments).

CC. Research and Evaluation – J. Skills and Practices

1. Applies relevant research findings to inform the practice of career counseling.
2. Develops measurable outcomes for career counseling programs, activities, and experiences.
3. Analyzes and uses data to increase the effectiveness of career counseling programs and interventions.
4. Demonstrates the use of various types of research designs appropriate to career counseling and development research.

CC. Program Promotion, Management, and Implementation – L. Skills and Practices

1. Participates in the planning and organization of a comprehensive career resource center.
2. Demonstrates the ability to implement career development programs in collaboration with others.
3. Demonstrates the ability to train others in the appropriate use of technology for career information and planning.
4. Demonstrates the ability to provide effective supervision to career development facilitators.
5. Demonstrates the ability to initiate and implement a marketing and public relations campaign on behalf of career development activities and services.

CC. Information Resources – N. Skills and Practices

1. Demonstrates the ability to manage career, educational, and personal-social information resources.
2. Demonstrates the ability to evaluate and disseminate career and educational information.

DESE Standards (2008)

VII. Purposes or Objectives of the Course:

A. The student will complete a minimum workload of 20 clock hours per week on site totaling 300 clock hours per semester.
B. The student will provide a total of 120 hours of direct services, including preventive, developmental and remedial interventions with appropriate clientele, in an appropriate setting and with appropriate supervision.
C. The student will participate in an average of one hour per week of individual and/or triadic supervision provided by the on-site supervisor and an average of 1.5 hours per week of group supervision provided by the university supervisor.
D. The student will integrate and synthesize previously acquired didactic and experiential learning in to all aspects of counseling.
E. The student will record counseling sessions either on audio or video equipment for review by the instructor, the on-site supervisor and peers.
F. The student will use a variety of professional resources such as appropriate career assessment instruments, relevant research findings, career, educational and personal-social information resources and information, technology for career information and planning, record keeping, and supervision.
G. The student will receive a formal evaluation at midterm and at the conclusion of the internship semester from the university and site supervisors. Supervisors will consult on the final evaluation.
H. The student will demonstrate professional and ethical conduct, and the ability to apply ethical and legal standards in career counseling.
I. The student will demonstrate the ability to make accommodations for career needs for multicultural and diverse populations, (i.e. identifying alternative approaches, designing and delivering programs and materials, advocating for career development and employment, educating others on the needs of these populations, and advocating for career services to legislators and the public).
J. The student will demonstrate the ability to explain the relationship of career development and human development, and how client’s personal, family, and cultural characteristics relate to career development.
K. The student will demonstrate effective consultation and collaboration skills with persons who can influence a client’s career.
L. The student will understand the effects of multiple factors (e.g. client’s attitudes toward work and workers, life-work roles, life-work role transitions) and knows how to support and challenge clients to acquire employability and job search skills.
M. The student will demonstrate effective assessment skills in the areas of leisure interests, learning styles, life roles, self-concept, career maturity, vocational identity, career indecision, work environment preference, work environment conditions, and outcomes and effectiveness of career counseling interventions and programs.
N. The student will know how to conduct career development programs, design a comprehensive career resource center, implement a marketing and public relations campaign for career activities and services, and provide effective supervision to career development facilitators.
O. The student will demonstrate self-awareness in seeking supervision and consultation as appropriate and making appropriate referrals.

VIII. Course Content or Outline: Total Internship Hours 600. 300 min. in Career.
A. The student will deliver a total of 120 hours of direct services (during a total of 300 hours of internship), including career interventions with appropriate clientele, in an appropriate setting and with appropriate supervision.
B. The student will complete a minimum workload of 20 clock hours per week on site totaling 300 clock hours per semester.
C. The student will participate in an average of one hour per week of individual and/or triadic supervision provided by the on-site supervisor and an average of 1.5 hours per week of group supervision provided by the university supervisor.
D. The student will be expected to attend counseling critique sessions, seminars, and case conferences as outlined by the instructor and the on-site supervisor.

IX. Textbook(s):

Assigned Readings.

X. Expectations of Students:

A. The student is expected to actively participate in class.
B. The student will be expected to complete the required readings and assignments.
C. Satisfactory performance on examinations.
D. The student will be expected to respond to a variety of skill assessment techniques.
E. The student will be expected to know about and use a variety of technological strategies to enhance learning
F. The student will be expected to know about legal issues and ethical standards in counseling.

Requirements

First Internship (Career, School or Mental Health)

Each intern will develop and maintain a Professional Portfolio and a Resource Binder bring them to each individual session with the university supervisor. This portfolio may take on several forms. Most likely a binder that includes positive information about the developing counselor. This portfolio should be professionally done and represent ones best organizational and education skills. It should be tailored to fit the intern's own need and could include anything the student wishes (Care should be taken with confidential information). However it should contain at least the following:

1. A resume or vita.
2. Log of all hours broken down by type (i.e. site time, supervision, group, individual, marriage, intake).
3. Contracts, agreements, field contract.
4. Proof of malpractice insurance.
5. Personal reading list. (Books, articles etc. that you have read to increase your knowledge.)
6. Client reading list. (Books, articles etc. that you believe would be beneficial to clients.)
7. An example of a familiar intake write up (an intake interview report).
8. At least two examples of different note taking styles that are familiar (e.g., NAP, SOAP).
9. Evaluations by site and university supervisors.
10. Two five page theory summaries. These should be based upon your readings and demonstrate understanding of the theory. (One by mid-term.)
11 Case study and self evaluation of two tapes presented in group supervision. These should be constructed in the following manner:
   1. Counselor's Name.
   2. Setting.
   4. Counselor's personal and professional goals. (What are you working on?)
   5. Client description. Give name (assumed), age, gender, marital status, etc.
   6. Diagnosis (DSM or other appropriate).
   7. Presenting Problem.
   11. Counselor's areas for improvement.
   12. Areas for feedback. (What you want to know.)

**Second Internship (Career, School or Mental Health)**

Continue with portfolio including: hours, reading lists, contract agreements, etc.
1. Evaluations from site and university supervisors.
2. Updated resume or vita and a counseling job application cover letter. (May be written specific or general.)
3. An example of a termination summary.
4. Write up and self evaluation of one additional tape presented in group supervision.

**XI. Basis for Student Evaluation**

   A. Counseling skills performance level. (20%)
   B. Participation in seminar and critique sessions. (20%)
   C. Psychological write-ups and professional journal. (20%)
   D. Meeting requirements of the counseling setting. (20%)
   E. Meeting individual supervision requirements of on-site and university supervisors. (20%)

**Final letter grade:**
91% to 100% -- A
81% to 90% -- B
71% to 80% -- C
0% to 70% -- F

*Note: The section “Basis for Student Evaluation” is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.*
XII. Methods of instruction

A combination of:
- Classroom lectures and discussions
- Classroom experiential exercises
- Web-assisted instructions and tests/exams

XIII. Academic Policy Statement:
Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard. Refer to: http://www6.semo.edu/judaffairs/code.html

Note: Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the University Policy for Academic Honesty.

XIV. Students with Disabilities Statement:
If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to: http://www.semo.edu/cs/services/disability.htm

XV. Civility, Respect and Classroom Etiquette:
The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pager and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.
XVI. Counselor Dispositions

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of *competence, reflection and caring*, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See Student Handbook.

XVII. Knowledge Base References:

An online Knowledge Base is maintained on the Program website. See [http://www4.semo.edu/counsel/Program/know-base.htm](http://www4.semo.edu/counsel/Program/know-base.htm)

XVIII. Course Schedule

*Note: Course Schedule will be added each semester by the instructor.*

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Ruth Ann Roberts, Interim Chair, Department of Educational Leadership and Counseling.