

SOUTHEAST MISSOURI STATE UNIVERSITY
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING
COURSE SYLLABUS

Title of Course: **Counseling Internship (6 cr)**

Course No. **CP 687-70 686-70**

Revised Spring 2012

Semester: Spring 2020

Instructor: Kirsten LaMantia, Ph.D., LPC

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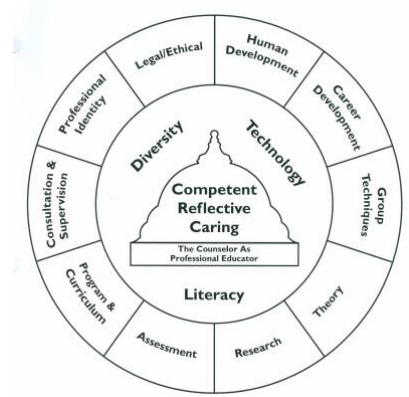
E-mail: klamantia@semo.edu

Office Hours: By appointment

Class Room: SC315

Class Times: Mondays 6:00 – 7:50 p.m.

Website: [Website: https://learning.semo.edu/](https://learning.semo.edu/)



I. Catalog Description and Credit Hours of Course:

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

II. Prerequisite(s):

CP-680 Counseling Practicum completed with credit. Permission of instructor.

III. Course Integrated in to the Program Requirements

M.A. Career Counseling	M.A. School Counseling	M.A. Mental Health Counseling	Ed.S. Counseling Education	Psychological Examiner Certificate
Required	Required	Required	Required Prereq.	

IV. Student Learning Outcomes

1. Students will learn the various roles and activities of a professional counselor such as record keeping, treatment team meetings, staffing, assessment and referral procedures. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).
2. Students will learn application of counseling interventions consistent with counseling theory through direct client contact at internship site. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).
3. Students will learn appropriate treatment plan development through assessment, diagnosis and theory application. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

V. Course as Relates to External Requirements

CACREP Requirements (2016)	DESE Requirements (2012)	LPC Requirements	NBCC Requirements
Internship (600 Hours)			

VI. Course as Relates to External Standards

CACREP Standards (2016)
<p>SECTION 3: PROFESSIONAL PRACTICE</p> <p>Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.</p> <p>INTERNSHIP</p> <p>J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.</p> <p>K. Internship students complete at least 240 clock hours of direct service.</p> <p>L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.</p> <p>M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.</p>

C. CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

3. PRACTICE

- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues

DESE Standards (2011)

VII. Purposes or Objectives of the Course:

- A. Students minimum workload will be 20 clock hours per week on site totaling 300 clock hours per semester, 120 hours will be direct service (600 hours total in two semesters for a 9 credit internship experience). Interviews will be recorded either on audio or video equipment for review by the instructor, on-site supervisor and peers. **CACREP 3.J.-3.M & C.3.a-C.3.e**
- B. Students will be expected to engage in an average of one and one half (1 ½) hours per week of group supervision conducted by a program faculty member and one hour per week of individual or triadic supervision throughout their internship that will be provided on a regular basis by their site supervisor. **CACREP 3.J.-3.M & C.3.a-C.3.e**
- C. Students will utilize a variety of professional resources such as assessment instruments, computers, print, audio and video media and make referrals to appropriate providers. **CACREP 3.J.-3.M & C.3.a-C.3.e**
- D. Students will deliver direct services, including preventive, developmental and remedial interventions with appropriate clientele, in an appropriate setting and with appropriate supervision. **CACREP 3.J.-3.M & C.3.a-C.3.e**

- E. Students will demonstrate professional, legal, and ethical conduct. **CACREP 3.J.-3.M & C.3.a-C.3.e**
- F. Students will integrate and synthesize previously acquired didactic and experiential learning in to all aspects of counseling by utilizing the principles of diagnosis, treatment, referral, prevention, conducting a biopsychosocial history, etc. **CACREP 3.J.-3.M & C.3.a-C.3.e**
- G. Students will demonstrate multicultural competency and the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. **CACREP 3.J.-3.M & C.3.a-C.3.e**
- H. Students will identify and advocate for policies, programs, and services that are equitable and responsive to the unique needs of clients. **CACREP 3.J.-3.M & C.3.a-C.3.e**
- I. Students will demonstrate their ability to locate resources in the community that promotes optimal wellness for clients. **CACREP 3.J.-3.M & C.3.a-C.3.e**
- J. Students will demonstrate appropriate use of client record-keeping. . **CACREP 3.J.-3.M & C.3.a-C.3.e**
- K. Students will demonstrate their ability to screen for and provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders. **CACREP 3.J.-3.M & C.3.a-C.3.e**
- L. Students will demonstrate their ability to use procedures for assessing and managing suicide risk. **CACREP 3.J.-3.M & C.3.a-C.3.e**
- M. Students will be evaluated formally by a program faculty in consultation with the site supervisor on their performance. **CACREP 3.J.-3.M & C.3.a-C.3.e**
- N. Students will demonstrate the ability to recognize their limitations as a mental health counselor and seek supervision or referral of clients when appropriate. **CACREP 3.J.-3.M & C.3.a-C.3.e**

VIII. Course Content or Outline:

Total Internship Hours 600.

- 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. Students will be involved in an appropriate counseling setting for a minimum of 20 clock hours per week.
- B. Students will spend at least 40% of his/her time in direct services to clients (e.g. 120 hours of a 300 hour internship).
- C. Students will submit audio and videotapes of counseling sessions for review by the instructor, on-site supervisor and/or peers.
- D. Students will attend counseling critique sessions, seminars, and films as outlined by the instructor.

- E. Students will meet for one hour per week (minimum) for individual supervision.
- F. Students will submit psychological write-ups on appropriate clientele.
- G. Students will maintain a journal pertaining to professional readings and activities.
- H. Students will have current professional liability insurance throughout the internship period.

Requirements

First Internship

Each intern will develop and maintain a Professional Portfolio and a Resource Binder and 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.
 3. Sessions: Current and Expected.
 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/ICD-10 or other appropriate).
 7. Presenting Problem.
 8. Counseling Approach.
 9. Counseling Goals.
 10. Counselor's Strengths.
 11. Counselor's areas for improvement.
 12. Areas for feedback. (What you want to know.)

Second Internship

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. Proficiency in helping skills and application of such to a helping model.
- B. Accountability as demonstrated through comprehensive, timely and accurate completion of narrative journal and other paperwork.
- C. Knowledge of topical issues in the field of counseling.
- D. Adherence to ACA ethical standards.
- E. Compliance with all policies and directives issued by university and site supervisors.
- F. Active participation in all supervisory sessions.
- G. Compliance with all taping requirements.
- H. Mid-term and final evaluations of site and university supervisors.

Course Assignments:

Case Presentation (40% of Final Grade): At least Once: Complete the Case Presentation Form created in class on the first day and posted on Moodle. Choose a specific portion of tape (at least 10 minutes) to present on and show the class. Clearly state why you chose this tape and section and what you would like feedback on.

Theory Case Presentation (40% of Final Grade): At least Once: Complete the Case Presentation Form and Theory Presentation Form created in class and the on the first day and posted on Moodle. Choose a specific portion of tape (at least 10 minutes) to present on and show the class. Clearly state what your theory is, how it fits your personhood, and how it is exemplified within the tape.

Attendance and Professional Conduct (20% of Final Grade): Evaluations, site feedback, attendance, professional conduct are evaluated for the final 20% of your grade.

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 Honesty – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else’s work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct

<http://www.semo.edu/responsiblerehawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

XIV. Accessibility – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

XV. Civility – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and

courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

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 pagers and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

XVI. Mandatory Reporting – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

XVII. 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 http://www.semo.edu/pdf/EduLead-StudentHandbookRevisions2015_AcceptedChanges.pdf

XVIII. Student Success:

This course uses SupportNET, Southeast’s student success network, to improve communication between students, faculty and staff on campus. You’ll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at supportnet.semo.edu to see any academic alerts, ask for help and to access resources to support your success at Southeast.

XIX. Course Schedule

Details regarding the schedule will be discussed during our first face to face class.

Typical Weekly Supervision Schedule:

- I. Check-in: Site issues and/or clinical concerns**
- II. Session Presentations: View tapes and give feedback**

Date	Class Discussions & Readings	CACREP STANDARDS
Week #1 1/27	Course Overview	CACREP 3.J.-3.M & C.3.a-C.3.e
Week #2 2/3		CACREP 3.J.-3.M & C.3.a-C.3.e
Week #3 2/10		CACREP 3.J.-3.M & C.3.a-C.3.e
Week #4 2/17		CACREP 3.J.-3.M & C.3.a-C.3.e
Week #5 2/24		CACREP 3.J.-3.M & C.3.a-C.3.e
Week #6 3/2		CACREP 3.J.-3.M & C.3.a-C.3.e
Week #7 3/9		CACREP 3.J.-3.M & C.3.a-C.3.e
Week #8 3/16	SPRING BREAK NO CLASS	
Week #9 3/23		CACREP 3.J.-3.M & C.3.a-C.3.e
Week #10 3/30		CACREP 3.J.-3.M & C.3.a-C.3.e
Week #11 4/6		CACREP 3.J.-3.M & C.3.a-C.3.e
Week #12 4/13		CACREP 3.J.-3.M & C.3.a-C.3.e
Week #13 4/20		CACREP 3.J.-3.M & C.3.a-C.3.e
Week #14 4/27		CACREP 3.J.-3.M & C.3.a-C.3.e
Week #15 5/4		CACREP 3.J.-3.M & C.3.a-C.3.e
Week #16 5/11		CACREP 3.J.-3.M & C.3.a-C.3.e

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. Melissa Odegard-Koester, Chair, Department of Psychology & Counseling.