



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE

**BIG ORANGE. BIG IDEAS.**

**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING  
COUNSELOR EDUCATION PROGRAMS**

**COUN 559: INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING  
FALL 2016**

**Course Section:** COUN 559 – 001, 1-6 credit hours  
**Course Meetings:** W 4:40 – 6:30pm  
**Course Location:** BEC 301

**Faculty Instructor:** Laura S. Wheat, Ph.D., LPC (GA), NCC  
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**COURSE DESCRIPTION**

**1-6 CREDIT HOURS**

Supervised post-practicum experience at a clinical mental health counseling setting approved by the academic unit.

*Grading Restriction: Satisfactory/No Credit grading only.*

*Repeatability: May be repeated. Maximum 9 hours.*

*(RE) Prerequisite(s): 525, 555, and School Psychology 690.*

*Registration Restriction(s): Master of Science – counseling major/clinical mental health counseling concentration.*

*Registration Permission: Consent of instructor.*

### PURPOSE & FOCUS

This course is focused on continued development of core counseling skills while also broadening the full range of skills needed to work as a professional counselor in clinical mental health counseling settings. Students will apply knowledge and skills to clinical situations with clients, with the support of peers, faculty, and doctoral and site supervision. We hope this course will assist you to:

- develop excellent counseling skills, including skills for therapeutic relationships, as well as the full range of counselor roles and responsibilities
- develop person and skill to be as effective as possible
- provide ethical, effective, and culturally sensitive counseling and related services to a broad range of clients
- serve your site/agency and profession with excellence

### CONTENT ADDRESSED

<b>CACREP CURRICULAR CONTENT</b>	<b>2016 STANDARD</b>
the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation	2.F.1.b
counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2.F.1.c
strategies for personal and professional self-evaluation and implications for practice	2.F.1.k
the role of counseling supervision in the profession	2.F.1.m
counselor characteristics and behaviors that influence the counseling process	2.F.5.f
essential interviewing, counseling, and case conceptualization skills	2.F.5.g
processes for aiding students in developing a personal model of counseling	2.F.5.n
procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.F.7.c
procedures for identifying trauma and abuse and for reporting abuse	2.F.7.d
<b>ADDITIONAL STANDARDS/REQUIREMENTS ADDRESSED</b>	
Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship	3.A

Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients	3.B
Formative and summative evaluations of the students' counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship	3.C
Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship	3.D
In addition to development of individual counseling skills, during <i>either</i> the practicum or internship, students must lead or co-lead a counseling or psychoeducational group	3.E
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 (Note: requirement of 900 hours for CMH students not on dual track)	3.J
Internship students complete at least 240 hours of direct service (Note: requirement of 360 direct hours for CMH students not on dual track)	3.K
Internship students have weekly interaction with supervisors that averages one hour in 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	3.L
Internship students participate in an average of 1.5 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.	3.M
Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship	3.R

### STUDENT LEARNING OUTCOMES

SLO	EVALUATION
Students will be able to develop therapeutic relationships that are deeply healing, culturally sensitive, developmentally appropriate, and ethical.	Site & Instructor Evals; Case Presentations
Students will demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness.	Self, Site, & Instructor Evals
Students will be culturally sensitive and ethical advocates for self, clients, and profession through counseling interventions, programming, and professional and community engagement.	Site & Instructor Evals
Students will be well-skilled in the full range of tasks needed for clinical mental health counseling including interventions for prevention and treatment of a broad range of mental health issues; roles of mental health counselors; and settings and service delivery models.	Site & Instructor Evals; Case Presentations
Students will be able to articulate and apply a personal model of counseling that is grounded in professional counseling theory and literature	Site & Instructor Evals; Theory Paper
Students will engage in personal and professional self-evaluation, including identification of strengths, awareness of opportunities for growth, and demonstrated action toward growth	Self, Site, & Instructor Evals

### PROFESSIONAL DISPOSITIONS

The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced 'chorus') to help you remember them. The dispositions include:

- ◆ **C**ommitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ **O**penness to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ **R**espect to self and others, including honoring diversity, self-care, and wellness
- ◆ **I**ntegrity, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ **S**elf-awareness, including humility, self-reflection, and understanding of place in history

CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

#### **METHODS OF INSTRUCTION**

Primary instruction will be via lived experience and application in an approved CMHC internship site. Group supervision (in-class meetings) will highlight opportunities to maximize growth via informed discussions by class members, guest speakers, role plays, small group assignments, and other experiential activities.

#### **REQUIRED TEXTS & MATERIALS**

No texts are required. Rather, you will engage in self-directed exploration related to counseling theory and/or population of focus. Your instructors or supervisors may assign or suggest reading focused on your specific areas for growth.

#### **STUDENT PERFORMANCE EVALUATION CRITERIA & PROCEDURES**

CMHC students must complete at least 900 internship hours (with at least 360 being direct service) over three semesters. For students on the dual track, your CMHC Internship experience must meet or exceed 600 hours (with at least 240 being direct service). During this semester, we expect you will complete approximately 300 hours (with at least 120 being direct service). The following is a synopsis of requirements. Please see the *CMHC Internship Handbook* for more specific guidance.

#### **HIGHLIGHTED STUDENT RESPONSIBILITIES**

- Follow both letter and spirit of the ACA (2014) *Code of Ethics and Rules of Tennessee Board for Professional Counselors, Marital and Family Therapists and Clinical Pastoral Therapists*
- Document liability insurance and internship contract **prior** to conducting internship activities beyond orientation and shadowing
- Ensure ethical, effective counseling service through timely, ongoing supervision
- Alert supervisors to potential ethical, legal, or safety concerns in a timely manner
- Consult with peers within class regarding challenging client related issues and concerns
- Interact with clients, supervisor, site colleagues, classmates and instructor in a manner that reflects the highest level of integrity and respect. This includes professional dress, timeliness, confidentiality, and support of mutual learning
- Engage in introspective learning; work to grow through personal issues that may adversely affect clients or other aspects of your internship; strive for optimal self-development in ways that will benefit clients and your internship experience
- Carefully document experiences and evaluation required for the internship experience

#### **GRADING STRUCTURE**

This course is evaluated on a **holistic Pass/Satisfactory (S) – Fail/Unsatisfactory (N) basis**. To earn an S you must successfully complete all assignments and documentation requirements as outlined in the syllabus and *CMHC Internship Handbook*, and you must also earn satisfactory feedback in all major areas listed below.

Your supervision team will do everything possible to provide you with timely and accurate feedback regarding your work, including indications of unsatisfactory work, opportunities to revise or complete additional work to meet expectations, and requirements for improvement. An incomplete is rare and would be assigned if you have not completed a single aspect of the course, based on a very unusual circumstance. We do not expect any student to earn an N, because you will have regular feedback and ample opportunities to improve. However, if you are unable or unwilling to take opportunities to improve, you would earn an N.

### Field Experience Taskstream Statement

This internship requires that you upload all documentation to Taskstream. Specifically, you must upload the following components:

<b>Component:</b>	<b>Due:</b>
Supervision contract	8/31
Liability insurance	8/24 and as needed
Ethics pledge	8/24
Professional disclosure and consent statements	8/24
Signed Time Logs <i>You will directly enter a summary of your hours logs. Then, you will attach your signed hours logs to substantiate overall hours</i>	Week of 11/30; please note that monthly logs are due via Blackboard, not Taskstream
Site supervisor midterm evaluation	10/5
Site supervisor final evaluation	Week of 11/30
Placement evaluation (Evaluation of Site)	Week of 11/30
Assignments & Reflections <ul style="list-style-type: none"> <li>• <i>Introductory self-evaluation</i></li> <li>• <i>Midterm &amp; Final self-evaluations</i></li> <li>• <i>Case Presentations</i></li> <li>• <i>Theory Development Paper</i></li> </ul>	<ul style="list-style-type: none"> <li>• 8/31</li> <li>• 10/5, Week of 11/30</li> <li>• As assigned</li> <li>• 11/23</li> </ul>

Select your faculty instructor as the evaluator for these submissions. Your faculty instructor will provide your final evaluation to you via Taskstream; you do not need to initiate this process. Please see your program handbook or website for guidance regarding how to utilize Taskstream.

Additional Course Requirements & Evaluations (NOT in Taskstream)	Due
<p>Documentation Requirements</p> <ul style="list-style-type: none"> <li>• Monthly hour logs (due first Wednesday of each month)                             <ul style="list-style-type: none"> <li>○ <i>Turn these in monthly Blackboard. This is just meant to help you and I keep track of how you're doing and whether additional help is needed.</i></li> </ul> </li> <li>• Midterm and final doctoral supervisor evaluations                             <ul style="list-style-type: none"> <li>○ <i>Instructor will use midterm doctoral supervisor evaluation to inform faculty supervisor evaluation within Taskstream.</i></li> </ul> </li> </ul>	<p>9/7, 10/5, 11/2; Final to Taskstream Week of 11/30</p> <p>10/5, 11/30</p>
<p>Counseling Skills</p> <ul style="list-style-type: none"> <li>• Group supervision contributions/viewing</li> <li>• Individual supervision contributions/viewing</li> </ul>	<p>Ongoing Ongoing</p>
<p>Class and Supervision Attendance and Participation</p>	<p>Ongoing</p>
<p>Commitment and Professionalism</p>	<p>Ongoing</p>

**DOCUMENTATION REQUIREMENTS**

You are expected to complete documentation with the utmost professional standards, including timeliness. This includes documentation of records in keeping with agency policy, CMHC internship forms, and other administrative documents. **Please be sure to keep copies of all administrative documents as you will need them for documentation at the end of your internship (and perhaps beyond for licensure purposes).** These documents include elements listed on the course schedule and include:

- Proof of **liability insurance** (required prior to activities beyond orientation/shadowing) - You must maintain coverage at all times. You are responsible for updating the instructor with any changes.
- **Internship contract** (required prior to activities beyond orientation/shadowing, see *CMHC Internship Handbook* for guidance) - If you believe your contract needs to be amended, please consult with the instructor. If you are on a new site, you will need to complete a new contract.
- Discern what **informed consent and permission to record** documents are required for your site. If your setting does not have approved forms, adapt a form from the sample in the *CMHC Internship Handbook* and have your site supervisor approve it.
- Submit signed **monthly hours logs** via Blackboard no later than the first Wednesday of each month. See Blackboard for electronic files. Please note that you will submit a final summary and signed logs to Taskstream at the end of the semester.

- **Introductory Self-Evaluation** – See self-evaluation guidelines on page 14 of this syllabus.
- **Midterm & Final Evaluations**
  - **Doctoral supervisor evaluation** – facilitate doctoral supervisor's evaluations of you using the Faculty Supervisor form in Taskstream (you will not upload this – print it out and have your doctoral supervisor complete it by hand)
  - **Site supervisor evaluation** - facilitate site supervisor's evaluations of you using forms in Taskstream
  - **Self-evaluation** – complete as outlined in guidelines on page 14 of this syllabus and upload to Taskstream
- **Final Documentation Packet** (upload to/verify in Taskstream)
  - Verification of your liability insurance for all semesters of your internship
  - Signed internship contract(s) – Upload as single .pdf file
  - Final and midterm site supervisor evaluations, with signatures
  - Final and midterm doctoral supervisor evaluations (do not upload to Taskstream)
  - Each of your self-evaluations
  - Instructor evaluation
  - Placement Evaluation (see form in Internship Manual, Appendix J)
  - Signed time logs up to date of completion; final signed log is critical, must be included. Note that there would be approximately 12 signed logs, one per month. Place them in chronological order, such that final/most recent signed log is the last page.

### **COUNSELING SKILLS**

You will demonstrate counseling skills through sessions, which are reviewed in individual and group supervision. You will receive feedback from your peers, site supervisor, doctoral supervisor, and instructor. Your supervisors will communicate regularly regarding your progress. Your instructor will also gain insight into the quality of your counseling skills through written assignments and group supervision. Your instructor will provide a written evaluation and ask for your self-evaluation throughout the semester. You may feel intimidated by so much evaluation. Consider the following advice:

- Let your instructor, yourself, and your peers know who you really are, including the talents and skills of which you are proudest and the talents and skills you think inadequate. We expect you to make mistakes and to improve through the semester. Even at the end of the semester, you will not be a finished counselor. Rather, you will have a strong start on your journey to being an excellent professional counselor.
- Keep your focus on your development, more than on the evaluations you receive. Trust that we will let you know if we have a concern. Still, do not hesitate to ask for feedback on your progress if it would help you refocus on your development.
- Use the evaluation forms and the feedback you receive to guide your improvement.



**GROUP & INDIVIDUAL SUPERVISION ATTENDANCE & PARTICIPATION**

Come to individual and group supervision prepared to seek feedback on your own growth and provide feedback to your peers. See specific guidelines on page 9 of this syllabus.

**COMMITMENT & PROFESSIONALISM**

You will demonstrate commitment through seeking a maximum number of clients, seeing clients on a regular basis, completing documentation in a timely and quality manner, and demonstrating professionalism in all aspects of your work. Timeliness is an accepted value of our professional culture; some rare circumstances make lateness understandable. If you think this may be your situation, communicate with your instructor as soon as possible (preferably *before* the item is late).

**MIDTERM & FINAL SELF-EVALUATIONS**

See guidelines on page 14 of this syllabus.

**FORMAL CASE PRESENTATIONS**

You will complete two formal case presentations in class. Guidelines are provided on page 16 of this syllabus.

**THEORY DEVELOPMENT**

You will develop a paper focused on your beliefs about counseling. Guidelines are provided on page 17 of this syllabus.

**INSTRUCTOR POLICIES****SESSION RECORDING & MAINTENANCE**

You may record sessions in video (preferred) or audio only. Record as many of your sessions as possible but **absolutely no fewer than two sessions per week**. As soon as you skip recording a session you could have recorded, that will be the session for which you most need and want feedback.

The safe keeping of all client material, especially session recordings, is critically important. If a recording were to be heard by someone not committed to our professional ethics of confidentiality, individual respect, and privacy, the consequences could be devastating to clients, to agencies, and to you. So **be absolutely sure to protect all client information, especially recordings**. Keep your session recordings in accordance with agency policy during your internship. At the end of internship, you must destroy all recordings unless directed otherwise by your instructor or site supervisor. You may not be able to store all recordings throughout your internship. If this is the case, keep several recordings of ongoing clients.

**ATTENDANCE & PARTICIPATION**

Your timely attendance and participation is a critical, required aspect of our group supervision experience. We will use our time to review, critique, and develop your skills. Skill development will come from the feedback you receive from your peers and

instructor, as well as from the process of giving feedback to your peers. If you must miss class or be late due to a highly unusual and seemingly unavoidable circumstance, contact your instructor as soon as possible. More than one absence or chronic lateness may impact your ability to meet supervision and professionalism requirements.

Our meeting time will be divided into two segments:

- Large group supervision, which will operate like an open-topic treatment team. This is your opportunity to talk with other informed professionals about client issues, personal issues in working with clients, and workplace situations. During this time, you are expected to demonstrate the utmost respect for clients, for each other, and for the organizations where you are completing your internship experience. Come to group supervision with a clear idea of what you would like to discuss. Even if you do not end up having time to raise your issue with the group, you still benefit from your thinking in clarifying areas of difficulty, successes, workplace challenges, and workplace benefits. You will certainly have time to discuss these issues during supervision with your doctoral supervisor.
- Case presentation, in which two interns will offer formal case presentations to their peers. You will have an opportunity to provide supportive feedback and conceptualize client concerns, counseling process, and counselor development during this time.

### UNIVERSITY SUPERVISION

You will engage in university supervision with a doctoral student supervisor every other week until you have completed your first six credit hours of internship. You will have at least six individual supervision meetings over the course of the semester. The focus of this supervision will be service oversight, client care, and skill development, and it will almost always include recording review. You will all also have site supervision one hour per week. Site supervision can include session review but often does not. Individual supervision from the instructor is available to each of you and may become an added requirement, when needed.

Be prepared to **play 10-minute segments from two sessions** in each individual supervision meeting. You need to begin recording at least two clients per week by the third week of internship. To prepare a session for review, watch/listen to your selected session and set it to the section for which you would most like feedback. Be sure to bring the technology to play your session segment in supervision, and be ready to orient your supervisor with:

- Session number
- When in the session the segment occurred
- A brief and general understanding of your client and your client's situation
- What to look for in the segment, why you chose it, what questions you have in mind regarding your work or client actions, problems you faced, doubts you are experiencing, or a success that you hope to share with your supervisor.

An occasionally understandable reason for not previewing/preparing your segment for supervision would be if you have just finished a session for which you have strong feelings and would like feedback. However, your supervision preparation process builds your self-supervision skills – your ability to articulate and understand the questions you have will greatly enhance your development.

You should almost always play a segment of a very recent session in supervision. Your skills will improve quickly through the year; using recent segments will help you maximize these feedback and guidance opportunities to develop your skills and to prepare yourself for your next session.

### **INCLEMENT WEATHER**

In most cases, we will follow the university protocol for weather cancelations and delays; however, there may be times the university is officially open but we choose to meet online due to safety concerns or delayed start. In the event that we do not meet in person due to weather, we will hold class via Zoom, UT's videoconferencing software. I will send join instructions to your email accounts. Please consult me if you do not have internet access at home; I can record the session so it will be available to you at a later time.

### **EMERGENCY ALERT SYSTEM**

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for UTAAlerts at <http://safety.utk.edu>. Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

### **ACADEMIC STANDARDS OF CONDUCT**

All students are expected to uphold the University of Tennessee's Honor Statement. Plagiarism and cheating will not be tolerated in any capacity and **will automatically result in a grade of zero** for any assignment where the student in question is suspected of engaging in such behaviors. Please refer to the most recent copy of Hilltopics, at <http://hilltopics.utk.edu/files/Hilltopics2015-16.pdf> (page 15) for specific information concerning academic standards of conduct. Your instructor will follow University-sanctioned disciplinary procedures for any breach of these policies. Each student is responsible for knowing the terms and conditions of the Honor Statement. The Honor Statement reads as follows:

“An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

**UNIVERSITY CIVILITY STATEMENT**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>

**SAFE ZONE**

Regardless of ability, age, ethnicity, gender expression and identity, national origin, race, religion, or sexual orientation, you will be treated and respected as a human being. Your continued presence in this course signals your commitment to act likewise.

**DISABILITY SERVICES**

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities. You can also view information on accessibility at UTK at <http://accessibility.utk.edu> Please keep in mind that accommodations cannot be made unless appropriate documentation from the Office of Disability Services is provided.

**TECHNOLOGY IN CLASS**

The use of mobile devices for calls, text messaging, or tasks not relevant for instruction is prohibited in class. Please show your respect for your classmates and the instructor and turn your devices off or put them in silent mode. Laptops and tablets are permitted as long as their use is limited to course specific activities (e.g., taking notes).

**Your Role in Improving Teaching and Learning Through Course Assessment:**

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

**Key Campus Resources For Students:**

- Graduate Catalog : <http://catalog.utk.edu/index.php?catoid=2> (Listing of academic programs, courses, and policies)
- Hilltopics: <http://dos.utk.edu/hilltopics> (Campus and academic policies, procedures and standards of conduct)

- Course Timetable: [https://bannersb.utk.edu/kbanpr/bwckschd.p\\_disp\\_dyn\\_sched](https://bannersb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched) (Schedule of classes)
- Academic Planning: <http://www.utk.edu/advising> (Advising resources, course requirements, and major guides)
- Student Success Center: <http://studentsuccess.utk.edu> (Academic support resources)
- Library: <http://www.lib.utk.edu> (Access to library resources, databases, course reserves, and services)
- Career Services: <http://career.utk.edu> (Career counseling and resources; HIRE-A-VOL job search system)

### COURSE SCHEDULE

Date	Topics	Milestones/Due Dates
8/17	Syllabus review Introductions & Getting Started Issues	Read <i>CMHC Internship Handbook</i> Review <i>ACA Code of Ethics</i>
8/24	Getting Started Issues Site Presentations (Informal)	<b>Document Liability Insurance</b> <b>Email Internship contract draft</b> Confirm informed consent & recording documents with site *Begin university supervision Group 1*
8/31	Client, counselor, & workplace issues Clinical workshop TBD	<b>Introductory self-evaluation due</b> <b>Document final (signed) contract</b> *Begin university supervision Group 2* *Must be recording at least 2x/week*
9/7	Client, counselor, & workplace issues Formal case presentations	<b>August hours documentation due to Blackboard</b>
9/14	Client, counselor, & workplace issues Formal case presentations	
9/21	Client, counselor, & workplace issues Formal case presentations	
9/28	Client, counselor, & workplace issues Formal case presentations	Remind site supervisor about midterm evaluations due next week
10/5	Client, counselor, & workplace issues Formal case presentations	<b>Sept. hours documentation due to Blackboard</b> <b>Midterm self, site, and doctoral evaluations due</b> Schedule check-in if desired

10/12	Client, counselor, & workplace issues Formal case presentations	
10/19	Client, counselor, & workplace issues Formal case presentations	
10/26	Client, counselor, & workplace issues Formal case presentations	
11/2	Client, counselor, & workplace issues Formal case presentations	<b>October hours documentation due to Blackboard</b>
11/9	Client, counselor, & workplace issues Formal case presentations	
11/16	Client, counselor, & workplace issues Formal case presentations Theory & big picture check-in	Remind site supervisor about final evaluations due in two weeks Course evaluations
11/23	NO CLASS	<b>Theory development paper Confirm individual check-in appointment</b>
Week of 11/30	Individual check-in with instructor	<b>All final documentation due:</b> <ul style="list-style-type: none"> <li>• <b>Hours</b></li> <li>• <b>Self-Evaluation</b></li> <li>• <b>Doctoral Supervisor Evaluation</b></li> <li>• <b>Site Supervisor Evaluation</b></li> <li>• <b>Evaluation of Site</b></li> <li>• <b>Upload all except Doctoral Supervisor Evaluation to Taskstream</b></li> </ul>

*\*Note: This syllabus reflects expectations for the course; however, it may be necessary to make changes in the syllabus and schedule after the course begins. In such cases, students will be notified accordingly.*

### **SELF-EVALUATION GUIDELINES**

For each self-evaluation, complete the form that follows and construct a brief (2-3 pages, double spaced, 12 point font, 1" margins) narrative to accompany your self-evaluation. Be sure to label, sign, and date each self-evaluation. Upload each self-evaluation to Taskstream.

#### **Introductory Self-Evaluation**

In an introductory statement, share your professional interests, theoretical focus/learning, strengths, opportunities for growth, and hopes and fears for the internship experience.

#### **Midterm Self-Evaluation**

Evaluate your work and development and a counselor-in-training thus far this semester. What are your top three strengths and top three areas for growth? How do these strengths and areas for growth relate to your confidence in your readiness for the range of skills needed to be an effective counselor? How do you plan to address your areas for growth? How do the themes you are noting now compare to your introductory thoughts?

#### **Final Self-Evaluation**

Evaluate your work and development and a counselor-in-training to this point in the internship. What are your top three strengths and top three areas for growth? How have these strengths and opportunities developed or changed over time? How do these strengths and areas for growth relate to your confidence in your readiness for the range of skills needed to be an effective counselor? How do you plan to address your areas for growth?

**SELF-ASSESSMENT OF BASIC HELPING SKILLS AND PROCEDURAL SKILLS**

*Please use the following scale to assess your skills: 1 = needs substantial development, 2 = needs development, 3 = at developmentally appropriate level, 4 = an emerging strength, 5 = a substantial strength*

<b>Essential Helping Skills</b>					
1. Demonstrate active attending behavior	1	2	3	4	5
2. listen to and understand nonverbal behavior	1	2	3	4	5
3. listen to what client says verbally, noticing mix of experiences, behaviors, and feelings	1	2	3	4	5
4. understand accurately the client's point of view	1	2	3	4	5
5. identify themes in the client's story	1	2	3	4	5
6. identify inconsistencies between the client's story and reality	1	2	3	4	5
7. respond with accurate empathy	1	2	3	4	5
8. ask open-minded questions	1	2	3	4	5
9. help client clarify and focus	1	2	3	4	5
10. balance empathic response, clarification, and probing	1	2	3	4	5
11. assess accurately severity of client's problems	1	2	3	4	5
12. establish a collaborative working relationship with client	1	2	3	4	5
13. assess and activate client's strengths and resources in problem solving	1	2	3	4	5
14. identify and challenge unhealthy or distorted thinking or behaving	1	2	3	4	5
15. use advanced empathy to deepen client's understanding of problems and solutions	1	2	3	4	5
16. explore the counselor-client relationship	1	2	3	4	5
17. share constructively some of own experiences, behaviors, and feelings with client	1	2	3	4	5
18. summarize	1	2	3	4	5
19. share information appropriately	1	2	3	4	5
20. understand and facilitate decision making	1	2	3	4	5
21. help clients set goals and move toward action in problem solving	1	2	3	4	5
22. recognize and manage client reluctance and resistance	1	2	3	4	5
23. help clients explore consequences of the goals they set	1	2	3	4	5
24. help clients sustain actions in direction of goals	1	2	3	4	5
25. help clients review and revise or recommit to goals based on new experiences	1	2	3	4	5
<b>Procedural Skills</b>					
26. open the session smoothly	1	2	3	4	5
27. collaborate with client to identify important concerns for the session	1	2	3	4	5
28. establish continuity from session to session	1	2	3	4	5
29. Know policy and procedures of educational or agency setting regarding harm to self and others, substance abuse, and child abuse	1	2	3	4	5
30. keep appropriate records related to counseling process	1	2	3	4	5
31. end session smoothly	1	2	3	4	5

Intern signature \_\_\_\_\_

Supervisor signature \_\_\_\_\_

Date \_\_\_\_\_

Cumulative hours completed \_\_\_\_\_ (direct) / \_\_\_\_\_ (total)



### FORMAL CASE PRESENTATION

You will complete at least two formal case presentations this semester. In this assignment, you will provide a detailed case analysis of a client with whom you are working. The object is to increase your conceptualization skills, including those related to diagnosis and treatment planning and cultural competency. The formal full case presentation includes an oral as well as a brief written report (no more than 7 pages of content).

1. Case overview
  - a. your understanding of your client, from “identifying information” through your “understanding of the person” of the client
  - b. Developmental considerations - Intellectual abilities, apparent social-behavioral-emotional development, and known or potential disabilities
  - c. Cultural considerations - your cultural formulation of the client and concern
  - d. *DSM-5* diagnosis (You may present two diagnoses you are considering and ask the group to help determine which is the best fit), including considerations regarding developmentally appropriate reactions to grief, crisis, or trauma
2. Counseling overview
  - a. 2-3 counseling goals/objectives & measures of progress
  - b. Characteristics of your counseling relationship and its development, including reflections on self as counselor
  - c. Your treatment plan so far, including identification of the specific approach(s) you are using with this person and why
3. Requests for feedback and discussion

Submit the case presentation to the instructor via Taskstream prior to class, and send a copy via Blackboard email to your classmate colleagues. For group supervision, we will have a projector, but you will have to be sure that your computer/device will work with the projector, that you can play the segment you need (no more than 10 minutes), and that it is audible. Please be sure to test the technology in advance of your presentation time.

### THEORY DEVELOPMENT

Internship is your opportunity to pull together and apply your learning over the past years. The goal of this assignment is to help you consider your beliefs regarding human nature and the counseling process through a deep understanding of counseling theories. This is the first part of a two-semester project in theory development.

This formal paper (approximately 10 pages, APA style) will include several key elements:

- Presentation of your current beliefs about human nature and distress, the change process, and your role as counselor (about 3 pages)
- Identification of two counseling theories or approaches you believe to be most consistent with your current beliefs and relevant to the clients you will serve
- Brief literature review for each theory (ideally, with connection to your beliefs)
  - What are the key concepts of the theory?
  - What would the theorists say about human nature, distress, and the change process?
  - How does the theory work? Are there key or hallmark techniques?
  - What is its body of research, especially related to population and/or setting, if any?
  - What are strengths and limitations of the theory in relation to your client population and/or setting?
- Concluding thoughts

In your study, include at least one book focused on *each* theory and ten recent journal articles (total, not ten for each theory). The strongest papers will include both presentation of literature about the theory and your evaluation of the degree to which the theory fits or does not fit with what you think or believe. I encourage you to get started right away and read for leisure as well as with focus.

Please submit this assignment via Taskstream.