

Villanova University Counseling and Human Relations
CHR 8851 Clinical Mental Health Counseling Internship I Syllabus, Fall 2014

Class Meeting: Tuesdays 5:20-7:20pm, Location: TBD

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Course Description

The counseling internship course is designed to give advanced students in counseling the opportunity to put into practice the skills and knowledge they have developed throughout their counseling program and continue to translate their academic understanding into actual counseling practice through direct client contact and agency involvement. Students complete a pre-determined number of hours of counseling in a field setting under supervision of the counseling faculty and qualified Site Supervisors.

General Course Objectives

The goal of the Counseling Internship course is to provide students the opportunity to apply their theoretical knowledge and practical skills to specific client cases within a professional counseling setting. Weekly group supervision/ instruction, individual supervisory meetings and various assigned activities are designed to give internship supervisors and faculty the opportunity to assess the student's counseling performance in relation to client goals and the professional development of the counselor-in-training.

A fundamental premise of the course is that counselor education is best accomplished through both an intellectual and personal development approach. This approach contends that the counselor-client relationship is an endeavor in which the growth and development of the client depends very much upon the concurrent professionally oriented growth and development of the counselor-in-training. Thus, students' participation and willingness to give feedback and openness to receive feedback during group supervision sessions is central to the achievement of the course goals.

Internships have designated activities (learning experiences) that are to be conducted at the student's field placement site. On-campus class meetings and individual meetings with the course instructor will supplement the internship experience. In the event that the class or the instructor's feedback differs from that of the on-site supervisor, the student should almost always defer to the on-site supervisor.

CACREP CMHC Student Learning Outcomes

1. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling (CMHC A2).
2. Applies current record-keeping standards related to clinical mental health counseling (CMHC D7).
3. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling (CMHC B1).
4. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (CMHC D1).
5. Applies multicultural competencies to counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders (CMHC D2).
6. Applies effective strategies to promote client understanding of and access to a variety of community resources (CMHC D4).
7. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling (CMHC D5).
8. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate (CMHC D9).
9. Applies relevant research findings to inform the practice of clinical mental health counseling (CMHC I.3, J1).
10. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments (CMHC J2).
11. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs (CMHC J3).

Course Requirements

Hours: Students participating in CHR 8851 will be required to devote a total of **600 hours including at least 240 hours of direct service** to internship activities, in accordance with the Internship Student Agreement (see Internship Handbook) [CACREP III G1].

Supervision: Students shall receive one hour of uninterrupted individual supervision per week with their designated field placement Site Supervisor [CACREP III G2] and participate in two hours of group supervision per week with the Villanova Internship Faculty Supervisor during the Internship semesters. [CACREP III G3] Further, Students will meet individually with the Faculty Supervisor for the purpose of performance appraisal and supervision. The meeting will address student progress toward fulfillment of course requirements as well as student progress in professional counseling skill development.

Required Forms: The following forms must be submitted by the dates outlined below:

- **Internship Prospectus:** Your Internship Prospectus, a concise outline of proposed experiences for the semester, is due by the second class session.
- **Student Evaluation of Field Site:** Each internship student must submit this form to Dr. Wahesh during the final group meeting.
- **Field Site Supervisor Evaluation:** A satisfactory performance evaluation must be acquired from the Site Supervisor according to the criteria listed in the Field Site Supervisor Evaluation. Site Supervisors are requested to return the form to the Faculty Supervisor at *midterm and during the final week of classes*. [CACREP III G6]
- **Weekly Activity Reports:** Each student will submit weekly activity reports on the designated days as noted in the course outline. Reports should be submitted stapled together with a coversheet (Weekly Activity Summary) providing a cumulative summary of hour completed. Each report must be initialed by the student's site supervisor. A template for the coversheet that students must use can be found on Blackboard.

Faculty Supervisor Site Visit: The Faculty Supervisor will visit your site in order to gather a firsthand perspective of your experience, to offer support to your Site Supervisor, and gain feedback regarding progress and problems to date. You are expected to help facilitate this visit and be present at the site when the Faculty Supervisor visits.

Attendance, Participation, and Professionalism: This course is primarily interactive with meaningful and constructive peer-feedback being an overarching goal; therefore, class attendance and participation are critical and students are expected to not miss class. Any extraordinary and expected absences should be reported to the course instructor in the first week of class. Additionally, our time is limited; therefore, those who enter more than 15 minutes late will not earn points for attendance that day unless circumstances are extraordinary. More than one class absence will result in a grade decline and participation will be evaluated according to the "*Class Participation Evaluation Form*." Professionalism by students is also expected; points will be deducted if a student regularly submits required paperwork late, incomplete, or incorrectly completed.

Journal Assignments: Students in an experiential course should take every opportunity to prepare intrapersonal reflections on the process as research has made clear this is a critical element of counselor development. These journals (1-1.5 double-spaced pages in length), while integrating professional development, should focus primarily on personal development. Further, you are to reflect critically on your experiences, rather than just describing them. Journals should be submitted via email no later than the Monday (at 5pm) before the class dates listed below. The required writing prompt for Journal #3 is below. Prompts for Journals 1, 2, and 4 will be provided in class; however, unless otherwise specified, students are not required to respond directly to the prompts. Please label the file you email: "*YOURLASTNAME.Journal#1.docx*", "*YOURLASTNAME, Journal#2.docx*", etc.

Special Writing Prompt for Journal #3:

Advocacy has been identified by the Council for Accreditation of Counseling and Related Programs (CACREP) as a core element of counselor professional identity. According to CACREP (2009), students preparing to become Clinical Mental Health Counselors are expected to understand the effects of racism, discrimination, sexism, and oppression on their clients and be able to utilize effective strategies to support client advocacy to address these issues. This aspect of counselor identity closely intersects with the mission of Villanova University. As a University grounded in Catholic and Augustinian values, Villanova is committed to encouraging students to commit themselves to the common good and justice, with a special concern for the poor and suffering.

An example of integrating Catholic Social Teaching and Mental Health Counseling is *Writings for a Liberation Psychology* by Ignacio Martin-Baró. Martin-Baró (1942-1989) was a Jesuit Catholic priest, scholar, and psychologist who lived in El Salvador during the Salvadoran Civil War. In Reading #3 Martin-Baró proposes a model for conceptualizing the role of the psychologist in addressing the systemic issues in Salvadoran society. As he proposes a new professional role for psychologists, Martin-Baró discusses the importance of addressing structural injustices and responding to the signs of the times. He also references Paulo Friere's concept of critical consciousness or "concientización."

As you read Chapters 1 & 2 from *Writings for a Liberation Psychology*, consider the implications of Martin-Baró's words on Clinical Mental Health Counseling *today* and your role as an intern. Keep in mind that this book was written in El Salvador during the mid-1980s, so it might be helpful to replace "psychologist" with "mental health professional." In your journal, reflect on your internal reactions to this reading (i.e., how the reading fits your personal beliefs, any emotional or other reactions you had while reading); describe this response in 2 pages and be prepared to discuss in class on 11/4.

Clinical Case Presentations: Case presentations shall be defined as formal presentations for Group Supervision of client cases being worked with by students at their field placements. Students will present **2 case presentations** for group review, discussion, and feedback during the semester. Each case presentation shall include (a) a concise summary of the case according to the format defined in the attached "*Case Presentation Worksheet*" (a copy to be presented to all group members), (b) presentation of a 10-minute video-recorded segment of a counseling session, and (c) sufficient time for group review and feedback. Presentations will be evaluated using the "*Case Presentation Assessment*." Failure to conduct a presentation at the assigned time could severely impact student's grade. [CACREP III G5]

Clinical Case Presentations should adhere to the format outlined below:

1. Review worksheet and answer clarifying questions from the group (8-10 minutes)
 - a. *Briefly* describe client case history and presenting problems.
 - b. Describe relevant aspects of the Treatment Plan, including socio-cultural influences on the counseling process and indications of progress (methods of assessment).
 - c. Introduce segment and explain requested feedback.
2. Play recording (must be 10 minutes in length)
3. Feedback and discussion (15 minutes)

Case Presentation Feedback Reports: Students are expected to write a 1-2 page paper following each of their clinical case presentations, responding to the following questions:

- 1) *What did you learn from the feedback that you received during your case presentation?*
- 2) *How did you use this feedback?*
- 3) *What was the outcome of using the feedback you received?*

Case Presentation Feedback Reports are due one week after case presentation and **completed** Peer Feedback Exchange Forms must be attached when paper is submitted.

Counseling Portfolio: Each student is to develop a portfolio that formally summarizes his/her experience during each semester of the Internship. The Counseling Portfolio should include the following sections:

- a. Brief description of the field placement and your duties
 - b. Description of your goals for professional development during the current semester of the Internship
 - (1) Goals should address areas such as counseling skills, counselor self-awareness, case conceptualization skills, and/or professional awareness and behaviors. You are encouraged to discuss these learning goals with your site supervisor.
 - (2) Goals should be “SMART” – Specific, Measurable, Attainable, Results-oriented, and Time-bound. The rationale should be brief and the plan for working on these goals should include concrete steps that will help you make progress.
 - c. Qualitative summary of course work and/or professional training taken prior to and during the current semester that you consider particularly relevant to your work during the Internship.
 - d. Qualitative summary of interactions with other professional agencies and individuals in support of your counseling work this semester.
 - e. Qualitative assessment of your professional development during the semester, including evaluations of: (a) progress toward your stated goals (described in section “b”), (b) current strengths as a professional counselor and (c) directions needed or desired for continued growth as a culturally competent counselor [CACREP III G4].
 - f. Samples of your work including (but not limited to): Assessments that you have done, treatment plans that you have developed, termination summaries completed, counseling notes, or other documents that reflect the nature/quality of your counseling activity. *Ensure that these documents remain anonymous.*
- Sections a-c are due during the second class session. Students are expected to include an updated version of these components (including instructor/supervisor feedback) when they submit the final, complete version of their portfolio during the last class session.

Assigned Readings (available on Blackboard):

- Reading #1: Natural and Unnatural Evolution of Therapist Development (Kottler & Jones, 2003)
 Reading #2: A Systemic Approach to Peer Group Supervision (Borders, 1991)
 Reading #3: Liberation Psychology Chapters 1-2 (Martin-Baró, 1994)
 Reading #4: Counselor Professional Identity (Mellin, Hunt, & Nichols, 2011)
 American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA.

Grading

A student’s grade for each semester of the Internship will be awarded according to the following:

Clinical Case Presentations (2 @ 15 points each)	30
Case Presentation Feedback Report (2 @ 5 points each)	10
Attendance, Participation, & Professionalism	20
Journal Assignments (4 @ 5 points each)	20
Counseling Portfolio	20
Field Site Supervisor Evaluation	P/F
Total	100

Grades assigned using the following formula:

A	=	94-100	A -	=	90-93
B +	=	87-89	B	=	84-86
B -	=	80-83	C+	=	76-79
C	=	73-75	C-	=	70-72
D+	=	67-69	D	=	63-66
D-	=	60-62	F	<	60

Date	Plan	Due
August 26	Syllabus, Discussion, Planning, Goals Outside of class, weeks of 8/26 & 9/2: Individual Meetings with Professor	Forms #1-5 (Due 8/1/2014) Schedule Case Presentations Schedule Individual Meeting
September 2	Discussion of Goals/Reading #2 Using the Session Rating Scale (SRS)	Internship Prospectus (Handbook) Portfolio (<i>a-c</i> only) Reading #1
September 9	Discussion of Peer Feedback Model and the Peer Feedback Exchange Form Clinical Case Presentations I (1)	Journal #1 Reading #2
September 16	Clinical Case Presentations I (2)	
September 23	Clinical Case Presentations I (2)	
September 30	Clinical Case Presentations I (2)	Journal #2 Activity Reports with Summary
October 7	NO CLASS	NO CLASS
October 14	FALL BREAK	FALL BREAK
October 21	Clinical Case Presentation I (2) Outside of Class during week of 10/21: Individual Meetings with Professor	Site Supervisor Evaluation (Midterm) Tape for Individual Meeting Schedule Individual Meeting
October 28	Clinical Case Presentations II (2)	Activity Reports with Summary
November 4	Discussion of Reading: Martin-Baró Clinical Case Presentation II (1)	Reading #3 Journal #3
November 11	Clinical Case Presentations II (2)	
November 18	Clinical Case Presentations II (2)	
November 25	Clinical Case Presentations II (2)	Journal #4
December 2	Discussion of Reading Clinical Case Presentation II (if needed)	Reading #4
December 9	End of Semester Review/Discussion Outside of Class during week of 12/9: Final Individual Meetings with Professor	Activity Reports with Summary Portfolio Site Supervisor Evaluation (Final) Student Site Evaluation Tape for Individual Meeting Schedule Individual Meeting