



Master of Arts in Counseling

Course Syllabus

Course Information

COUN688A – SUMMER INTERNSHIP
Summer 2023
2 Semester Hours

Location/Date/Time

SB003 & Online
Wednesdays, 10 am – 12 pm

INSTRUCTOR'S INFORMATION:

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COURSE DESCRIPTION:

The summer internship experience 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. Students will meet weekly for twelve weeks to review cases, discussing areas of growth and present specific theory, intervention and technique questions. The student may select an internship site from a variety of supervised field experiences in mental health related settings.

COURSE GOALS AND OBJECTIVES:

Addressing the following CACREP 2016 Professional Counseling Identity & Clinical Mental Health Standards

1. Students will further develop their ability to apply various counseling theories in clinical practice
2. Students will strengthen their interviewing, intervention, diagnostic and counseling skills (CACREP 2016 F.5.a; C.2.d, C.3. a, b.)
3. Students will demonstrate competence in case conceptualization and treatment planning (CACREP 2016 F.5.b., h., i.)
4. Students will demonstrate an understanding of critical legal and ethical issues relevant to clinical practice (CACREP 2016 F.1.i.)
5. Students will show an understanding of issues of diversity and how these issues impact service provision and clinical intervention (CACREP 2016 F.2.d., f., g; C.2.j.)

SYLLABUS DISCLAIMER:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

TECHNOLOGY:

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you **keep your phone and your computer/iPad in your bag**, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful

to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

REQUIRED TEXT:

Erford, B. T. (2015). *Clinical experiences in counseling*. Pearson.

RECOMMENDED READING:

Baird, B. N. (2013). *The internship, practicum, and field placement handbook*, (7th ed.). Routledge.

Curran, L. A. (2013). *101 trauma-informed interventions: Activities, exercises, and assignments to move the client and therapy forward*. PESI Publishing and Media.

Giordano, M., Landreth, G., & Jones, L. (2005). *A Practical Handbook for Building the Play Therapy Relationship*. Jason Aronson.

Johnson, S. M. (2020). *The practice of emotionally focused couple therapy: Creating connection* (3rd ed.). Routledge.

Kleespies, P. M. (2009). *Behavioral emergencies: An evidence-based resource for evaluating and managing risk of suicide, violence, and victimization*. American Psychological Association.

Kress, V. E. & Paylo, M. J. (2015). *Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment*. Pearson

Lanci, M. & Spreng, A. (2008). *The Therapist's Starter Guide: Setting Up and Building Your Practice, Working with Clients, and Managing Professional Growth*. Hoboken, NJ: John Wiley & Sons.

Landreth, G. L. (2002). *Play Therapy: The Art of the Relationship*, (2nd ed.). New York, NY: Brunner-Routledge.

McCay, M., Wood, J. C., & Brantley, J. (2007). *The Dialectic Behavior Therapy skills workbook: Practical DBT exercises for learning mindfulness, interpersonal effectiveness, emotional regulation, and distress tolerance*. Oakland, CA: New Harbinger Publications.

Mometrix Test Preparation. (2020). NCMHCE practice questions: NCMHCE practice tests and exam review for the National Clinical Mental Health Counseling Examination, (2nd ed.). Mometrix Media.

Mometrix Test Preparation. (2020). NCMHCE secrets study guide: Exam review and NCMHCE practice test for the National Clinical Mental Health Counseling Examination, (2nd ed.). Mometrix Media.

Riggenbach, J. (2013). *The CBT toolbox: A workbook for clients and clinicians*. Eau Claire, WI: PESI Publishing and Media

Rogers, C. (1954). *On Becoming a Person: A Therapist's View of Psychotherapy*. Boston, MA: Houghton Mifflin.

Schwitzer, A. M. & Rubin, L. C. (2015). *Diagnosis and treatment planning skills: A popular culture casebook approach* (2nd ed.). Thousand Oaks, CA: Sage.

Teasdale, J., Williams, M., & Segal, Z. (2014). *The mindful way workbook: An 8-week program to free yourself from depression and emotional distress*. New York, NY: Guilford Press.

PROFESSIONAL BEHAVIOR:

Attendance Policy for Practicum/Internship Courses: This class will abide by program standards for attendance.

1. Every student is provided **one** free absence. That means you can miss a class during the semester without penalty to your grade. PLEASE USE IT WITH DISCRETION. Students should notify the professor PRIOR to the class if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed due to an absence.
2. If a second class is missed, the student must submit 1 CE for every hour missed; one class equals 2 CE's. CE's include clinical professional development trainings
3. More than two absences per semester will result in failing the course.

4. It is the student's responsibility to come to class on time and to leave class at the designated time; being late and/or leaving early is disruptive to the class.
5. Excessive lateness will significantly impact your participation and attendance grade. It can be disruptive to the culture of learning. It is also a behavior we monitor in the program as it will not be tolerated in most working environments. If a student is repeatedly late, walking into class after the start time (more than once), this will be the equivalent of one absence. If you have a concern about being late for class, please contact the instructor.
6. Leaving early is equivalent to an absence. Please don't ask faculty members to make judgment calls for leaving early.

If a student is experiencing what he or she believes to be an extenuating circumstance that would justify receiving an exception to the above policies, that student should compose a one-page document explaining those circumstances. The situation will be reviewed by the entire faculty and a decision rendered as to whether there will be a grade policy exception.

COURSE REQUIREMENTS:

Internship is an opportunity for students to further develop their counselor identity and enhance their clinical skills. In order to receive a passing grade:

- A. Each student is expected to **present cases and engage fully** in the group supervision process.
- B. Neither the Counselor Assessment Scale (CAS) nor clip or full session reviews are required for summer internship, though presenting recordings to your supervision group is encouraged for your own learning and supervision.

INTERNSHIP RESPONSIBILITIES:

A clinical mental health counselor is a trained professional who is committed to:

- Pursuing a life-long process of learning and refining clinical mental health counseling,
- Providing competent, caring, and ethical clinical mental health counseling services to diverse populations; and
- Advancing the profession through research, innovation, training, supervision and service.

Therefore, you will:

- ***Participate fully in at least 600 hours of internship.*** The internship experience is considered to be the seminal experience of counselor training. Our program requires that students in internship complete at the minimum 600 hours of supervised clinical work over the course of two (or three) semesters, which includes 240 hours of direct service. Clinical mental health counseling services include assessment, individual counseling, group counseling, family or couple counseling, emergency or crisis services, outreach services, consultation and education programs, prevention programs, and health promotion activities. During your internship, you will also engage in other professional activities such as keeping records, participating in supervision, making referrals, and attending in-service and staff meetings.
- ***Be involved in weekly supervision with a qualified site supervisor.*** You will meet face to-face with your site supervisor for one-hour per week
- ***Meet an average of 2 hours a week in regular group supervision sessions with your faculty supervisor.*** You will be coming together with fellow interns to share your internship experiences, explore the many opportunities for your professional development, look at your counseling work, learn from one another, clarify your professional goals, and help one another to achieve those goals.

- **Lead a group.** Each student is **required** to lead or co-lead a **counseling or psycho-educational group** unless this requirement has been fulfilled in Practicum. (CACREP 3. E.)
- **Videorecord, audio record, or receive live supervision of your counseling work with clients.** Recordings are invaluable resources for reviewing your work and using in supervision. Whenever possible, use this technology to help you continue your professional development. Live supervision is another opportunity for you to receive feedback on your counseling skills.
- **Complete all internship paperwork in a timely fashion.** (refer to Student Handbook online for forms)
 - **Professional Practice Folders.** Each student is required to maintain the appropriate forms in their Professional Practice Folders.
 - **Complete the Internship Student Records Checklist.** The student is responsible for completing the Internship Student Records Checklist that outlines all pre-requisites and documentation requirements. No internship may begin without the prerequisites being completed. All documentation (Field Education Placement Form, Contract Letter, etc.) is to be submitted to the Professional Practice Coordinator, Dr. Jennifer Cline, prior to the start of internship for signature and then filed in your Professional Practice Folder. Keep copies for your personal records.
 - **Liability Insurance.** Each student must carry insurance. A current copy of the Professional Liability Declarations (page 1) should be submitted to the Professional Practice Coordinator before filing in your Professional Practice Folder. No counseling is permitted without an up-to-date record of this insurance. Clinical training will be stopped without the form on file. Mark the renewal date in your calendar so you will send it in within sufficient time (CACREP 3. A.)
 - **Weekly Hours Tracking.** The student will submit weekly supervision logs that are signed by the site supervisor. At the end of the semester, the Hours Summary Form must be completed (and agree with the weekly logs), approved by your Individual Site Supervisor, and submitted to the Faculty Group Supervisor before a grade is given for the course. The final record needs to be: the original, in **black** ink, legible and showing all your work for the entire 600 (minimum) hours.
 - **Late Paperwork.** If any of your paperwork is 14 days or more behind, you will be required to pause your internship experience, meaning that you will not be able to count professional practice hours, until your paperwork is up-to-date. Appropriate and timely maintenance of documentation is an essential task of internship.

UNIVERSITY AND DEPARTMENTAL POLICIES:

Grading Criteria: The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. Students should be aware that graduate university policy allows two C grades before being dismissed from the program.

Writing Guidelines: Writing *will* be a factor in evaluation: EMU has adopted a set of writing [guidelines](#) for graduate programs that include six sets of criteria: content, structure, rhetoric and style, information literacy, source integrity, and conventions. It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. All written work must conform to APA writing style standards.

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy and doing justice. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators). This course will apply EMU's AIP to any events of academic dishonesty. If you have doubts about what is appropriate, [Indiana University's Plagiarism Tutorials and Tests](#) may be a useful resource.

Turnitin: Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using [Turnitin](#), a learning tool and plagiarism prevention system.

Moodle: [Moodle](#) is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Technology Requirements and Communication (if joining a class by zoom):

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching, or fumbling with them as it creates unwanted noise in the class space.

Graduate Writing Center: Please utilize the [writing program](#)! They offer free individual tutoring from a [graduate student tutor](#). Please visit the website to schedule an appointment.

Institutional Review Board: All research conducted by or on EMU faculty, staff, or students must be reviewed by the [Institutional Review Board](#) to assure participant safety.

Library: The [Hartzler Library](#) offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research.

Office of Academic Access: If you have a physical, psychological, medical, or learning disability that may impact your work in this course, it is your responsibility to contact the [Office of Academic Access](#) in the Academic Success Center on the third floor of the Hartzler Library. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially.

Course Extensions and Outstanding Grades: For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 3 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I" (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual

situations. Extensions are contracted by the student with the program for up to a maximum of 3 months after the deadline for the course work. *PLEASE NOTE: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.*

Inclusive, Community-Creating Language Policy: Eastern Mennonite University expects its faculty, staff, and students to adopt [inclusive written and spoken language](#) that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming language in all our official departmental documents and correspondence, including those put forth by way of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials.

Classroom Climate: The free discourse of ideas should be expected in this class. The classroom is a space that thrives on the open exchange of ideas, thoughts, emotions, and convictions. You may find that some of the class readings and/or discussions challenge your views and theoretical frameworks. As your instructor, I expect you to be open to differences and maintain a willingness to analyze issues from frameworks that may or may not be quite feel comfortable for you. I have opinions, which I may express from time to time. I invite you to respectfully express either agreement or disagreement without fear of consequences. While we in this class may challenge your views, be assured that you will experience no adverse consequences for disagreeing with me as your instructor. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

Similarly, please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My sincere goal is to create a safe space in which everyone feels that they can participate in scholarly dialogue that values thinking, study, and professionalism. (*Adapted from Margaret Sallee and Kathryn Roulston*)

Title IX: *The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened **prior to your enrollment at EMU**.*

It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination, they will keep the information as private as possible. However, they are required to bring it to the attention of the institution's Title IX Coordinator Andrea Herrera Katahira. Ms. Katahira can be reached at 540-432-4849 or titleixcoordinator@emu.edu. You can also report incidents or complaints through the [online portal](#). You may confidentially report incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal and external support resources. Please refer to the [Student Handbook](#) for additional policies, information, and resources available to you.

Academic Program Policies: For EMU graduate program policies, please see the complete [graduate catalog](#).