Title of Course:  Advanced Internship – Mental Health (3)

Course No. CP 688
Revised Fall 2011

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

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

I. Catalog Description and Credit Hours of Course:
   Field based counseling internships designed to give the student practical learning in
   chosen 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

<table>
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<tr>
<th>M.A. Career Counseling</th>
<th>M.A. School Counseling</th>
<th>M.A. Mental Health Counseling</th>
<th>Ed.S. Counseling Education</th>
<th>Psychological Examiner Certificate</th>
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<td>Required</td>
<td>Required Prereq</td>
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IV. Course as Relates to External Requirements

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V. Course as Relates to External Standards

CACREP Standards (2009)

F. The program requires completion of a supervised internship in the student’s designated program area of 600 clock hours that is begun after successful completion of practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. The internship includes all of the following:

1. 240 hours of direct service;
2. Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, usually performed by the on-site supervisor;
3. An average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member;
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings);
5. The opportunity for the student to develop program-appropriate audio/video recording for use in supervision and/or to receive live supervision of the student’s interactions with clients;
6. Evaluation of the student’s counseling performance throughout the internship including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

CMHC. Foundations – B. Skills/Practice

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in mental health counseling.

CMHC. Counseling Prevention and Intervention – D. Skills/Practices

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
7. Applies current record-keeping standards related to clinical mental health counseling.
8. Provides appropriate counseling strategies when working with clients with addiction and co-
occurring disorders.
9. 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. Diversity and Advocacy – F. Skills/Practice

1. Maintains information regarding community resources to make appropriate referrals.
2. Advocates for policies, programs, and services that are equitable and responsive to the unique
needs of clients.
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to
make them culturally appropriate for diverse populations.

CMHC. Assessment – H. Skills/Practices

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment
planning with an awareness of cultural bias in the implementation and interpretation of assessment
protocols.
2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial
history, a mental health history, and a psychological assessment for treatment planning and caseload
management.
3. Screens for addiction, aggression or danger to others and/or self and co-occurring mental
disorders.
4. Applies assessment of clients’ stages of dependence, change, or recovery to determine the
appropriate treatment modality and placement criteria within the continuum of care.

DESE Standards (2006)

VI. 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.

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.

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.

D. Students will deliver direct services, including preventive, developmental and
remedial interventions with appropriate clientele, in an appropriate setting and
with appropriate supervision.

E. Students will demonstrate professional, legal, and ethical conduct.
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.
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.
H. Students will identify and advocate for policies, programs, and services that are
equitable and responsive to the unique needs of clients.
I. Students will demonstrate their ability to locate resources in the community that
promotes optimal wellness for clients.
J. Students will demonstrate appropriate use of client record-keeping.
K. Students will demonstrate their ability to screen for and provide appropriate
counseling strategies when working with clients with addiction and co-occurring
disorders.
L. Students will demonstrate their ability to use procedures for assessing and
managing suicide risk.
M. Students will be evaluated formally by a program faculty in consultation with the
site supervisor on their performance.
N. Students will demonstrate the ability to recognize their limitations as a mental
health counselor and seek supervision or referral of clients when appropriate.

VII. 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.

VIII. Textbook(s):

Assigned Readings

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

Second Internship
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.

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

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

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

XI. Methods of instruction

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

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

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

XIII. Students with Disabilities Statement:

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

XIV. Civility, Respect and Classroom Etiquette:

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

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

XV. 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)

XVI. Knowledge Base References:

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

XVII. Course Schedule

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

Department Approved: 9/6/2011
College Council Approved:
Graduate Council Approved: