



Master of Arts in Counseling

Internship COU 691

Summer Term, 2007
1-6 Credits

COURSE SYLLABUS

TIME/LOCATION: MONDAY, WEDNESDAY OR THURSDAY EVENING, 4:00 pm to 5:30 pm Lincoln Campus – Counseling Building

INSTRUCTOR: Thomas J. Gilligan, Ph.D.
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REQUIRED TEXTS: NONE

RECOMMENDED READING:

- Baird, B.N. (2008). *The Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions*, Upper Saddle River, NJ: Prentice Hall.
- Caine, R.N., & Caine, G. (1994). *Making connections: Teaching and the human brain*. Parsippany, NJ: Dale Seymour.
- Casement, Patrick. (1991) *Learning From the Patient*. New York: The Guilford Press, 1991
- Crawford, R.L. (1994). Avoiding Counselor Malpractice. *The ACA Legal Series, Vol. 12, Theodore P. Remley, (Ed)*. Alexandria, VA: American Counseling Association
- Engels, W.E. & Associates (2004). *The Professional Counselor*, Alexandria, VA: American Counseling Association
- Faiver, C., Eisengart, S. & Colonna, R. (2000). *The Counselor Intern's Handbook*, NY: Brooks/Cole.
- Friedman, D., & Kaslow, N.J. (1986). The development of professional identity in psychotherapists: Six stages in the supervision process. In F.W.Kaslow (Ed.), *Supervision and training: Models, dilemmas and challenges*, 29-50. New York: Haworth Press.
- Gibbs, Leonard (2006). *Evidence-Based Practice for the Helping Professions: A Practical Guide with Integrated Multimedia*,
- Johnson, W. B., & Campbell, C.D. (2004). Character and fitness requirements for professional psychologists: Training directors' perspectives. *Professional Psychology: Research and Practice*, 35, 405-411.
- Kandel, E.R. (1998). A new intellectual framework for psychiatry. *American Journal of Psychiatry*, 155, 457-469.
- Kandel, E.R., Schwartz, J.H., & Jessell, T.M. (2000). *Principles of neural science*. New York: McGraw-Hill.
- Mitchell, Robert (2001). *Documentation in Counseling Records*, Alexandria, VA: American Counseling Association

- Pachis, B., Rettman, S. & Gotthoffer (2005) *Counseling On The Net: Tips, Resources, Activities, and URL's*. Boston: Allyn & Bacon.
- Penn, L.S. (1990). When the therapist must leave: Forced termination of psychodynamic therapy. *Professional Psychology: Research and Practice*, 21, 379-384.
- Pipher, Mary (2003) *Letters To A Young Therapist*, New York: Basic Books

COURSE DESCRIPTION COU 691 is a one to six (6) semester hour graduate level course. This course provides a supervised internship experience which consists of a **minimum** of 800 clock hours that includes: (a) a **minimum** of 320 clock hours of direct clinical work with clients; (b) a minimum of one hour per week of individual supervision with the on-site supervisor; and (c) a **minimum** of 1½ hours per week of group supervision via weekly internship seminar meetings. The internship experience enables students to refine and further enhance the knowledge and skills applied during their practicum.

Prerequisite: Successful completion of all academic course work, COU 621 Practicum 1 and COU 622 Practicum 2, and admission to Level 3.

OBJECTIVES

The learning objective is the supervised application and demonstrated mastery of the knowledge and skills presented in the academic portion of the program.

METHODS OF INSTRUCTION:

The Learning Method of the seminar is the practical experience of collegial consultation. This is the professional activity that is necessary in practice to meet ethical standards, competency and quality assurance. Interns are expected to organize clear, concise and relevant presentations of their clinical work. Their consultant colleagues in the seminar are expected to provide critical review, commentary and evaluation of the professional work presented. Therapeutic interventions and strategies are identified, justified, and differentiated from teaching, advising or case management functions.

PERFORMANCE REQUIREMENTS:

A. Ethical Considerations:

It is always the personal professional obligation of the individual mental health practitioner, in training or as a fully licensed professional, to practice ethically. Doane College interns are expected as a minimum to:

1. Follow all of the principles and guidelines provided in the most current Code of Ethics as published by the American Counseling Association;
2. Follow all of the rules and regulations of State of Nebraska and the Department of Health and Human Services Division of Regulation and Licensure.

3. Inform you clients that you are a Doane College Master of Arts in Counseling student-in-training, practicing under the supervision of (Name) your on-site supervisor and (Name: Dr. Thomas J. Gilligan) your Doane College supervisor.
4. Safeguard confidentiality and right of privacy of:
 - a. Clients
 - b. Agencies
 - c. Staff
 - d. Fellow students
5. Practice within your scope of practice and level of competence, that is, as a student-in-training under active supervision
6. Familiarize yourself with and abide by agency policies and procedures, including:
 - a. Forms
 - i. Notes
 - ii. Charting
 - b. Times and hours
 - i. Expected schedule
 - ii. Schedule change procedures
 - c. Communication
 - i. Individuals
 - ii. Occasions
 - iii. Content

B. Attendance

Interns must practice within their scope of practice and competence. Therefore they must actively participate in a **minimum** of one (1) hour of supervision with their on-site supervisor for every ten (10) hours of client contact and one and one half (1½) hour each week of supervision at Doane College through active participation in the Practicum/Internship seminar. It is recognized that from time to time unforeseen events may prevent an intern from attending a seminar. This absence is to be made up as soon as the intern can reasonably arrange to attend one of the other seminars (Seminars are scheduled every Monday, Wednesday, and Thursday) but at least within four (4) weeks. If an intern does not attend a seminar for more than three (3) consecutive weeks they are seen as not practicing under appropriate supervision and are immediately suspended from their internship. While suspended a student may not hold themselves out as a Doane College Student-In-Training, may not see clients or function as a student in any internship site. To be reinstated the student must meet with the Director of Clinical Placement and present a written request for reinstatement and satisfactorily explain the absence.

C. Samples of clinical work

1. Each intern is expected to present a minimum of two (2) complete and organized samples of their clinical work each term. The intern is expected to select and organize the salient and relevant aspects of a clinical situation in a professional synthesis that draws on relevant data to present a theory based hypothesis that parsimoniously

organizes and explains the majority of the relevant data, supports an effective differential diagnosis, suggests an intervention strategy or treatment plan and leads to definable outcomes.

2. Presentation Outline:

- a. Presenting Complaint or Issue: "What are we, the clinician and the client, concerned about here?"
- b. Significant Personal History: "What do I have to know about this person's background to understand and make sense out of their current situation?"
- c. Developmental functional or dysfunctional competencies: "Who is this person? How do they go about being a person? What is the developmental psychopathology that prevents this person from being more functionally competent in coping with their experience?"
- d. Diagnosis: Your best use of the skills of differential diagnosis and the language of DSM-IV-TR to explain **your** conceptualization of this person and their experience.
- e. Intervention Strategy: "What is your treatment plan? What can you do to facilitate increased functional competency in this individual in the situation they are experiencing?"
- f. Anticipated Outcome: "What do you expect to see if the client is getting better, i.e., becoming more functionally competent; what will that look like?"

D. Professional Collegial Consultation:

1. Each of the seminar participants is expected to treat the presentation as a professional request for collegial consultation.
2. Consultation includes **active** (verbal) demonstration of:
 - a. An understanding of the presenter's case conceptualization and hypothesis: "Ask until you understand; confirm your understanding with the presenter to make certain you understand their hypothesis."
 - b. Professional critique of the assumptions, hypothesis, diagnosis, and intervention strategy. "Is this the most parsimonious and effective way to organize and understand the data?"
 - c. Alternative conceptualizations or differential diagnoses
 - d. Intervention strategy: "How does this strategy fit with the hypothesis? With best practices? With outcome based interventions? Can you offer a better fit?"
 - e. Outcomes: "Are these the most likely or relevant signs of progress?"

E. Written Case Summary:

1. Each term each student is to write a "referral letter"
 - a. The letter may be about an actual client or a factitious client
 - b. You have to actually know or assume you know the client well enough to write a complete letter
 - c. Assume that a client you have seen for several sessions is moving to a distant city and wants to continue therapy

- d. The letter is to introduce the client to the new therapist and provide for continuity of care
- e. The letter should follow the same outline as given for verbal presentations; or if that outline will not work in this situation, at the beginning of the letter explain the order of the material to the author.
- f. The letter should be two to three pages in length
- g. Date the letter as of the date you are assigned to submit the letter
- h. The letter should be in a formal business format.

2. Critique of letters:

- a. Unless we receive feed back it is very difficulty to improve
- b. Here in the seminar we have a group of well educated professional colleagues who can read our letter and provide constructive critique
- c. The author of the letter is to make and distribute a copy of the letter for each of the seminar members as well as one for the instructor (it is your responsibility to make sure the instructor actually receives a copy of the letter).
- d. The readers (collegial reviewers) are to read and offer thoughtful, positive constructive, critique of the letter – “good letter!” is not sufficient. If you thought it was an excellent letter and cannot find any way to improve it, explain what was helpful to you about the letter so the author can continue to incorporate those elements into their style. (Five to ten minutes of reading and critiquing is sufficient – the author likely cannot incorporate more feedback than that).
- e. The readers/critiquers are to sign the letter they critique
 - 1. The instructor needs to know who offered the critique, and
 - 2. As professionals we need to be responsible for our advice and opinions.
- f. The readers/critiquers are to submit their critiqued letters to the instructor. The instructor will provide feedback and critique to the author and then read the critique offered by the readers in order to assess the reader’s level of professionalism and critical thinking.
- g. Once the instructor has read all of the letters they will be returned to the author.

F. Professional Development Plan:

- 1. Option A: By the end of the second week of the term provide me with s summary of goals you have for yourself for this term; what clinical competencies are you planning to explore, develop, or master? What would you like to get out of this term? This can be from a half a page summary to a more elaborately thought out plan.
- 2. Option B: If you do not do a prospective “What will I try to learn” plan, at the end of the term you will need to submit a “retrospective plan”. In this plan you will need to take three course learning objectives from

the syllabus of each of the course you have completed here in the Doane MAC Program and illustrate how that applied to your overall professional development at your site and describe specific clinical applications of each.

GENERAL INFORMATION:

Each seminar meeting is a meeting of professional counselor colleagues reviewing and discussing professional therapeutic interventions with actual clients.

Practical Requirements

1. Must be registered in the Internship course **BEFORE** any work on site; you cannot collect internship hours before the first day of the term in which you are registered.
2. Student must provide a copy of current professional liability in order to register for internship.
3. Students are expected to enroll in courses for each term during the "Formal Registration" dates for that term as posted on the Doane College calendar. From time to time urgent circumstances may prevent a student from enrolling at the Formal Registration time. Students may present a written petition to the Dean explaining why they were not able to register at Formal Registration and requesting a late registration. No registrations will be accepted for a class after the beginning of the sixth (6th) week of a term.
4. Must immediately notify program of any change in insurance status. Failure to immediately notify program of change or discontinuation of insurance results in immediate suspension from the practicum
5. Must have signed agreement on file **BEFORE HOLDING SELF OUT AS COUNSELOR-IN-TRAINING** – before working with clients or collecting **ANY** internship hours.
6. Must have successfully completed two practica, including having on file with the Dean for each site: signed practicum agreements, an evaluation of site and supervisor, summary of experience and achievement of learning goals, and log of hours signed by the on-site supervisor.
7. The student must submit all documentation from their internship to the Graduate Office within two weeks of completing their internship hours.

Practicum and Internship Logs

Accurate Record Keeping

Each student is to keep an accurate log of the time spent in the practicum or internship. This record is to be submitted on the Doane College forms as illustrated in the Student Handbook; either the paper or the spreadsheet official version of the form is acceptable. All time spent in practicum or internship activities is to be recorded on the form. For each of the Practicum experiences a minimum of one hundred (100) total hours is required. The 100 hours must include: (a) a minimum

of forty (40) hours of direct mental health service work with clients; (b) individual supervision with the on-site supervisor that averages a minimum of one (1) hour per week; and (c) group supervision via the weekly practicum/internship seminar meeting that averages a minimum of one and one half (1½) hours per week.

“Direct Client Contact Hours” are those hours spent directly with clients. The purpose or goal of the meeting is mental health counseling or psychotherapy. Each of the parties, the counselor-in-training and the client understand the purpose of the meeting and they intend to enter into a professional therapeutic relationship as defined and governed by the Ethical Code of the American Counseling Association. The services provided in the meeting are services defined and governed by Nebraska statutes governing and regulating mental health counseling; services that require and can only be provided by a licensed mental health professional. Nebraska statutes regulate both the title and the practice of mental health counseling. Services that are called mental health counseling must be offered by a licensed professional and the practice or function of professional mental health counseling, no matter what it is called, is prohibited without a license.

If the services can be provided by individuals who are not licensed as mental health professionals they are not Direct Client Contact Hours. If the services can be provided by “well trained” volunteers or by skilled teachers, community service workers or case managers, by family specialists or by family support workers, by your practicum or internship site agency definition and by state law they are not mental health counseling services and are not Direct Client Contact Hours.

“In-direct Practicum or Internship Hours” are those hours required by the site or site supervisor in order for the student to provide the Direct Client Contact Hours. Some examples of In-direct Hours are: chart notes and record keeping, case conferences or staffing, chart review, client reception or telephone coverage, agency orientation or training. These are all functions directly related to providing mental health counseling services to the clients of this agency or practice.

In-direct Hours DO NOT include hours spent at an elective training or workshop. The Master of Arts in Counseling Program is divided into two parts. The first part of the program is spent in the acquisition of basic knowledge and skills and the development of a personal professional identity as a counselor. The second part of the program aims to help the student practice the application of that knowledge and skill and to operationalize the student’s professional identity by experiencing and demonstrating a competency in the delivery of mental health counseling services. The MAC curriculum provides the students with a comprehensive and adequate exposure to the knowledge and skills of professional mental health counseling. However, this is only an initial and basic knowledge and skill set. It is expected that the professional mental health counselor will continue to pursue their own professional development through out their career; in fact that continued pursuit is required by licensing laws in all states. There is always new research and more to learn. That pursuit of knowledge is encouraged and expected of the MAC student or graduate. However, it is an extension of the knowledge and skill base part of the curriculum and is not a part of the practicum or internship.

STANDARDS FOR STUDENT CONDUCT

Doane College requires that all students adhere to the ethical principles of the counseling profession (as set forth in the American Counseling Association Code of ethics), and to the regulations of the Nebraska Department of Health, Bureau of Examining Boards, in accordance the Nebraska Mental Health Practice Certification Act; and to the laws of the State of Nebraska and the United States of America.

Nebraska statutes prohibit independent practice in mental health by non-licensed individuals. Counselors-in-training must assure that they are practicing under adequate clinical and academic supervision.

Regardless of previous credentials, participation in a counselor training program indicates that the student is committed to developing a professional identity as a mental health counselor and to developing professional skills within this framework. The development of this identity occurs throughout graduate-level training. It is appropriate for students, whatever their previous experience, to view themselves as counselors-in-training. Engagement in any relevant professional activities should be done in such a way that reflects and respects these commitments and maintains professional integrity.

In addition:

1. The program requires the highest standards of professional and personal conduct from all students.
2. Doane College requires each student to abide by the policies and procedures of the program and to comply with the program's standards.
3. A student may not establish or continue a therapeutic relationship with any faculty member while registered in her or his course.
4. A student may not hold themselves out as a counselor-in-training unless they are registered in a practicum or internship course and have arranged for and are actively working under operational supervision.
5. Failure to comply with these standards of conduct will result in disciplinary action and may lead to dismissal from the program.

ASSESSMENT OF LEARNING AND PERFORMANCE, GRADES:

You will receive two "grades" for this course; one reflecting *academic knowledge and skills*, and one reflecting your *professional skill development*. Your mastery of course objectives including academic competency and professional performance will be assessed by the instructor both subjectively and objectively, in a variety of ways including observation, written and oral presentation, performance

in seminar, attendance and participation. Professional performance will be reflected in the grades you earn during the course.

- Attendance..... Required
- Presentations..... 35%
- Consultation to colleagues in seminar40%
 - o Attention and professionalism.....10%
 - o Critical assessment.....15%
 - o Conceptualization and analysis.....10%
 - o Suggestions and quality of contribution.....05%
- Referral Letter20%
- Professional Development05%

GENERAL INFORMATION:

1. Study responsibility: There is a huge body of knowledge that you have explored throughout the program. Here in your internship you will have opportunity to effectively select and apply those theoretical concepts or techniques through case presentation and consultation. This professional collegial consultation provides the opportunity to practice and demonstrate your master of the function of a mental health counselor.

2. Individual assistance and participation: You are in this program and this seminar to learn and master your profession. That learning and mastery is your responsibility. The opportunities afforded by cooperative collaborative consultation in the seminar is one learning method. The seminar is also a venue in which questions can be raised and addressed, theories analyzed, and general learning facilitated.

You are *encouraged* to raise questions during the seminar so that inquiry will disclose where clarification is needed, and afford opportunity to add depth and resolve questions likely held by more than one person.

Your comments, personal-life experience, observations, and ideas *are* welcome and *beneficial* to everyone's learning. This is particularly true in this type seminar. However, remember the function of advisor is based on personal life experience; the function of the professional mental health therapist is based on the research based science of the professional literature.

It is important *you* be given personal attention. In addition to consultation by your colleagues *during seminar* sessions, to resolve questions not clarified in seminar, or to address something that concerns you, the instructor will be available after class. But because time is often congested after each session, you may wish to make an appointment to visit with the instructor at another time. Appointments are encouraged.

If you wish to contact the instructor, refer to the telephone numbers listed on Page 1 of this Syllabus.

3. Cancellations: Should bad weather, or unforeseen event, cause cancellation of a seminar session, every attempt will be made to contact you and to reschedule.

FIRST AND FORMAL PROMULGATION OF ALL OFFICIAL COMMUNICATIONS IS ALWAYS MADE TO YOUR DOANE E-MAIL

ADDRESS. BE SURE AND CHECK YOUR E-MAIL. Also, please insure that the graduate office has a current phone number where you can be reached incase the instructor needs to contact you.

4. This is a challenging course, aiming to facilitate your professional growth and mastery. While students can work long hours and carry heavy loads of responsibility you cannot force growth. Growth happens with time, experience, thought and desire. Keep in mind that this is a professional course designed to facilitate your effectiveness as a counselor in the complex process of *identifying* and then successfully addressing the needs of *clients*. For this reason thirty hour per week is the maximum time students may spend at their site. The other hours of internship need to be devoted to growth are devoted to research, review and learning.