Internship

COUN 6070: Internship
Three Credit Hours

Contact Information

Instructor:
Phone Number:
Email Address:
Office Location: Remote
Office Hours: by appointment

Preferred mode of communication with professor: text/email
Preferred mode of communication with other students: text/email

Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as University Policy must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).

Course Description

Supervised work experience in clinics or other agencies engaged in professional counseling and therapy services. Prerequisite: Successful completion of practicum, approval of Major Professor, Practicum Supervisor and Internship Coordinator - CR (credit) or NC (no credit) awarded.

Internship is designed to provide a transition from academia to the world of practice. Students have an opportunity, under the direct supervision of an appropriately credentialed practitioner in an appropriate setting, to apply the knowledge and skills they have acquired. This course should spread over two semesters, or one semester and an entire summer (i.e. both sessions) to allow time for assimilation and integration of skills and acquire consistency between the student's theory and his/her practice.

Prerequisites

Prior to enrolling in Internship, student must have successfully completed COUN 5065 Practicum.

This course, and the total program curriculum of which it is as a part, is accredited by the Council on the Accreditation for Counseling and Related Educational Programs (CACREP). As such, it is to be taken in its proper sequence to maximize learning through the ULM Interactive

Learning Model. This course is an advanced level course. The pre-requisite courses and/or learning experiences are stated in the Internship Application.

Commitment to Diversity and Accommodations

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or click here for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found here.

Special circumstances. Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family emergency) must let their instructor know within seven (7) days so possible accommodations can be discussed or alternative arrangements made. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.

Course Content, Objective, CACREP Standards, and KPI

Content Areas **This course is designed to enable the student to:**
Assess, diagnose, and treat mental and emotional disorders using individual, group, and couples and family approaches.
Produce case conceptualizations of clients.
Receive 2.5 hours of weekly supervision.

Objectives for Internship I

Program Objectives related to CACREP Cores 3. A, B, C, E, and H.

Students will ***demonstrate*** content and skills in core areas A, B, C, E, and be evaluated as part of the KPI #2 and skills and dispositions.

Program Objective related to CACREP Core 3.A. Professional Counseling Orientation and Ethical Practice

Students will apply ethical practices and principles in the practice of counseling related to their concentration that will be measured at two points in time with a success rate at or above 70%.

Program Objective related to CACREP Core 3.B. Social and Cultural Identities and Experiences

Students will apply the multicultural competencies in the practice of counseling related to their concentration that will be measured at two points in time with a success rate at or above 70%.

Program Objective related to CACREP Core 3.C. Lifespan Development

Students will learn/apply counseling developmental approaches related to their concentration that will be measured at two points in time with a success rate at or above 70%.

Program Objective related to CACREP Core 3.E. Counseling Practice and Relationships

Students will learn/demonstrate counseling theoretical approaches related to their concentration that will be measured at two points in time with a success rate at or above 70%.

Program Objective related to CACREP Core 3.H. Research and Program Evaluation

Students will learn/demonstrate research skills and strategies related to their concentration that will be measured at two points in time with a success rate at or above 70%.

Program Objective related to CACREP Core 3.E. Counseling Practice and Relationships

Students will demonstrate skills in the practice of counseling related to their concentration that will be measured at six points in time using the Counselors Competency Scale - Revised with a success rate at or above 80%.

Program Objective related to CACREP Core 2.C.2.a.b.c. Individual Student Assessment

Students will demonstrate professional dispositions in the practice of counseling related to their concentration that will be measured at six points in time using the Counselors Competency Scale - Revised with a success rate at or above 80%.

Objectives for Internship II

Program Objectives related to CACREP Cores 3. G and H, and CMHC 5.C.

Program Objective Related to CACREP Core 3.G. Assessment and Diagnostic Processes

Students will learn/demonstrate assessment content and skills in the practice of counseling related to their concentration that will be measured at two points in time with a success rate at or above 70%.

Program Objective Related to CACREP Core 3.G. Assessment and Diagnostic Processes

Students will learn/demonstrate diagnostic content and skills in the practice of counseling related to their concentration that will be measured at two points in time with a success rate at or above 70%.

Program Objective related to CACREP Core 3.H. Research and Program Evaluation

Students will learn/demonstrate research skills and strategies related to their concentration that will be measured at two points in time with a success rate at or above 70%.

Program Objective related to CACREP Clinical Mental Health Counseling 5.C.

Students will demonstrate content knowledge related to the Clinical Mental Health Counseling concentration that will be measured at two points in time with a success rate of 70% or higher.

Program Objective related to CACREP Clinical Mental Health Counseling 5.C.

Students will demonstrate skills in the practice of counseling related to the Clinical Mental Health Counseling concentration that will be measured at six points in time using the Counselors Competency Scale - Revised with a success rate at or above 80%.

CACREP Section 5.C. Clinical Mental Health Counseling

Program Objective related to CACREP Clinical Mental Health Counseling 5.C.

Students will demonstrate professional dispositions in the practice of counseling related to the Clinical Mental Health Counseling concentration that will be measured at six points in time using the Counselors Competency Scale - Revised with a success rate at or above 80%.
CACREP Section 5.C. Clinical Mental Health Counseling

Program Objective related to CACREP Core 3.E. Counseling Practice and Relationships

Students will demonstrate skills in the practice of counseling related to their concentration that will be measured at six points in time using the Counselors Competency Scale - Revised with a success rate at or above 80%.

Program Objective related to CACREP Core 2.C.2.a.b.c. Individual Student Assessment

Students will demonstrate professional dispositions in the practice of counseling related to their concentration that will be measured at six points in time using the Counselors Competency Scale - Revised with a success rate at or above 80%.

Course Topics

Theories
Brief/Solutions Focused Approaches and Techniques
Legal and Ethical Issues
Maladaptive Behavior (Psychopathology and Diagnosis)
Assessment
Developmentally Appropriate Approaches/Interventions
Crisis Intervention
Trauma-informed care
Multicultural Issues and Considerations
Family Counseling
Group Work
Career Counseling
Licensure
Professional Advocacy

Instructional Methods

Lecture, individual supervision, group supervision, site supervision and/or supervision via videoconferencing, review of written documentation, and formal evaluation at the end of the semester.

Student Performance Evaluation: Criteria and Procedures

Internship is graded on a CR (credit), NC (no credit) basis.

Grades will be determined through on-going dialog with the Site Supervisor and the Internship Instructor and the combined results of the mid-term and final evaluation. The evaluation form, specific to each setting (agency), will be distributed to each student and site supervisors at the beginning of the semester. At that time the evaluation process will be discussed.

1. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires students to complete a minimum of **600** clock hours in supervised clinical experience at the internship level. Of those **600** clock hours, a minimum of **240** are to be spent in direct service to clients, **a minimum of one hour per week of individual supervision with the site supervisor** throughout the experience and a **minimum of one and a half hours per week (or equivalent) of group supervision** with the University supervisor.

2. In addition to the above specific required allotments of time, there should be opportunities for students to become familiar with a variety of professional activities, make audio and/or video recordings of their interactions with clients, and learn how to use a variety of professional resources such as assessments instruments, computers, professional literature, information and referral to appropriate providers, etc.

3. Students are expected to keep logs of their experiences during internship. The logs are to be kept current and available to the faculty supervisor upon request and should include approximate hours spent in specific activities. Individual students may be assigned additional readings as their professional growth and development dictate.

4. In addition to the above, the student is expected to exhibit the behaviors and attitudes becoming a professional counselor and practice in an ethical manner in addition to giving evidence of possessing the knowledge and skills of an entry level professional. This will be measured on both the Midterm and Final Evaluations.

5. Site Supervisor's Evaluation Form (Midterm and Final)

6. Student's Evaluation of Site Supervisor and Site (Final)

7. Students will complete a Biopsychosocial and Case Conceptualization to demonstrate competency in clinical knowledge, practice, and skills. See signature assignments section below for your respective level of internship I or II specific instructions.

Interns will complete 3-4 counseling videos (depending on if you are in Internship 1 or 2 respectively), including one for the informal and one for the formal biopsychosocial and case conceptualization that will serve as the KPI for the class. The final document will be no longer than 8 pages single-spaced. Interns will also create a power point presentation of the case conceptualization and present it to the class using Zoom. This case conceptualization should be on a client that was not widely discussed in class and someone you have seen at least three times. Internship 1 students will complete a Theoretical Orientations paper. Please refer to the video tutorials for these assignments.

8. Students will submit their hours logs at midterm and at final. It will be your responsibility to have your Hours Logs completed and submitted by due date. If you believe you are not getting enough hours to complete your respective required hours, please contact your faculty supervisor ASAP. It would be wise to save your logs to multiple sources just in case something happens to your main source.

Students will create a professional resume and cover letter through the online ACA Career Center, see the link below. The Career Center provides students with templates for resumes and cover letters to prepare them to apply for counseling positions.

Link: https://www.counseling.org/resources/career-center

Students in their first or second semester Internship have the option to engage in webinars and online/in-person conferences through ACA or one of their divisions or branches that will contribute to their 180 minimum indirect hours. Participation in these activities must be approved by the faculty and site supervisor beforehand. Evidence of attendance is required in order to count toward indirect hours.

9. Students will complete two narrative self-evaluations of 10 minute videos of therapy sessions. Use the narrative evaluation form found in the assignment link in Canvas. These will be due week 3 and week 7.

10. Please review the Orientation provided at the link below that pertains to the comprehensive exam, taking the NCE/NCMHCE, applying for graduation, and applying for provisional licensure in your respective state. This orientation will help you navigate the remaining things you will need to do to graduate and transition to a clinical, school, or addictions position post-graduation.
    https://youtu.be/xEKbVzF6fFQ

Internship Signature Assignments for KPI#2 Evaluations

Internship 1

Theoretical Orientation Paper Assignment:

Core Area Learning Objectives

- The student will demonstrate an understanding of ethical and legal considerations in professional counseling through their application in the practice of counseling.

- The student will demonstrate the ability to critique and synthesize current research in the advancement of the profession and into the practice of counseling.

Instructions: Write a 8-10 page paper on your theory of choice. Include a brief history of the theory, the basic philosophical assumptions of the theory, what role the therapist takes on in the therapeutic relationship (example, teacher, neutral party, ally, support person etc.), the main therapeutic goals of the theory, and typical intervention strategies. Also, include your rationale for choosing this theory. Please include a section on how this theory might interface with models of social justice and advocacy if you were to apply this theory to a client from a marginalized population. Include legal and ethical issues that may arise when treating someone from a culture different from your own. Refer to the ACA code of ethics and the ACA multicultural counseling and social justice advocacy document.
• Introduction (1-2 paragraphs)
• Brief history of counseling theory including developmental and counseling (1 page maximum)
• Basic philosophical assumptions of your chosen theory and why you are choosing this theory (2-3 pages)
• The role of the therapist as it relates to professional counselor identity (1 page)
• Main therapeutic goals of the theory (1-2 pages)
• Typical intervention strategies-3 points (1-2 pages)
• Legal and ethical issues (2 pages) –Address one or two 2 legal issues and 1 or 2 ethical issues that may arise in the therapeutic relationship and how you might address them from within your theoretical perspective.
• Conclusion Use APA style writing guidelines and include at least 5-7 current peer reviewed journal articles and/or scholarly references. Please use these bullet points as subheadings to organize your paper. Students may use material from previous theory papers, but it is expected that students will use this paper to extend their knowledge and case conceptualization skills through further review of the literature.

Internship 2

Signature Assignment

Case Study Presentation

Core Area Objectives:

- The student will be able to demonstrate essential interviewing, counseling and case conceptualization skills.
- The student will demonstrate the ability to select assessment instruments that appropriately measure a psychological construct and utilize these results to diagnose developmental, behavioral, and mental disorders.
- The student will demonstrate understanding of the diagnostic process and the use of the current diagnostic classification system, the Diagnostic and Statistical Manual of Mental Disorders (DSM).
- Students will demonstrate clinical documentation skills.

Internship 2
Signature Assignment: Case Study Presentation and Biopsychosocial Assessment

(30 Points)

For this assignment. please choose one of the case studies that you presented during group supervision with your faculty supervisor and peers. Write up a complete biopsychosocial assessment/treatment plan complete with a case conceptualization that is consistent with your theory of choice. In the case conceptualization section, be sure to justify your diagnostic impression, your theory of choice, the prognosis and recommended treatment options for your client. Please use the template provided in the course room for your assessment and treatment plan write-up. Also include 2 clinical SOAP or DAP notes. Please **post the assessment and treatment plan** in the course room assignment link and also in acclaim excluding any identifying data. This written portion of this assignment will also be uploaded into Tevera at the end of the semester.

<u>Grades will be assigned as follows:</u>
A = 100-90%
B = 89 – 80%
C = 79 –70%
D = 69 – 60%

F = 59-0%

Assignments and Due Dates

Assignment	Submit to..	Due Date	Point Value
Professionalism		All weeks	10
P & I Manual Attestation	Tevera	Week 1 Sunday at Midnight	Must be completed to see clients and count hours
Updated Professional Liability Insurance	Tevera	Week 1 Sunday at Midnight	Must be current to see clients and count hours
Mid-term Evaluation by Site Supervisor Midterm Evaluation by Faculty Supervisor	Tevera	Week 8	Must be completed to pass
Informal Case presentation (Everyone)	In class	Weeks 6-9 Sign up for a time	30
Two Narrative Evaluations of Videos	Canvas	Weeks 5 & 10	2 x 15 = 30
Tevera Hours/Logs approved by Site Supervisor Midterm and Final logs approved by Faculty Supervisor	Tevera	All weeks	Must be completed to pass
Participation in Clinical Supervision 1.5 hours per week for duration of class	Class	All weeks	Must be completed to pass
Association Engagement • Internship I- Free CEU's • Internship II -Resume and Cover Letter	ACA	Week 16	Must be completed to pass

Signature Assignment			
Internship I Theoretical Orientation Assignment **Internship II** Case Study and Biopsychosocial Presentation	Canvas/Class	Intern I: Due Date: Week 8 Intern II: Due Date: Weeks 12 & 13; sign up to present	30
Final Evaluation by Site Supervisor Final Evaluation by Faculty Supervisor	Tevera	Week 16	Must be completed to pass
Intern Self-Evaluation Intern Evaluation of Site and Site Supervisor	Tevera	Week 16	Must be completed to pass
Tevera Paperwork Checklist	Tevera	Week 16	Must be completed to pass
Total Points Possible			100

Class Policies and Procedures

Required Textbooks: N/A

Recommended Textbooks:

Hodges, S. (2024). *The Counseling and Practicum and Internship Manual*. New York, NY: Springer.

Kotler, J. (2017). *On Being a Therapist (5th Edition).* New York, NY: Oxford.

Technology for the Class

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students bare responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

Other Policies and Procedures

Attenance Policy : This is an online class so Moodle assignments are required weekly and students are required to check their ULM e-mails daily.

Make-up Policy: There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (http://bit.ly/1LbMV0c)

Academic Integrity: Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.

Course Evaluation Policy: At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.

Student Services: Information about ULM student services, such as Student Success Center (www.ulm.edu/studentsuccess/), Counseling Center (www.ulm.edu/counselingcenter/), Special Needs (www.ulm.edu/counselingcenter/special.htm), and Student Health Services, is available at the following Student Services website www.ulm.edu/studentaffairs/.

Emergency Procedures: (N/A for online courses.)

Discipline/Course Specific Policies: Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

Grading and emailing: Instructor will have assignments graded within 7 days after the due date has passed. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no respond, respectfully email instructor again.

Late Policy: No assignments will be accepted after the last day of class. Otherwise, late papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

Student Services : The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

Student Success Center www.ulm.edu/studentsuccess

Counseling Center www.ulm.edu/counselingcenter/

Special Needs at www.ulm.edu/studentaffairs/

Library www.ulm.edu/library/reference.html

Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

Current college's policies on serving students with disabilities can be obtained on the ULM website : www.ulm.edu/counselingcenter/

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone : 318-342-5220

Fax: 318-342-5228

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: 318-342-5220

The Marriage & Family Therapy and Counseling Clinic: 318-342-5678

Remember that all services are offered free to students, and all are strictly confidential.

If you have special needs that I need to be made aware of, you should contact me within the first two days of class.

Sexual Harassment or Gender-Based Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix

Class Schedule

Week 1 Introduction and Orientation

Live Discussion Topics:

1. Overview of internship and expectations.
2. Review of the supervisory relationship.
3. Discussion on confidentiality and ethical considerations.
4. Identifying personal and professional goals for the internship.

Optional Readings:

Hodges: Chapter 3 Ethical and Legal Issues
Chapter 7 Models of Supervision: Classroom and Site Supervision

- Get oriented to the course. Watch Orientation Video
- Practicum and Internship Manual Attestation
- Zoom meeting next week. **For live zoom supervision, the student is expected to be in a private location free from interruptions and available via audio and video. If you are driving you will be asked to leave the session and make up the time. Failure to appear via both audio and video will affect the participation points. If the student is not in a private location, they may be asked to change locations or miss supervision that day which can affect the grade as well.**

Deliverables:

- First log due Sunday by midnight. If you have no clients this week please submit a log anyway so that we can give points for this week. It can say zero on the direct hours section.
- Sign up for in class case presentations (sign-ups due this week)
- P&I manual Attestation Due Sunday by midnight CT.
- Updated professional liability Insurance Due before seeing clients, no exceptions.

Week 2 Counselor Self-Care and Burnout Prevention

Live Discussion Topics:

- Importance of self-care for mental health professionals.
- Identifying signs of burnout and compassion fatigue.
- Strategies for managing stress and promoting work-life balance.
- Developing personalized self-care plans.

Review: Hodges

Chapter 8 Managing Stress During Your Practicum/Internship

Chapter 9 Crisis Intervention in Practicum/Internship

Chapter 10 Protecting Yourself During Your Practicum/Internship Experience

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

Deliverables:

- Weekly logs due by Sunday at midnight

Week 3 Recognizing and Managing Vicarious Trauma

Live Discussion Topics:

Recognizing and Managing Vicarious Trauma:
- What are the signs and symptoms of vicarious trauma in counselors?
- How can counselors differentiate between vicarious trauma, burnout, and compassion fatigue?
- Share strategies and techniques for managing vicarious trauma, including self-care practices, professional support, and organizational policies.

Objective: To help students identify early signs of vicarious trauma and understand practical ways to manage and mitigate its effects.

Suggested readings: See Canvas.

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

Deliverables
- Weekly logs due by Sunday at midnight

Week 4 Deepening the Therapeutic Alliance and Addressing Countertransference

Live Discussion Topics:

1. Exploring strategies for deepening the therapeutic alliance with clients.
2. Understanding the role of empathy, genuineness, and unconditional positive regard in strengthening the therapeutic relationship.
3. Addressing countertransference: Recognizing and managing personal feelings, biases, and reactions that may arise in the therapeutic process.

4. Role-playing exercises and case discussions to navigate instances of countertransference and maintain professionalism and client-centered care.

View video of case study, read the write-up, and provide feedback to peers in Acclaim.
Attend Live Zoom Supervision (Zoom link in Canvas)

Deliverables

- Weekly logs due by Sunday at midnight

Week 5 Clinical Assessment, Case Conceptualization and Notes

Live Discussion Topics:

- Case conceptualization and its role in guiding treatment planning.
- Utilizing clinical assessment tools and techniques to gather comprehensive client information.
- Incorporating assessment findings into case conceptualization to understand clients' presenting concerns, strengths, and challenges.
- Introduction to note writing: Developing effective and ethical documentation practices to track client progress and inform treatment decisions.
- Case study analysis and practice sessions to integrate clinical assessment findings, case conceptualization, and note writing skills in a clinical setting.

Review readings:
Hodges: Chapters 5 Clinical Issues in Practicum/Internship, Chapter 6 Clinical Writing and Documentation in Counseling Records

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision with your faculty supervisor

Deliverables

- Weekly logs due by Sunday at midnight
- First Narrative Evaluation due Sunday at midnight
- Informal Case presentations begin

Week 6 Special Topics: Solutions Focused Therapy

Weeks 6-9 Faculty of Record may choose and create their own lesson plan based on their areas of expertise.

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

Reminder
Your Mid-Term Evaluations (faculty and site supervisor) are due in two weeks. Arrange for mid-term a conference with your site supervisor to review to ensure it is completed by the due date.

Deliverables

- Weekly logs due by Sunday at midnight
- Informal case presentations today

Week 7 Special Topics: Working with Children: Play Therapy, Sandtray Therapy, Art Therapy

Weeks 6-9 Faculty of Record may choose and create their own lesson plan based on their areas of expertise.

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

Reminder
Your Mid-Term Evaluations (faculty and site supervisor) are due next WEEK. Arrange for mid-term a conference with your site supervisor to review to ensure it is completed by the due date.

Deliverables

- Weekly logs due by Sunday at midnight
- Informal case presentations today

Week 8 Special Topics: Trauma-Specific Interventions and Approaches

Live Discussion Topics:

- Introduction to evidence-based trauma-specific therapies such as Somatic Experiencing, Cognitive Behavioral Therapy for trauma (CBT-T), and Trauma-Focused Cognitive Behavioral Therapy (TF-CBT).

- The importance of tailoring interventions to the individual needs of the client, considering factors such as age, cultural background, and trauma history.
- The role of ongoing assessment and flexibility in treatment planning to address the evolving needs of clients as they process and recover from trauma.

Objective: To familiarize new counselors with effective trauma-specific interventions and the importance of personalized, flexible treatment approaches to meet the unique needs of each client.

Suggested Readings:

The Body Keeps the Score

My Grandmothers Hands

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

Deliverables

- Informal case presentations today
- Weekly logs due by Sunday at midnight
- Internship I: Theoretical Orientation Assignment Due at Midnight
- Mid-term Evaluation by Site Supervisor due by Sunday at Midnight.
- Midterm Evaluation by Faculty Supervisor due by Sunday at Midnight.

Week 9 Faculty Specialty Topics

Weeks 6-9 Faculty of Record may choose and create their own lesson plan based on their areas of expertise.

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

Deliverables

- Weekly logs due by Sunday at midnight
- Informal case presentations today

Week 10 Treatment Theories/Modalities in Context of Culture

Live Discussion Topics:

- Discussion of student development of theory and implications of different therapeutic modalities (e.g., CBT, DBT, psychodynamic).
- Understanding the appropriateness of different modalities for different client populations.
- Role-play exercises/case reviews to practice implementing therapeutic techniques.
- Discussing challenges and successes in applying treatment modalities with clients.

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

Deliverables

- Weekly logs due by Sunday at midnight
- Second Narrative Evaluation due Sunday at midnight

Week 11 Diversity and Intersectionality

Live Discussion Topics:

1. Exploring the impact of intersectionality on clients' experiences.
2. Addressing issues of privilege, power dynamics, and oppression in counseling.
3. Strategies for promoting inclusivity and cultural humility in therapy.
4. Reflecting on personal biases and their influence on counseling practice.

Reading Optional Review:
Hodges: Chapter 2 Multicultural Issues and Considerations

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

Deliverables

- Weekly logs due by Sunday at midnight

Week 12 Ethics and Legal Issues

Live Discussion Topics:

1. Reviewing ethical guidelines and legal obligations in mental health counseling.
2. Discussing boundaries in the therapeutic relationship.
3. Addressing duty to warn and confidentiality in cases of harm.
4. Case studies to explore ethical dilemmas and decision-making.

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

Deliverables

- Weekly logs due by Sunday at midnight
- Internship II: Case Study Presentation Due for class

Week 13 Recognizing and Understanding Historical Trauma

Live Discussion Topics:

- Definition of historical trauma and its intergenerational impact on individuals and communities, particularly among marginalized groups.
- The importance of understanding the historical context and collective experiences of trauma within specific communities (e.g., Native American, African American, Holocaust survivors).
- How historical trauma manifests in present-day behaviors, beliefs, and health outcomes, including psychological distress, substance abuse, and physical health issues.

Objective: To educate new counselors on the concept of historical trauma, its origins, and its enduring effects on individuals and communities, fostering a deeper understanding and empathy for clients' experiences.

Journal articles and suggested readings:

- Brave Heart, M.,Yellow Horse, Chase, J., Elkins, J., & Altschul, D. B. (2011). Historical trauma among indigenous peoples of the Americas: Concepts, research, and clinical considerations. *Journal of Psychoactive Drugs, 43*(4), 282-290. doi:10.1080/02791072.2011.628913
- Brokenleg, M. (2012). Transforming cultural trauma into resilience. *Reclaiming Children and Youth, 21*(3), 9-13. Retrieved from http://search.proquest.com.library.capella.edu/docview/1326253617?accountid=27965 Example 3, p.1999.

- Duran, E. (2019). *Healing the soul wound: Trauma-informed counseling for Indigenous communities.* New York, NY: Teachers College Press.
- Gibson, R. 2008. *My Body My Earth* iUniverse Books. Bloomington, Indiana

View video of case study, read the write-up, and provide feedback to peers in Acclaim.

Attend Live Zoom Supervision (Zoom link in Canvas)

Deliverables

- Weekly logs due by Sunday at midnight
- Internship II: Case Study Presentation Due for class

Week 14 Thanksgiving Holiday

No live supervision this week with your faculty supervisor.

Week 15 Professional Development

Live Discussion Topics:

Exploring career paths and opportunities in mental health counseling.
Networking and building professional relationships.
Resume building and interview skills.
Discussing licensure requirements and next steps in the counseling profession.
To do:

Acclaim Course Links to an external site. View video of case study, read the write-up, and provide feedback to peers in Acclaim.
Attend Live Zoom Supervision your faculty supervisor.
Deliverables

Association Engagement
-Internship I- Free CEU's

-Internship II -Resume

Weekly logs due by Sunday at midnight
Your Mid-Term Evaluation is due this WEEK.

· Theoretical Orientation Paper due Sunday at midnight

Week 16 Integration and Reflection

Wrapping Up

Live Discussion Topics:

Reflecting on personal and professional growth throughout the internship.
Celebrating successes and lessons learned.
Setting goals for continued learning and development.
Closing thoughts and feedback on the supervision process.
Your End-Term Evaluation is due this WEEK.
To do:

Attend Live Zoom Supervision your faculty supervisor.
Double and triple check all Tevera deliverables

Deliverables:

Make sure that all Tevera documents are complete:

- **Final time logs completed and approved by the last day of class**
- **Final evaluations by site supervisor**
- **Final evaluations by faculty supervisor**
- **Student self-evaluations**
- **Student evaluation of site and site supervisor**

Make sure all assignment links show that your upload is completed.
Association Engagement Activities Due

- **Internship I: CEUs through ACA**
- **Internship II: Resume and Cover Letter**

Rubrics

Theoretical Orientation Paper

Criteria	Exceptional	Proficient	Satisfactory	Needs Improvement	Unsatisfactory	Points
Introduction (1-2 paragraphs)	Clear, engaging overview and structure outline.	Clear overview and structure outline.	Basic overview, lacking detail.	Vague, unclear outline.	Missing or unclear introduction.	/2
Brief History of Counseling Theory (1 page max)	Thorough, well-researched, concise.	Good, adequately researched.	Basic, some gaps.	Incomplete, poorly researched.	Missing or irrelevant.	/2
Basic Philosophical Assumptions and Rationale (2-3 pages)	In-depth, well-articulated, deep understanding.	Good, solid understanding.	Basic, some gaps.	Incomplete or unclear.	Missing or irrelevant.	/5
Role of the Therapist (1 page)	Detailed, insightful, clear connection to identity.	Good, clear connection.	Basic, some connection.	Incomplete or unclear.	Missing or irrelevant.	/2
Main Therapeutic Goals (1-2 pages)	Comprehensive, clearly linked to theory.	Good, clear linkage.	Basic, some connection.	Incomplete or unclear.	Missing or irrelevant.	/2
Typical Intervention Strategies (1-2 pages)	Detailed, 3+ examples, clear linkage.	Good, 3+ examples, mostly linked.	Basic, 2+ examples, somewhat linked.	Incomplete, fewer than 2 examples.	Missing or irrelevant.	/3
Legal and Ethical Issues (2 pages)	Thorough, clear strategies, well-integrated ACA references.	Good, clear strategies, adequate ACA references.	Basic, some strategies, some ACA references.	Incomplete, minimal ACA references.	Missing or irrelevant.	/3
Conclusion	Clear, concise summary of key points.	Good summary of key points.	Basic, some summary.	Incomplete or unclear.	Missing conclusion.	/2
APA Style and References	Correct APA style, 5-7 current references.	Mostly correct, appropriate references.	Some errors, adequate references.	Numerous errors, insufficient references.	Significant errors, missing references.	/2
Overall Clarity and Organization	Exceptionally clear, logical, well-organized.	Clear, well-organized, minor issues.	Generally clear, some lapses.	Lacks clarity and organization.	Disorganized and unclear.	/3

Total Points: ___ / 30

Grading Scale:

- **A (27-30)**
- **B (24-26)**
- **C (21-23)**
- **D (18-20)**
- **F (Below 18)**

COUN 6070 (Internship I) Grading Rubric KPI#2
This will be assessed in your Tevera account

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level
4 = Proficient: Strong level of mastery of skills and understanding
3 = Basic: Understanding of concepts/skills evident
2 = Developing: In process of developing understanding of concepts and skills; growth needed
1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed
NA: Not Applicable
Note: Ratings of 3 or above indicate performing well for student's stage of development.

Assignment Specific Requirements and Professional Identity 2024 CACREP Standards

Assignment Specific	**CACREP Standard**	**Performance Level 1-5**
	Core	
Professional Counseling Orientation and Ethical Practice KPI #2		
history and philosophy of the counseling profession and its specialized practice areas	A.1	
the multiple professional roles and functions of counselors across specialized practice areas	A.2	
the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success	A.4	
ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	A.10	
self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	A.11	
Social and Cultural Identities and Experiences KPI #2		
theories and models of multicultural counseling, social justice, and advocacy	B.1	
the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors	B.3	
Lifespan Development KPI #2		
theories of individual and family development across the lifespan	C.1	

theories of cultural identity development	C.2
theories of personality and psychological development	C.4
models of resilience, optimal development, and wellness in individuals and families across the lifespan	C.7
Counseling Practice and Relationships KPI #2	
theories and models of counseling, including relevance to clients from diverse cultural backgrounds	E.1
critical thinking and reasoning strategies for clinical judgment in the counseling process	E.2
case conceptualization skills using a variety of models and approaches	E.3
ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities	E.6
culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities	E.7
counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships	E.8
counseling strategies and techniques used to facilitate the client change process	E.10
goal consensus and collaborative decision-making in the counseling process	E.12
processes for developing a personal model of counseling grounded in theory and research	E.21

Comments Box:

COUN 6070 (Internship II) Grading Rubric KPI#2
This will be assessed in your Tevera account

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level
4 = Proficient: Strong level of mastery of skills and understanding
3 = Basic: Understanding of concepts/skills evident
2 = Developing: In process of developing understanding of concepts and skills; growth needed
1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed
NA: Not Applicable
Note: Ratings of 3 or above indicate performing well for student's stage of development.

Assignment Specific Requirements and Professional Identity 2024 CACREP Standards

Assignment Specific	**CACREP Standard**	**Performance Level 1-5**
	Core	
Assessment and Diagnostic Processes KPI #2		
culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications	G.5	
ethical and legal considerations for selecting, administering, and interpreting assessments	G.6	
use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	G.7	
use of environmental assessments and systematic behavioral observations	G.9	
use of structured interviewing, symptom checklists, and personality and psychological testing	G.10	
diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	G.11	
procedures to identify substance use, addictions, and co-occurring conditions	G.12	
procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	G.13	
procedures for assessing clients' experience of trauma	G.14	
procedures for identifying and reporting signs of abuse and neglect	G.15	
procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	G.16	
procedures for using assessment results for referral and consultation	G.17	

Research and Program Evaluation KPI #2	
the importance of research in advancing the counseling profession, including the use of research to inform counseling practice	H.1
identification and evaluation of the evidence base for counseling theories, interventions, and practices	H.2
qualitative, quantitative, and mixed methods research designs	H 3
ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation	H.10
Clinical Mental Health Counseling 5.C.	
etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders	C.1
intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	C.4
techniques and interventions for prevention and treatment of a broad range of mental health issues	C.5
strategies for interfacing with the legal system regarding court-referred clients	C.6
strategies for interfacing with integrated behavioral healthcare professionals	C.7
strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions	C.8
third-party reimbursement and other practice and management issues in clinical mental health counseling	C.9

Comments Box: