

COURSE SYLLABUS

**GRADUATE SCHOOL COLLEGE OF ARTS AND SCIENCES
CENTER FOR COUNSELING AND FAMILY STUDIES**

**COUN 999
INTERNSHIP IN COUNSELING**

COURSE DESCRIPTION

(from the Graduate Catalog): Work with individual or groups in practical situations under the supervision and guidance of staff in that setting. Open only to doctoral students or by consent of the department.

RATIONALE

This Internship in Counseling course involves participation in a planned clinical experience in an approved agency or other setting under an approved supervisor. During the Internship experience, professional identity continues to develop, consolidate, and mature. Since most, if not all, required coursework has been completed by this time and the candidacy examination has been successfully passed, Internship students can contribute to the cooperating agency by assisting its staff in carrying out many of the normal clinical activities of that agency. The purpose of the Counseling Internship is to provide a supervised, field-based, work experience that allows students to:

1. integrate and synthesize theories and techniques learned in the classroom in a real work setting;
2. develop more fully the personal and professional qualities, characteristics, and behavior of a professional counselor;
3. transition from “trainee” to “professional practitioner.”

I. PREREQUISITES

Students must complete all Clinical Prerequisites, Foundational Competencies, Integrative Core Courses, COUN 800, COUN 805, COUN 998 with a grade of B or above, successfully passed the Candidacy Examination prior to enrolling in COUN 999. Students must submit proof of personal, professional liability insurance for clinically based Internships. Academically, students must be in good standing with the University and have a cumulative GPA of 3.0 or above in order to be approved for COUN 999 Internship in Counseling.

II. REQUIRED RESOURCE PURCHASE(S)

(recommended, but not required): While doing the Internship the student will frequently make diagnoses and treatment plans. For diagnostic work:

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed. revised). Washington, DC: Author.

- Baird, B. N. (2005). *The internship, practicum, and field placement handbook: A guide for the helping professions*. Upper Saddle River, NJ: Pearson Education. [ISBN 0-13-118116-5]
- Johnson, S. L. (2004). *Therapist's guide to clinical intervention: The 1-2-3s of treatment planning* (2nd ed.). San Diego, CA: Academic Press. [ISBN-10: 0123865883 or ISBN-13: 978-0123865885]
- Reid, W. H., & Balis, G. U. (1998). *The treatment of psychiatric disorders: Third edition revised for DSM IV* (3rd ed.). New York: Brunner-Mazel. [ISBN-10: 0876307659 or ISBN-13: 978-0876307656]
- Seligman, L., & Reichenberg, L. W. (2007). *Selecting effective treatments: A comprehensive, systematic guide for treating mental disorders* (3rd ed.). San Francisco: John Wiley & Sons. [ISBN-10: 0787988685 or ISBN-13: 978-0787988685]
- TheraScribe** Software Program (*Computer software program for recording client notes, making diagnoses and treatment plans.*) Wiley Publishers: 1-800-753-0655 extensions: 23518, 23520, or 23521

III. ADDITIONAL MATERIALS FOR LEARNING

- A. **Internship Fieldwork Manual** (available for download in the Blackboard course and on the Center for Counseling and Family Studies [CCFS] website)
- B. Internet access (broadband recommended)
- C. Microsoft Office Word & Excel 2007 (preferred; Microsoft Office is available at a special discount to LU students)

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Establish rapport and effective working relationships with client(s) during the first session.
- B. Conduct a psychosocial history that includes client background information, behavioral observations, current functioning, quality of relationships, and resources and challenges.
- C. Develop client case conceptualizations that lead to accurate diagnosis using the DSM-IV-TR.
- D. Develop treatment plans that will motivate clients through the use of evidence-based strategies for clients' identified problem(s).
- E. Present case studies in scheduled supervision sessions.
- F. Maintain an effective counseling process and relationship until the client(s)' problem(s) have been resolved.

- G. Utilize feedback, direction, and constructive criticism from supervision and consultation in order to enhance professionalism in counseling.
- H. Document clinical work in a way that meets the standards of the counseling site, insurance companies, and the state in which the student is working.
- I. Work cooperatively and effectively within an agency setting and initiate appropriate professional relationships with mental health professionals outside that agency as needed.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

Student must complete 600 total hours of a supervised clinical training experience, with a minimum of 300 of those hours spent in face-to-face client contact. Graded assignments are briefly described below. However, in order to successfully complete the Internship, students must consult the *Internship Fieldwork Manual* for further details regarding course and assignment requirements.

A. Midterm and Final Evaluations from Supervisor(s)

Evaluations from approved supervisors will be used to help determine the grade earned for this course requirement. Midterm and Final Evaluation forms are available in the Assignments section of the course. Students are to print off a copy of the evaluations and have the supervisor complete the evaluations by hand. Evaluations are to be discussed with approved supervisors during regularly scheduled supervision sessions. Students should then scan copies of the complete evaluations and submit copies of the evaluations through the links available in the Assignments section of the course. Students need to submit midterm and final evaluations from each approved supervisor. **Due Date: Midterm evaluations are due once students have obtained half of the required face-to-face and individual supervision hours or the midterm deadline of the semester specified in Bb and on the Practicum/Internship webpage, whichever comes first. Final evaluations are due once students have completed their hours or by the final deadline specified in Bb and on the Practicum/Internship webpage, whichever comes first. Points will be deducted for late submissions of up to a week. Assignments submitted after one week will receive a grade of "0" and will not be given grade credit.**

The expectation is that the supervisor discusses the mid-term and final evaluations directly with the student, prior to the student submitting them through the Blackboard. In the rare event that the supervisor will not share the evaluation with the student, the student and/or supervisor should contact the Coordinator of Ph.D. Clinical Training and provide the reasons for not doing so. If there are issues that prevent the sharing of evaluations between supervisor and supervisee, then those issues should have already been dealt with or have been brought to the attention of the Coordinator of Ph.D. Clinical Training.

B. Midterm and Final Logs

Students must submit logs of hours accumulated during their supervised internship experience using the log template and the links provided in the Assignments section of the course. Midterm and final logs must be completed according to grading rubric

criteria on the Excel worksheet provided in the course and on the CCFS website. Alternative forms will not be accepted. Final logs must be a cumulative total of the hours of supervised experience during Internship. **Due Date:** Midterm logs are due once students have obtained half of the required face-to-face and individual supervision hours or the midterm deadline of the semester specified in Bb and on the Practicum/Internship webpage, whichever comes first. Final logs are due once students have completed their hours or by the final deadline specified in Bb and on the Practicum/Internship webpage, whichever comes first. Points will be deducted for late submissions of up to a week. Assignments submitted after one week will receive a grade of “0” and will not be given grade credit.

C. Liability Insurance Face Sheet

Once completing their hours or coming to the end of the semester, students must submit a copy of their official current professional liability insurance face sheet using the link available in the Assignments section of the course. This demonstrates that students have maintained professional liability insurance throughout the duration of the Internship. **Due Date:** Face Sheets are due once students complete their required hours or by the final deadline of each semester specified in Bb and on the Practicum/Internship webpage, whichever comes first. Points will be deducted for late submissions of up to a week. Assignments submitted after one week will receive a grade of “0” and will not be given grade credit.

Important Note: Students who need more than one semester to complete the Internship must register for any additional semester(s). Midterm/final evaluations *and* midterm/final logs must continue to be submitted *each* semester according to course/assignment deadlines until students have successfully completed the Internship course. Liability Insurance Face Sheets must also continue to be submitted in order to demonstrate continuous coverage throughout the Internship.

D. Site Evaluation

Once students complete the required number of hours for their internship, they must complete the Site Evaluation form available in the Assignments section of the course. **Due Date:** For each semester students are enrolled in the Internship, one site evaluation for each approved site is due once students have completed their hours at each approved site or by the final deadline specified in Bb and on the Practicum/Internship webpage, whichever comes first. Points will be deducted for late submissions of up to a week. Assignments submitted after one week will receive a grade of “0” and will not be given grade credit.

E. Annotated Bibliography

Students are required to construct an annotated bibliography of a **minimum** of 10 sources. The annotated bibliography is to be an in-depth summary of the textbook chapters, journal articles, and other media suggested for reading or viewing, and pre-approved by the supervisor. The intent is for these readings to directly relate to the student’s client population, client issues, or topics deemed helpful to the student’s professional growth. These sources are not to be “popular” material intended for the general public, but should be designed and published for mental health professionals

with the aim of strengthening clinical insight and skills. **Due Date: The Annotated Bibliography is due once students complete their required hours for the Internship.**

The assignment should follow APA guidelines and include a title page and proper headers. Each source summary should take approximately one-half page, double spaced (12 point font, Times New Roman). Each summary must begin with exact bibliographic information (APA style). The student may use first person in the comments. No quotes should be used. The primary focus is on what was gleaned from the article or book. **Before submitting this paper, the student must discuss it with their supervisor, so he or she can indicate that the bibliography has been discussed and reviewed.**

VI. COURSE GRADING AND POLICIES

A. Points

| | |
|---------------------------------------|-------------|
| Midterm Evaluation from Supervisor(s) | 15% |
| Midterm Logs | 20% |
| Final Evaluation from Supervisor(s) | 15% |
| Final Logs (cumulative total) | 20% |
| Site Evaluation | 10% |
| Liability Insurance Face Sheet | 5% |
| Annotated Bibliography | 15% |
| Total | 100% |

B. Scale

A = 94–100 **B** = 86–93 **C** = 75–85 **D** = 68–74 **F** = 0–67

C. Other Policies

1. All assignments and required hours must be completed and submitted successfully in order to complete the Internship.
2. A grading rubric for logs has been provided under Assignments/Student Logs to assist students in completing their logs according to assignment requirements. Students are also encouraged to regularly review the supervisor evaluation form under Assignments/Supervisor Evaluations as a means of enhancing their professional development and performance during the Internship.
3. Specific due dates for assignments can be found under the Deadlines tab on the course home page in Blackboard and on the Practicum/Internship page of the

CCFS. Students are responsible for regularly checking these sources of course information. **Important Note:** Late submission of assignments will not be accepted except under extreme circumstances (e.g., sudden death in immediate family, emergency medical illness, etc.) and, then, only with prior permission from course staff. Points will be deducted for late submissions of up to a week. Assignments submitted after one week will receive a grade of "0" and will not be given grade credit.

4. Liberty University email accounts are the primary means of communication. Email will not be sent to personal email accounts of students. This is Liberty University policy and for the privacy protection of students. Students are responsible for regularly checking their LU email accounts, since most course communication will be through this means.
5. In the event issues of concern arise for students, all communication with Liberty University staff will remain respectful, professional, and solution-focused. If students are upset when attempting to resolve a situation, they should responsibly do their part to ensure they meet this standard prior to sending emails or voicemails. Disrespect and lack of professionalism, even when attempting to resolve a course or program issue, may be subject to disciplinary action by program and/or university administration.

D. Disability Assistance

Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.

VII. BIBLIOGRAPHY

- Johnson, S. L. (2004). *Therapist's guide to clinical intervention: The 1-2-3s of treatment planning* (2nd ed.). San Diego, CA: Academic Press. ISBN-13: 978-0-1238-6588-5.
- Reid, W. H., & Balis, G. U. (1998). *The treatment of psychiatric disorders: Third edition revised for DSM IV* (3rd ed.). New York: Brunner-Mazel. ISBN-13: 978-0-8763-0765-6.
- Seligman, L., & Reichenberg, L. W. (2007). *Selecting effective treatments: A comprehensive, systematic guide for treating mental disorders* (3rd ed.). San Francisco: John Wiley & Sons. ISBN: 978-0-7879-8868-5.