

**College of Education Vision**

***“Learners and leaders of today and tomorrow”***

We envision our graduates, and those they influence, as the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop into leaders within their fields. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understandings necessary to become successful.

**SECTION 1: Course Information**

1. **Course Information**

MHS 6881 Clinical Internship I (2 credits)

FALL 2011

**CRN:** 80235

**Time and Location:** Thursdays, 5:00 - 6:45 pm, AB-7, room 116

1. **Instructor Information**

**Professor:** Michael Ghali, Ph.D., Licensed Psychologist

**Office:** 246 Howard Hall (must enter through room 239)

**Office Hours:** By appointment (also can consult before or after class)

**Office Phone:** (239) 590-7731

**Email:** [mghali@fgcu.edu](mailto:mghali@fgcu.edu)

1. **Course Description**

Structured opportunities to observe and practice principles in the field as learned in primary classes.

Internship is an opportunity for students to participate in supervised practice of providing counseling services to selected clients in the student’s emphasis area. Interns are not expected to demonstrate skills beyond their training. As such, interns are encouraged to remain open to supervisor (Site and University) feedback. Philosophically, the internship experience is designed to facilitate students’ ability to develop healthy counseling relationships, acquire his/her own unique counseling style, and sharpen interns’ counseling skills.

* **Course Prerequisites:** *Identify as appropriate, or note None.*
* **Course Co-requisites:** *Identify as appropriate, or note None.*

1. **Textbooks and Instructional Materials**

**Required:**

* Reisner, A.D. (2005). The common factors, empirically validated treatments, and recovery models of therapeutic change. *The Psychological Record, 55*, 377-399.
* Sue, D.W., Arredondo, P., & McDavis, R.J. (1991). Multicultural counseling competencies and standards: A call to the profession. *Journal of Counseling and Development, 70*, 477-486.
* Weinrach, S.G., & Thomas, K.R. (2002). A critical analysis of the multicultural counseling competencies: Implications for the practice of mental health. *Journal of Mental Health Counseling, 24*, 20-35.

**Recommended Resources:**

Resources for Faculty General Education

Information on General Education program requirements is available online at <http://www.fgcu.edu/General_Education/index.html>.

Service‐Learning

Information on integrating service‐learning into the course and course syllabus is available online at <http://www.fgcu.edu/Connect/>.

Distance‐Learning

Information on distance learning courses is available online at <http://itech.fgcu.edu/distance/>

**Technology Resources:** Online Tutorials

Information on online tutorials to assist students is available online at <http://www.fgcu.edu/support/>.

**Library Resources:**

Main page: <http://library.fgcu.edu/>

Tutorials & Handouts: <http://library.fgcu.edu/RSD/Instruction/tutorials.htm>

Research Guides: <http://fgcu.libguides.com>

**SECTION 2: Outcomes, Objectives, Assessments**

1. **College of Education Proficiencies**

* *List appropriate Knowledge/Skills proficiencies (KSP) as noted on critical task(s).*
* *List appropriate Disposition proficiencies (DP) as noted on critical task(s).*

1. **Program Outcomes, State Competencies, and National Standards**

*Note: The Table below is an example of what might be included in this section. It will vary by program and should be adjusted accordingly.*

|  |  |  |
| --- | --- | --- |
| **Program Outcomes** | **State Competencies** | **Professional Standards** |
|  |  |  |
|  |  |  |
|  |  |  |

1. **Course Outcomes/Objectives/Assessments**

At the end of the semester, the student will have demonstrated:

1.  The ability to discuss his/her theory/philosophy for counseling.

2.        The ability to form effective helping relationships.

3.         Level-appropriate counseling skills (e.g., basic skills, theory-driven skills).

4.         At least 40 hours of direct service hours and at least 60 hours of indirect hours.

5.         The ability to receive constructive feedback.

6.         The ability to hear core client concerns and respond appropriately.

7. Ethical behavior across professional roles and situations.

**This portion of the internship sequence meets the following objectives of The Council for the Accreditation of Counseling and Related Educational Programs (CACREP):**

* + - 1. **HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:**

5.A. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;

5.D. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;

5.E. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;

5.F. integration of technological strategies and applications within counseling and consultation processes; and

5.G. ethical and legal considerations.

**PRIMARY METHODS OF INSTRUCTION**

|  |  |  |
| --- | --- | --- |
| **Included? Y/N** | **Method Type** | **Description** |
| X | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
|  | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice. |
|  | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| X | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
|  | Lecture | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
| X | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
|  | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
|  | Web Based Activity | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
| x | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
|  | Guest Speakers/Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

**Time Requirements**

Internship I spans 100 hours, 40 of which are in direct service to clients and other stake holders. Experience should be focused and balanced among all roles/responsibilities of a mental health counselor.

1. **Field/Clinical Activities and Assignments**

Student evaluation will consist of Satisfactory (S) or Unsatisfactory (U). The student will receive a satisfactory grade upon completion of all site and university requirements and demonstration of level-appropriate process, professional, personal, and conceptual skills. Students who do not fulfill all site and university requirements, in an acceptable time frame, will earn an unsatisfactory grade.

1. **Critical Task(s)**

**Title:**

**Description:** *Insert a clear and comprehensive description of the task including all requirements as taken from the most current LiveText rubric in the coral share drive repository. (The folder begins with “LiveText Rubrics” and ends with the date the repository was more recently updated.)*

1. **Grading Policy**

Grades will be based on evaluation of the following areas:

**Summary Checklist of Internship Requirements**

| **Description** | **Satisfactory** | **Unsatisfactory** |
| --- | --- | --- |
| Completed Forms (all req’d. forms: see below) |  |  |
| COPY of Professional Liability Insurance |  |  |
| Attendance |  |  |
| 100 total hours |  |  |
| 40% of hours (40) in direct contact with clients |  |  |
| Weekly Class Activities |  |  |
| Submitted and Reviewed Required Recorded Hours |  |  |
| Weekly Site Supervision |  |  |
| Site supervisor evaluation (Site Supervisor) |  |  |
| Mid intern feedback/eval (faculty) |  |  |
| Final intern eval (faculty) |  |  |
| Cumulative Log of Activity (in Excel) |  |  |
| Approximately 5 samples of audio or video tapes (class & submitted) no less than 30 minutes each. No more than two tapes for any one case. Demonstration of competence in planning and implementing intervention in at least three identified counseling theories. |  |  |

1. **Attendance and General Policies**

**Student Responsibilities:**

*(Failure to fulfill these responsibilities may result in a grade of Unsatisfactory (U) for the course)*

•        Present a copy of counseling liability insurance prior to beginning of internship

•        Complete Internship Packet (including expectations, responsibilities, goals, etc.)

•        Submit at least five (5) audiotapes for review and feedback

•        Participate in weekly group supervision sessions

•        Complete contract as agreed upon by site supervisor, University, and student.

•        Complete a total of at least 40 % of supervised internship in direct service to clients (face to face)

•        Participate actively in the learning experience - participation will be factored into your grade.

•        Thoughtful response to feedback (e.g., incorporating into your work; offering explanation of your work)

**Required Forms:**

◊ Proof of professional liability insurance

◊ Internship Candidate Information (submitted at beginning of semester)

◊ Faculty-Student Supervision Agreement

◊ Student Internship Agreement (submitted at beginning of semester)

◊ Consent for Counseling Adults (one signed for each client you see)

◊ Goals Statements (developed early in semester; submitted at end of semester)

◊ Weekly Schedule

◊ Internship Site Visitation Form (filed following site visitation)

◊ Internship Supervision Log (submitted at end of semester)

◊ Site Supervisor's Midterm and End of Semester Evaluations

◊ Student Evaluation of Supervisor (submitted at end of semester)

◊ Site Evaluation Form

◊ Internship Contact Hours Log

◊ Student Midterm and End of Semester Self-Evaluation (form is not found in internship manual)

**Class Attendance:** The classroom format is largely experiential. It is not possible to make up the experiences of demonstration, supervision, discussion, and feedback done in class. In order for maximum learning to occur, you must attend class and supervision regularly. Supervision must be completed as arranged (alternate arrangements can be made on an individual basis.) There are relatively few group sessions thus all are required to complete the course. You must be in class from beginning to end on a given day. During class, relevant questions, pertinent comments, and risk taking are welcomed and encouraged.

**Confidentiality** Protecting confidentiality is the cornerstone of our profession. You are expected to protect the information and identity of any client you work with as specified and limited by ethical standards (ACA and AMHCA) and relevant laws. In some situations, class participants can sometimes serve as clients, counselors and peer supervisors. As a result, confidentiality regarding client issues is mandatory. Thus it is a baseline expectation that you will not carry personal information out of this class. Given the nature of groups, however, I cannot guarantee that what you share will be held in confidence by your peers.

**Evaluation**: Evaluation of your performance is strictly on a Pass/No Pass basis. To successfully complete the course, you will need to meet minimum levels of competencies for all assignments as determined against a rubric of performance levels.

**Technology**: Technological proficiency is a must for all counselors. All students must have competence to set up and use a word processor, process email, search and navigate the web, and use other software such as PowerPoint and Excel. Technological support is available to you at the University’s Library (go to http://library.fgcu.edu and look at the Instruction and Training menu). Furthermore, students will be required to record, with appropriate permission and informed consent, counseling sessions for evaluation by site, university and peer supervisors. This will be done using digital recording equipment and exchange of recordings using YouSendIt.com. Please register on Yousendit if you do not already have an account and familiarize yourself with how to readily send your digital recordings.

**Proficiency** in the Use of Oral and Written Standard English is expected of all students. All papers and projects are expected to reflect Standard English grammar, spelling, punctuation, and appropriate vocabulary and sentence structure and utilize APA form and style when appropriate.

**Professional Liability Insurance**: If you have not already done so, you will need to obtain and provide proof of professional liability insurance. Or, you may contact your homeowner insurance provider for an appropriate rider. You will need a minimum of $1,000,000/$2,000,000 protection although more is recommended. A copy of that policy must be presented to the University Supervisor at the beginning of the term.

**Background Check:** some mental health counseling agencies require anyone who interacts with clients to undergo a state and/or federal background check. You may need to do this right away as explained in class. Or visit http://coe.fgcu.edu/internship/fingerprinting.asp for more detailed information.

1. **Course Schedule**

|  |  |
| --- | --- |
| **Date** | **Plan** |
| 8/25 | Introductions; syllabus & course expectations; intern packet (completion of forms) |
| 9/1 | Class discussion; role plays; submission of completed intern packet |
| 9/8 | Opportunity for individual/dyadic supervision |
| 9/15 | Listen to tapes in class; common factors article discussion (read Reisner article prior to class) |
| 9/22 | Group A tape due |
| 9/29 | Group B tape due |
| 10/6 | Listen to tapes in class; multicultural counseling competencies article discussion (Sue, et. al.) |
| 10/13 | Groups A & B midterm due |
| 10/20 | Virtual class meeting: complete and submit midterm self-evaluation forms |
| 10/27 | Role plays; Guest lecture – Carla Chugani, M.A. discusses DBT |
| 11/3 | Group B tape due |
| 11/10 | Group A tape due |
| 11/17 | Listen to tapes in class; analysis of multicultural counseling competencies discussion (Weinrach) |
| 11/24 | NO CLASS – Thanksgiving celebration |
| 12/1 | Groups A & B Final tape due |
| 12/8 | Turn in required hours logs, case notes, and evaluations |

**SECTION 3: College and University Policy Statements/Resources**

1. **College LiveText Policy – GRADUATE ONLY**

The College of Education has adopted the use of LiveText software to assist in the assessment of student performance and program quality. As a degree-seeking student or as a student admitted to a state-approved program, you are responsible for purchasing a membership to LiveText during your first course in the College of Education. If you do not have a membership in LiveText, you will need to purchase it immediately from [www.livetext.com](http://www.livetext.com). **This is a one-time only purchase, and your LiveText account is available to you for five years.** Students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will be assessed in LiveText to help monitor your demonstration of the program standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed to complete your program. Your documented success on these tasks can also contribute to a portfolio that showcases your learning for current and future employers.

1. **Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the ***Student Code of Conduct*** and ***Policies and procedures*** sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at

<http://studentservices.fgcu.edu/judicialaffairs/new.html> or

<http://studentservices.fgcu.edu/judicialaffairs/files/Code_of_Conduct_book_08-09.pdf>

1. **Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7056 or TTY 239-590-7930.

1. **Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the university will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observance. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification or the reason for the absence.

1. **Academic Integrity**

All assignments, projects, and examinations are to be completed solely by the student. Inclusion of facts, ideas, quotes, or other materials from outside sources must be cited and referenced in all work. Evidence of cheating and plagiarism are cause for disciplinary action by the university. According to the university, plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test; copying tests, assignments, reports, or term papers; representing the work of another person as one’s own; collaborating without authority with another student during an examination or in preparing academic work, or otherwise practicing academic dishonesty by the student. Inclusion of facts, ideas, quotes, or other materials from outside sources must be cited and referenced in all work.

1. **Turnitin.com**

Students who take this class must be prepared to submit electronic copies of some or all assignments to Turnitin.com for the detection of plagiarism. The University expects that all students will be evaluated and grades on their own work. If you use language, data or ideas from other sources, published or unpublished, you must take care to acknowledge and properly cite those sources. Failure to do so constitutes plagiarism. Papers that are submitted to Turnitin.com become part of the Turnitin.com student paper database solely for the purpose of detecting plagiarism. If you choose to request that your paper(s) not become part of the Turnitin.com student papers database this must be communicated to your professor in writing at the beginning of the course.

1. **Important University Dates**

*Complete as desired with dates for holidays, drop/add, etc.*

1. **CACREP Standards**

|  |  |
| --- | --- |
| Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in all of the Mental Health Knowledge, Skills and Practices specialty domains. | Student has done all of the following: Document and maintain Professional Liability Insurance; Provided and maintained a weekly schedule at the site; Signed and abided by all internship agreements; Document meeting or exceeding minimum required hours; Document meeting or exceeding minimum direct counseling hours; Document weekly site supervision; Document mid-term and end of term site supervisor evaluation; Provided evaluations of the site, site supervisor, and University supervisor; and Attended minimum University small and large group supervision sessions and maintained ethical behavior according to ASCA and ACA codes. |