

**Department of Counseling**

**Clinical Internship II**

**Spring 2012**

Instructor:  Michael Ghali, Ph.D., Licensed Psychologist

Course title:      MHS 6882; CRN 10825; Clinical Internship II (2 credits); Spring, 2012

Class hours:      Thursdays, 5:00 - 6:45 pm

Class Location: Merwin Hall, room 112

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

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

Telephone:                 (239) 590-7731

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**Course Description:**

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

**Course Philosophy and Purpose:**

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 counseling skills.

**Goals & Objectives:**

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. |

**Evaluation:**

**(Note: This course results in a grade of S/U)**

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.

**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. |

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. |  |  |
| Class Presentation (Case Presentation) |  |  |

**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

• Give brief (10-15 min.) case presentation

•        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)

**Course Schedule:**

|  |  |
| --- | --- |
| **Date** | **Plan** |
| 1/12 | introductions; syllabus & course expectations; intern packet (completion of forms) |
| 1/19 | **Group A recording due**; role plays; group supervision  (**deadline for submission of completed intern packet**) |
| 1/26 | **Group B recording due**; Listen to tapes in class (see below); group supervision |
| 2/2 | focus on theory; group supervision |
| 2/9 | virtual class meeting: **Complete Midterm self-evaluation and submit to drop box** |
| 2/16 | **Recording for Peer Review Due by Friday, February 17th**; no class meeting this week – arrange to listen to tapes (see below) |
| 2/23 | individual/dyadic supervision (schedule to be arranged) |
| 3/1 | **Groups A & B midterm recording due**; focus on ethics; group supervision |
| 3/8 | SPRING BREAK |
| 3/15 | guest lecture – |
| 3/22 | **Group A recording due**; group supervision |
| 3/29 | **Group B recording due** |
| 4/5 | **Group A Class Presentations** (see below) |
| 4/12 | **Group B Class Presentations** (see below) |
| 4/19 | **Groups A & B Final recording due. All end of semester paperwork due** (see “Required Forms” above for complete list) |

**Listening to Recordings in Class and Peer Review of Recordings:**

Please offer constructive praise and criticism of your fellow interns’ work and remember that you are ethically informed regarding confidentiality.

You will be assigned a peer to exchange session recordings with to then listen to and offer feedback to your peer of what you’ve heard. The feedback will also be submitted to your instructor.

When listening to peers’ recordings outside of class, please follow the following guidelines offered in consideration of clients’ confidentiality and an effort to limit electronic vulnerability:

* + Arrange to meet your assigned peer during the assigned week (we will not meet for class this week to give you time to convene).
  + Listen to tapes in such a way that only you and/or the person who created the tape can hear (use headphones if necessary).
  + Discuss what you’ve heard in your peer’s work face-to-face if you so wish (remember confidentiality), although I recommend feedback be given using the Feedback Form posted on Angel; and feedback must be submitted to the instructor using the Feedback Form.

**Class Presentations:**

You will be required to give a brief case presentation in class using the following guidelines:

* + Please choose a client that you have seen for 3 or more sessions (if, for some reason, you do not have such a client, please consult with me prior to preparing your presentation
  + Use of a PowerPoint slideshow may enhance your presentation
  + Please ensure confidentiality
  + Please include the following information:
    - Demographic info.
    - Presenting problem/concern/goal
    - Relevant history (keep this brief and relevant to your presentation)
    - Case conceptualization; including supporting theoretical underpinnings
    - Therapeutic goals
    - Brief treatment plan
    - A self-assessment of strengths and weakness in your work with this client
    - Outcome (if you have already terminated with this client)
    - Specific consultation questions (if still working with the client)

**Semester Time Requirements**

Internship II 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.

**CRITICAL NOTES:**

1. You cannot begin your experience without first obtaining professional liability insurance, and in some cases, successfully passing a background check. You will need to provide me with documentation as evidence for both.

2. Without exception, your site supervisor or appropriate designee must be on the premises when interacting with client(s).

3. You must attend any orientation or other activities as determined by the site before starting.

4. You are responsible for logging all your hours and activity with accompanying signatures. A copy of your log must be submitted to complete the course. Everyone must use the Excel spreadsheet (obtained online at <http://coe.fgcu.edu/counseling/internship/internship-hours-log.xls> ) to log your hours.

5. Download and read the internship manual by visiting the COE website.

**Important Notes**

1. 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. Substantial absence may result in receiving a grade of Unsatisfactory (U) for the course. During class you are expected to ask relevant questions, make pertinent comments, and take risks in your role playing.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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

9. 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 239-590-7956 or TTY 239-590-7930

10. 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 observances. 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 of the reason for the absence.

**University Statements:**

Academic Behavior Standards and Academic Dishonesty

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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/>

Online Tutorials

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