**Fall 2012**



**Florida Gulf Coast University**

**COLLEGE OF EDUCATION - COUNSELING PROGRAM**

**MHS 6883 Clinical Internship III**

CRN 80880

Credit Hours: 3

Class time:  Thursdays 5:00-6:45PM                  Location:  Griffin Hall 201

Instructor:  Signe M. Kastberg, Ph.D., LMHC Office: Merwin Hall # 258

Office Phone: 239-590-7798 Email: [skastberg@fgcu.edu](mailto:skastberg@fgcu.edu) \*

\*Do *not* email me via ANGEL email as I do not check it.

Office Hours: Mondays and Thursdays 1:45-4:45pm or by appointment (including Skype)

Cell phone: 585-944-4812 (*Only* use my cell phone if this is an emergency and you cannot wait to contact me during my normal office hours on my office phone. This is my personal phone and therefore I ask that you not share this # with anyone else without my prior permission.)

**Supervision location and time:** Group supervision meets weekly (see schedule attached); individual or triadic supervision will be arranged as needed.

**Course Description:** (per catalog) Structured opportunities to observe and practice principles in the field as learned in primary classes.

**Course Rationale:** Supervised field experiences are essential for the pre-professional counselor to integrate theory and practice. This course provides the necessary practice for partially fulfilling requirements for becoming a licensed mental health counselor in the state of Florida.

**Course Objectives:**

To actively engage students in practicing the process, procedures, skills, and knowledge related to contemporary practice in community and clinical mental health settings.

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*The two following sections pertain to the categories relevant to the Counseling Program’s accreditation and the University and College of Education’s Outcome Expectations.*

**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.

* + - 1. **6.0: GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:**

6.E. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;

* + - 1. **7.0. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:**

7.A. historical perspectives concerning the nature and meaning of assessment;

7.B. basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;

7.C. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

7.D. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

7.E. validity (i.e., evidence of validity, types of validity, and

the relationship between reliability and validity;

7.F. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;

7.G. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;

7.H. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and

7.I. ethical and legal considerations.

**University Outcomes**

1. Excellence in critical thinking, problem-solving, analysis, and strategic planning
2. Effective use of a variety of communication skills and modalities
3. Professional and technical expertise consistent with discipline and/or content area specific accrediting or licensing bodies
4. Preparation for leadership roles in professional and occupational areas and in communities in which they live and work
5. The capacity for continuing learning, growth, and scholarly activity in their respective disciplines and fields of study.

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**Course Requirements**

1. Insurance -- You must maintain a current professional liability insurance policy and cannot begin at your site without having this coverage. **Please have a copy of your "proof of insurance" certificate available at the first class that indicates the effective date.**

2. Forms – Paperwork is a reality in our profession. Please refer to the Internship Manual for the numerous forms required in the course of internship. Please note that I have modified the form you will use when submitting tapes; that form is attached to the end of this syllabus and also posted on ANGEL. Be sure to have your time logs printed out and signed by your supervisor weekly, and turn these in weekly for my review. Also have your supervision log signed by your supervisor weekly, indicating that you are receiving formal weekly supervision. The supervision log need not be turned in until you turn in all your final paperwork for the semester.

3. Time Requirements --Internship III spans 300 hours, 120 of which are in *direct* service to clients and other stakeholders. Experience must be focused and balanced among all roles/responsibilities of a mental health counselor. Failure to complete your minimum hours will lead to a failing grade, unless you have a medical reason for being unable to complete course requirements. If you fall behind for any reason, please let me know so we can work towards getting you caught up, or planning a graceful exit/withdrawal.

4. Tapes – The primary way I evaluate your skill development is through live observation or by listening to audiotapes or watching videotapes of your sessions. My goals for your skill development are as follows:

a. your counseling microskills are employed effectively and consistently

b. you are employing significant elements of a counseling theory

c. you are able to articulate the reasons for the interventions you chose

d. you are able to accurately identify the strengths and weaknesses of your sessions.

You must make 5 audio or video recordings of at least 30 minutes in length of a session with a client at your site. Do not submit more than two tapes for any one case. You must get your **supervisor's permission to tape clients at that site, and your client's permission, the latter in writing**. Please make certain there is no identifying information on the audio tape. Use YouSendIt to email 4 out of the 5 recordings to me. With each tape submitted, you will complete the self-critique form found at the end of this syllabus. You will play selected portions of a 5th tape in class for peer review, and we will establish a schedule for this. In certain settings, interns are not allowed to forward recordings electronically. In this case, please see me so we can make other arrangements. **You must turn in your first tape by the 3rd class meeting or you will be withdrawn from the course.** You should plan to submit recordings on a regular basis, roughly every other week; do not submit all tapes at once, or all at the end of the semester -- the idea is to show the progression of your skills and your utilization of the feedback you receive to improve your skills. If I evaluate your skills as deficient for this level of internship, I may require you to submit additional tapes to demonstrate remediation of the deficits. Failure to demonstrate adequate skill development and the ability to employ a theoretical orientation via your recorded sessions is cause for failure in this course.

5. Site Visit – I will visit your site to meet with you and your site supervisor once, or more if necessary. Please work with your supervisor early in the semester to identify days/times when you are both available in the weeks of October 11 and 18. (The visit usually takes 45 minutes, and may include a brief tour of the facility.) Submit those date/time options to me and I will schedule a visit. Please also give me the specific street address of the site so I can Mapquest it, and provide any information I would need about parking or access to the site. Provide your supervisor with the mid-semester evaluation form so s/he can complete it prior to my arrival at the site.

6. Attendance **--** Plan to attend all of our meetings and your internship site as you are scheduled. If you are ill or absolutely cannot attend our supervision class, please email me as soon as possible. Two (2) class absences are allowed; if you exceed two absences you may be given a failing grade for the course, as these sessions cannot be made up. **Do not EVER fail to show up at your site without notifying your site supervisor and me, beforehand.** If there is an emergency, please notify your agency supervisor and me as soon as possible afterward. If for some reason you cannot meet with a client, it is **your** **professional responsibility** to have that client notified and to take appropriate action so that the client is provided with the services needed. Please consult with your agency supervisor regarding their policy of covering your client load should you become ill or encounter an emergency.

**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. |

**Course References**

From time to time, you will come across concepts, drug types, diagnoses, etc., with which you are not familiar. Take the initiative to research this information and share your findings with me and/or the group. I think you'll find this is a great way to build your knowledge base of information that will become very useful in your work. Definitely use your supervisor and co-workers as resources.

**Grading Policy**

This is a pass/fail course. Your grade will be determined by me in consultation with your site supervisor. We'll have a mid-semester review at your site visit to make sure your experience is going well and to give you feedback on how we think you are doing. Of course, I'll check with you and your supervisor early in the semester to make sure things are off to a good start. You will be given written feedback on your performance in the taped sessions. **If you ever have questions about how you are doing, please ask me. I'll certainly keep you informed of my evaluation of your progress. If you encounter problems with your site, please let me know as soon as possible so we can address the situation appropriately and professionally.**

**Coursework Activities: You will be responsible for**:

* 1. Observing, participating in, co-leading and leading various activities related to the practice of counseling in a community and clinical mental health setting. Such activities include assisting clients by providing individual and group counseling, consultation, advocacy, assessment and diagnosis, treatment planning, and other activities that support client treatment and progress consistent with the parameters of the agency/site and best professional practices.
  2. Sharing with your classmates audio and/or video tapes of your work and periodically providing and receiving peer feedback.
  3. Leading and participating in discussions pertaining to counseling issues.
  4. Engaging in all aspects of client treatment including initial assessment, resources coordination and referral, assessment, treatment planning and providing clinical interventions as appropriate.
  5. Completing all required paperwork;
  6. Becoming more knowledgeable about your selected theoretical orientation;
  7. Maintaining liability insurance and practicing with utmost legal and ethical behavior (professionalism);
  8. Becoming oriented to the agency (building, grounds, administration, secretarial, programs, etc.)
  9. Maintaining a counseling schedule;
  10. Attending in-service training sessions, if available;
  11. Leading group;
  12. Collegial and cross-disciplinary consultation; and
  13. Monitoring effectiveness.

**General Internship Experiences**

Perform all duties as a counselor. Develop a caseload and weekly schedule. Begin by outlining goals and expectations for the internship, discuss these with the site and faculty supervisors. Identify minimum desired experiences for the semester, including some in areas that were not included in practicum and/or prior internships.

* 1. **Individual Counseling**. Attention given to those who cannot discuss their problems or function well in a group.
  2. **Group Counseling**. Try some new kinds of groups that you haven’t done before. We can talk about some group strategies in class.
  3. **Providing consultation** to families and others about the case (receiving consultation from other professionals about a case is not direct service.)
  4. **Intake/Assessment and Diagnosis**

**Below are some of the Responsibilities of Site Supervisors**

* 1. Negotiate student internship hours and responsibilities.
  2. Orient the student to the mission, goals, and objectives of the site, as well as to internal operation procedures.
  3. Develop goals and objectives with the student for his/her experience early in the semester.
  4. Are trained by the university and is familiar with the FGCU Graduate Candidate and Site Supervisor's Manual, and has appropriate supervisor's training
  5. Ensure that the student has appropriate experience(s) during the placement based on student's goals and objectives.
  6. Meet and document weekly supervision for at least one-hour each week.
  7. Provide a written evaluation of the student's performance at mid-semester and at the end of the placement. Evaluations are to be submitted to the student's university supervisor.
  8. Maintain contact with university supervisors for assistance and consultation relating to student's progress.
  9. Engage in ongoing assessment of the student's performance and communicates with the university supervisor about any problems with the student's performance. If problems continue, the site supervisor, in consultation with the student and university supervisor, will develop a remediation plan.
  10. Are available to meet with the university supervisor at least once per semester.
  11. Maintain confidentiality (with the exception of the university supervisor) regarding information obtained during supervision with the student.

**Below are some of the Responsibilities of University Supervisors**

A. Provide guidance and assistance to the site supervisor as needed.

B. Approve student's goals and objectives to be pursued at site.

1. Explain the requirements of the experience and provides pertinent information.

D. Consult with site supervisor about the student's progress and encourages site supervisors to contact the university supervisor for assistance and consultation during the semester.

E. Provide supervision to the students in individual and/or group supervision throughout the semester.

F. Review work samples (audio/video tapes) of the student's fieldwork.

G. Appropriately maintain confidentiality about information obtained during supervision.

H. Plan conferences with the site supervisor for final assessment of the student's progress.

I. Collect logs and supervisor evaluations from each student.

J. Complete a written evaluation for each student.

K. Submits all evaluations and logs to Clinical Coordinator at the end of term.

L. Assign grades to students for the internship experience.

**Important Notes**

* **Hit the Ground Running**. Contact your site supervisor before the semester begins and arrange for your first day. Discuss orientation to the site, any background checks or medical clearance required, office space you will be assigned to, when/where to arrive, who to check in with, dress code, paperwork to complete, and your daily/weekly schedule of internship hours. 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. Or visit <http://tinyurl.com/7edau> for more detailed information.
* **Supervision.** It is important that you begin seeing clients as soon as feasible in your setting and that you are getting appropriate supervision on a weekly (or more often) basis. **ALWAYS get a signature from your supervisor, with the appropriate date, when you've completed a formal supervision session.** DON'T let this lag, because both you and your supervisor are likely to lose track of the dates.
* **Thin Ice Alert.** Keep me informed as to how your internship experience is going for you. If you run into problems, let me know **immediately**. Do not wait until the situation goes from “shaky” to “untenable.” Timely and tactful intervention can often resolve challenging situations. Ask me for help or consultation. Asking for help is often a sign of good professional judgment.
* **Dual Roles**. If you are doing your internship at your place of employment, make sure you and your supervisor(s) have an understanding as to **when you are working and when you are logging internship hours**. The person who signs off on your internship hours should not be the same person who signs off on your employment hours, as this creates a conflict of interest. The supervisor/learning aspect of your experience will have to be carefully monitored and documented. This is your responsibility.

**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 your 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. As the "counselor" you will not under any circumstances carry personal information shared by fellow students out of this class.

* **Technology and Informed Consent**: Technological proficiency is a must for all counselors. All students must have competence to set up and use software and to navigate the Internet. 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). 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 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.

**Academic Integrity**

Please follow all the appropriate guidelines in the University Student Handbook. The Ethical Guidelines of the American Counseling Association will also be used to guide your work. You should have reviewed the ACA ethical guidelines, and have a copy available.

**Disability Policy**

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. Please also arrange for any necessary accommodations at your internship site. Please let me know how I can help with any of this.

**Religious Holidays**

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.

**Library Resources**

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

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

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

Faculty Support: http://library.fgcu.edu/faculty\_index.html

Contact Us: http://library.fgcu.edu/LBS/about/contactus.htm

**Flexibility Clause:** The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

**Summary Checklist of Internship III Requirements**

| **Description** | **Satisfactory** | **Unsatisfactory** |
| --- | --- | --- |
| Completed Plan and Information Forms |  |  |
| COPY of Professional Liability Insurance certificate |  |  |
| Attendance |  |  |
| Weekly Schedule |  |  |
| 300 total hours at internship site |  |  |
| 40% of hours (120) in direct contact with clients |  |  |
| 10% total hrs (30 hrs) group counseling |  |  |
| Participation in weekly class activities |  |  |
| Submitted Required Tapes and Forms |  |  |
| Weekly Site Supervision completed and logged |  |  |
| Site supervisor evaluation (by student) |  |  |
| Mid-semester intern feedback/eval (by supervisor) |  |  |
| Final intern eval (by supervisor) |  |  |
| Cumulative Log of Activity (in Excel) |  |  |
| Demonstration of competence using primary theoretical orientation. |  |  |

**Schedule Of Supervision**

| **Date** | **Class Schedule** |  |  |  |  | |
| --- | --- | --- | --- | --- | --- | --- |
| Aug 25 | Group Supervision | | | |  |
| Aug 23 | Group Supervision | | | |  |
| Aug 30 | Group Supervision; **deadline for Tape #1** | | | | |
| Sept 6 | Group Supervision | | | |  |
| Sept 13 | Group Supervision | | | | |
| Sept 20 | Group Supervision | | | | |
| Sept 27 | Group Supervision | | | | |
| Oct 4 | Group Supervision | | | | |
| Weeks of Oct 11 & 18 | **Individual site visits as arranged** | | | | |
| Oct 25 | Group Supervision | | | | |
| Nov 1 | Group Supervision | | | | |
| Nov 8 | Group Supervision | | | | |
| Nov 15 | Group Supervision -- **Final Tape due** | | | | |
| Nov 22 | NO CLASS: Thanksgiving Break | | | | |
| Nov 29 | Group Supervision-- Submit all final paperwork | | | | |

**Tape Review MHS 6883 Clinical Internship III**

**Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Session # with client \_\_\_\_ First name or initials of client \_\_\_\_\_\_ session date \_\_\_\_\_\_\_\_\_\_

1. Background Information (client description, demographics, presenting issue/concern):
2. Conceptualization/Diagnostic Considerations: (What are your hypotheses about what is going on with this client? What are your conditional or established diagnoses?)
3. Client goals and progress to date:

**Attach a copy of your progress notes** for the session, being sure to remove the client’s last name and any other identifying/confidential information.

Theoretical orientation you are employing: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Strengths (note counter and abbreviated excerpt and comment)

Challenges noted (note counter and abbreviated excerpt and comment)

I would like to know more about ... to have performed better

Ideas for next session

**Tape Review Feedback by S. Kastberg**

Student’s Name:

Date of Review:

1. Skill Strengths:
2. Skill Areas for Development:

3. Utilization of stated theoretical orientation: