**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**

**SPRING 2012 MHS 6888 CRN 10827**



**Time and Location:**

Tuesdays - 05:00 pm - 7:45 pm as scheduled/supervision as arranged

1. **Instructor Information**

|  |  |
| --- | --- |
| **MADELYN L. ISAACS, PH.D.**  **Professor, Counseling**  239-590-7785 - [misaacs@fgcu.edu](mailto:misaacs@fgcu.edu)  Merwin Hall 246  SKYPE: madisaacs | Office Hours:  3:00-5:00 on Mondays when classes meet and 3:00-4:00 on Tuesdays when classes meet; other days by appointment  Anytime via SKYPE |

1. **Catalog Description:**

**MHS 6888 - Intrn:Prof Dev Mental Hlth Cns - 3 credits**  
Structured opportunities to observe and practice principles in the field as learned in primary classes.

**Course Description**

This advanced, immersion experience provides students a field based opportunity to integrate advanced clinical and counseling concepts into practice under supervision of site and University-based professionals.

1. **Textbooks and Instructional Materials**

**Internship and Field Experience Manual**

**Recommended Resources:** Other readings as assigned (on-line, journals and handouts).

**Technology Resources: Angel and Digital recording equipment**

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

**Course Outcomes/Objectives/Assessments**

*Note: The course outcomes should be those that appear on the course as it was submitted and approved through the Course Management System.*

**Course Rationale:** Sequential 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.

**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.
6. **Critical Task(s)**

**Title: Internship Verification**

**Description:** You are required to meet all of the following requirements to reach a passing score in your internship.

**Grading Policy**

|  |
| --- |
| ***Assignments/Course Requirements*** |

**1. 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. Maintaining liability insurance and practicing with utmost legal and ethical behavior (professionalism);
  7. Becoming oriented to the agency (building, grounds, administration, secretarial, programs, etc.)
  8. Maintaining a counseling schedule;
  9. Attending in-service training sessions, if available;
  10. Leading groups;
  11. Collegial and cross-disciplinary consultation; and
  12. Monitoring effectiveness;

***Representative* 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 practica 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 (e.g. relaxation, death and separation, assertiveness, circles, problem-centered, career decision making, etc.)
  3. **Providing consultation** to families and others about the case (receiving consultation from other professionals about a vase is not your direct service.)
  4. **Intake/Assessment and Diagnosis**

**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.

**University Supervisors**

* 1. Provide guidance and assistance to the site supervisor as needed.
  2. Approve student's goals and objectives to be pursued at site.
  3. Explain the requirements of the experience and provides pertinent information.
  4. 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.
  5. Provide supervision to the students in individual and/or group supervision throughout the semester.
  6. Review work samples (audio/video tapes) of the student's fieldwork.
  7. Appropriately maintain confidentiality about information obtained during supervision.
  8. Plan conferences with the site supervisor for final assessment of the student's progress.
  9. Collect logs and supervisor evaluations from each student.
  10. Complete a written evaluation for each student.
  11. Submits all evaluations and logs to Coordinator at the end of term.
  12. Assign grades to students for the practicum and internship experience.

**Time Requirements**

Internship spans 300 hours, 120 of which are in *direct* service to clients and other stake holders. Experience must be focused and balanced among all roles/responsibilities of a mental health counselor.

1. **Attendance and General Policies**

**Important Notes**

Passing this course also includes my observations which include, although are not limited to, the following:

**Professionalism**

1. Demonstrates respect for others both in and out of the classroom no matter whether you agree or disagree with their perspectives.
2. Behaves in accordance with the College of Education and counseling standards, ethics, and laws.
3. Overall conduct becoming of an emerging professional.
4. Maintains appropriate confidentiality among classmates
5. Takes responsibility for errors and omissions when appropriate.

**Participation**

1. Being on time to class and staying until the end.
2. Turns in work by the posted deadlines except for approved extensions.
3. Voluntarily contributes to discussions and activities.
4. Appropriately helps classmates in active learning exercises (e.g., role plays).
5. Is fully prepared for each class including the completion of readings and preparation of questions and/or discussion items.
6. **Course Schedule**
7. **Supervision and meeting schedule**

| **Date** | **Class Schedule** |  |  |  | |
| --- | --- | --- | --- | --- | --- |
| Jan 10 | Group Supervision | | | | |
| Week of Jan 17 | Group Supervision | | | | |
| Jan 24 | Meet as individuals/dyads during class or as scheduled  **FIRST RECORDING TO BE SUBMITTED NO LATER THAN 1/22** | | | | |
| Jan 31 | Group Supervision | | | |  |
| Week of Feb 7 | Peer Supervision Exchange Tapes as scheduled with feedback to partner and Isaacs  **SECOND RECORDING SUBMITTED NO LATER THAN 2/9** | | | | |
| Feb 14 | Meet as individuals/ dyads during class or as scheduled | | | | |
| Week of Feb 21 | Group Supervision | | | | |
| Weeks of Feb 28 and Mar 13 | **Individual Supervision at sites as arranged**  **THIRD RECORDING DUE NO LATER THAN 3/1** | | | | |
| Week of Mar 6 | Spring Break | | | | |
| Mar 20 | Group supervision | | | | |
| Week of Mar 27 | INDIVIDUAL/Dyadic SUPERVISION DURING CLASS OR AS SCHEDULED  **FOURTH RECORDING DUE NO LATER THAN 3/26** | | | | |
| Week of April 3 | Peer Supervision Exchange Tapes as scheduled with feedback to partner and Isaacs  **FIFTH RECORDING DUE FOR PEER SUPERVISION** | | | | |
| April 10 | Group supervision | | | | |
| April 17 | Group and Final Individual Meetings as arranged – Submit all final paperwork | | | | |

**Individual/dyad supervision schedule or as scheduled**

Weeks of 1/24, 2/14, 2/28 or 3/13, 3/27

Tuesday evening or at other time of week as scheduled:

4:00-4:50 4:55-5:45 5:55-6:45 6:55-7:45

Weeks of 2/28 and 3/13 – individual supervision coordinated with site visits.

**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.

6. Internship depends on supervised practice and progress which takes place across the many weeks of the term. **Recordings MUST BE SUBMITTED throughout the term. The first one is due no later than 1/26. Peer reviewed submissions are due to the peer first and the reviewed recording and review notes/paperwork should then go to instructor.** Students who do not make timely progress submitting recordings and logging direct hours will be in danger of receiving an unsatisfactory in their internship or being administratively dropped from the course.

**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>

**THIS ALSO MEANS THAT TAKE-HOME EXAMS ARE INDIVIDUAL PURSUITS.**

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.

**Summary Checklist of Internship Requirements**

| **Description** | **Satisfactory** | **Unsatisfactory** |
| --- | --- | --- |
| Completed Plan and Information Forms |  |  |
| COPY of Professional Liability Insurance |  |  |
| Attendance |  |  |
| Weekly Schedule |  |  |
| 300 total hours |  |  |
| 40% of hours (120) in direct contact with clients |  |  |
| 40% of direct contact/10% total hrs (30-48 hrs) group |  |  |
| Weekly Class Activities |  |  |
| Licensure Application Packet |  |  |
| Submitted and Reviewed Required Recorded Hours |  |  |
| Weekly Site Supervision |  |  |
| Site supervisor evaluation (Site Supervisor) |  |  |
| Mid intern feedback/eval (Isaacs) |  |  |
| Final intern eval (Isaacs) |  |  |
| Cumulative Log of Activity (in Excel) |  |  |
| Approximately 5 samples of audio or video tapes (class or 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. |  |  |

# 

# Internship

Dr. Madelyn Isaacs Spring 2012

To be completed by student and submitted with each tape:

Tape # with client \_\_\_\_ Length \_\_\_\_\_\_ Intitals of client \_\_\_\_\_\_ Date of Interview \_\_\_\_\_\_\_\_\_\_

Reviewer (if any) \_\_\_\_\_\_\_\_\_\_\_

About the Client

1. Background Information (client description, demographics, presenting issue/concern):
2. Conceptualization/Diagnostic Considerations (Are these your impressions or those of someone else in the records?) What is happening with client? What are Diagnostic impressions or established diagnoses? Hypotheses or links to treatment plan or session. Attach any assessment results used including genograms or checklist results.
3. Client goals and progress to date (include the signals you are using to measure progress)

About the Counselor

Session Notes (Goals for session, plan to accomplish goals and notes about success, behavioral/affective observations about client, what happened and plans for future sessions/notes for next therapist)

Theory sample (if any specific to be reviewed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Madelyn L. Isaacs, Ph.D. - Florida Gulf Coast University

**Tape Review Feedback**

Date of Review:

Name of Reviewer (if peer):

1. **Strengths:**
2. **Areas for Development:**
3. **Comments or Questions to Think About**

*a.*

*Protocols for theory reviews if appropriate:*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Feedback for Solution Focused Brief Counseling** | **Scoring Criteria for Each of the Components** | | | | |
| 0  Doesn't display an understanding of the concepts & their applications. | 5  Criterion skills largely lacking, poorly implemented, off target. | 10  Awkward, but displays some sense of criteria | 15  Clearly has sense of criterion; implementation inconsistent, needs improvement. | 20  Meets criterion consistently;  employs skills competently. |

| **Criteria** | **Possible** | **Earned** | **Comments** |
| --- | --- | --- | --- |
| Facilitative Responses | 20 |  |  |
| Identification of a goal. | 20 |  |  |
| Hypothetical Solution | 20 |  |  |
| Instances of Success or Exception Questions | 20 |  |  |
| Scaling Questions | 20 |  |  |
| Additional Info & Message | optional |  |  |
| | **Criteria** | **Possible** | **Earned** | **Comments** | | --- | --- | --- | --- | | E Eliciting what was better or different? | 20 |  |  | | A Amplifying successes | 20 |  |  | | R Reinforcing Successes | 20 |  |  | | S Starting the Eliciting Again – What else is better? | 20 |  |  | | Additional Info & Message | optional |  |  | | **TOTAL POINTS** |  |  |  |   **TOTAL POINTS** | 100 |  |  |

**Other Feedback**

**Subsequent Session**

# REBT Demonstration Evaluation

Name

|  |  |  |  |
| --- | --- | --- | --- |
| **Description** | **Weight** | **Earned** | **Comments** |
| Facilitative Responses | 15 |  |  |
| Identifying **Antecedent** Events | 10 |  |  |
| **Belief** System | 30 |  |  |
| **Consequences** | 15 |  |  |
| **Disputing** irrational thoughts and replacing with rational beliefs | 30 |  |  |
|  | 100 |  |  |

Other comments:

# Reality Therapy Demonstration Evaluation

Name:

|  |  |  |  |
| --- | --- | --- | --- |
| **Description** | **Weight** | **Earned** | **Comments** |
| Facilitative Responses | 20 |  |  |
| Exploring WANTS for self and others | 20 |  |  |
| **Exploring BEHAVIOR (feelings, actions, thoughts, physiology)** | 20 |  |  |
| **EVALUATING behavior** | 20 |  |  |
| **Planning SAMIC** | 20 |  |  |
|  | 100 |  |  |

Other comments:

# Person-Centered (Client Centered) Therapy Demonstration Evaluation

Name

|  |  |  |  |
| --- | --- | --- | --- |
| **Description** | **Weight** | **Earned** | **Comments** |
| Appears **genuine** in interest and congruent in relationship | 15 |  |  |
| Accepts client **unconditionally** (**non-judgment** about client information) | 10 |  |  |
| Displays  **empathy**  for client | 30 |  |  |
| Allows **client to be self-directive** in session | 15 |  |  |
| **Client exhibits understanding** and reception of counselor behaviors (positive regard, empathy, caring), I.E., counselor is effectively demonstrating behaviors | 30 |  |  |
|  | 100 |  |  |

Other comments: