

University of Wisconsin - Whitewater
Department of Counselor Education
795-07/08: COUNSELING INTERNSHIP – Fall 2018
Winther Hall 3002
Thursdays: 1:00 pm to 3:30 pm

Instructor: Amy L. Barth, PhD, LPC

Office hours: Tuesdays 3-5 pm, Wednesdays 3-5 pm, Thursdays 11:30 am-12:30 pm, and by appointment

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UWW Counselor Education Mission Statement

To prepare professional counselors who advocate for social justice and apply their knowledge and skills to develop effective counseling relationships that serve to improve the human condition.

Course Description: The Counseling Internship is an opportunity for students to apply concepts and skills in field counseling settings. Students are placed in internship settings, which are compatible with the individual student's experiences, competencies, and career goals. Students work with clients under the supervision of a qualified staff member in the setting and the university counselor education staff.

Preq: All required coursework must be taken prior to or concurrent with the internship.

Course Overview: This course is designed to provide a supplemental source of support and resources for your internship experience. Internship is considered to be the capstone experience of your counseling education where you are expected to integrate coursework and other previous learning and apply it in your work as a counselor at your internship site. Thus, classes will be structured on the assumption that students will take responsibility for their own learning as well as the learning of other students. **My role as your instructor is to be more of a reflective practitioner and constructive facilitator.** This class will NOT consist of the traditional format of an instructor giving lectures, but rather a facilitation of discussions among students regarding case presentations and consultations and what is occurring at your internship sites. I strive to create a learning environment of safety and trust where students can learn what they need to be professional counselors and feel free to explore and grow on a personal awareness level as well. Your willingness to share and risk are critical to developing personal awareness and professional growth. Actively participating and sharing during our internship discussions is expected and supported.

Instructor Expectations:

I enjoy teaching and work hard to create a classroom environment that *facilitates learning*. When everyone works together we can create an environment that is fun, friendly, open-minded, excited about learning and being engaged. Please keep activities that may be disruptive (i.e., cell phone and computer use) to the classroom environment at a minimum.

Research has shown that students learn more when they are **active and involved**. I ask that you pay attention and participate in class through the asking of questions, participation in discussions and involvement in small group activities. Please be **respectful** of yourself, classmates and instructor by valuing the experiences and views of others (even when they are different from your own).

I expect students to be **on-time** and **prepared** for class. Being prepared for internship class includes coming prepared to share about your experiences at your site and working with clients and being open to hearing the experiences of our peers. In addition to your own sharing and listening providing peers with supportive and constructive feedback is expected.

Any class lectures, discussion and activities will highlight the active learning being done at internship site with the hope to supplement with additional information and experiential learning opportunities. Be **responsible** for your own learning.

Method of Instruction:

STRUCTURE OF THE COURSE

Class time will consist of the following: student-led check-ins to discuss internship site experiences and consultation with others in class regarding concerns and/or issues they are experiencing at their internship sites; student-led case presentations and consultations that include viewing or listening to audio and/or video segments of counseling sessions; and, large group discussions that will provide consultation, peer-feedback, and the opportunity for self-assessment. Each student will have an opportunity to present to the class on a relevant counseling topic. Learning is self-directed and students are expected to help shape the format and content that is important to their learning. Thus, possible research and readings will emerge in that process, but focused discussions and guided discovery will be the primary methods of instruction.

TEXTBOOKS:

Required:

There is not a required text for this course; **however, it is expected that students will acquire additional texts, articles, etc. as necessary to accomplish the following:**

- (a) Develop a solid foundation of his/her own personal counseling theory by the end of the 9 month internship experience and
- (b) Gain the knowledge needed to work with diverse clients and various issues they are presenting with at his/her internship site.

Recommended:

Yalom, I. D. (2009). *The gift of therapy: An open letter to a new generation of therapists and their patients.*

Required Course Technology

- 1.) **D2L <https://desire2learn.uww.edu/>** – Students are expected to know how to access and download any forms, homework assignments, and review their grades as needed.
- 2.) **Internet with email access** – Students will be required to communicate and hand in your time logs by attaching the excel spreadsheet to emails and emailing them to the instructor.

3.) **Microsoft Word** – Students will be required to type up their answers to various assignments into a word file. Students are expected to know how to download forms off of D2L and copy and paste it into a word file in order to do some homework assignments.

**KNOWLEDGE AND SKILL OUTCOMES (CACREP STANDARDS)
COURSE OBJECTIVES/ANTICIPATED STUDENT OUTCOMES:**

Course Objectives:

By the end of the internship, the students will:

1. Complete 300 on-site hours per semester (for a total of 600 clock hours for the year) as described in Course Requirements (CACREP 2016, III, J). Students will demonstrate acquired skills in understanding the role, function and responsibilities of school (DPI School Licensure Standard 12) or CMHC counselor in their internship setting. **Evaluated by Summary of Hours form and Clinical evaluation (self, site-supervisor, and faculty supervisor);**
2. Students complete 120 hours (150 for MFT), per semester of **direct service hours** (240 hours for the year or 300 hours for MFT) appropriate to your program of study (CACREP 2016, III, K) for which audio and/or video tapes will be made and evaluated (CACREP 2016, III, G.5.). **Evaluated by Time Logs and Summary of Hours form, Two Case Presentations (CPC's), clinical evaluation;**
3. Engage in 1.5 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member (CACREP 2016, III, M.). **Evaluated by Weekly Time Logs and Final Time Log;**
4. Engage in weekly supervision that averages one hour per week of individual and/or triadic supervision provided by the on-site supervisor (CACREP 2016, Section 3, L.). **Evaluated by the Weekly Time Logs;**
5. Students will lead or co-lead a counseling group (CACREP, 2016, Section 3, E.). Evaluated by **Weekly Time Logs and Final Time Log;**
6. Understand and demonstrate the role and process of the professional counselor advocating on behalf of the profession (CACREP 2016, II, F.1.d.). **Evaluated by clinical evaluation (self, site-supervisor, faculty);**
7. Know the ethical standards of professional counseling organizations and credentialing bodies, and demonstrate applications of ethical and legal considerations in professional counseling (CACREP 2016, II, F.1.i.). **Evaluated by clinical evaluation (self, site supervisor, faculty);**
8. Gain knowledge regarding the multiple professionals roles and functions of counselors across specialty areas, and engage in relationships with other human service and integrated behavioral health care systems, including interagency and interorganization collaboration and consultation (CACREP 2016, II, F.1.b.). **Evaluated by clinical evaluation (self, supervisor, faculty), Professional Presentation, Case Presentations;**

9. Demonstrate essential interviewing, counseling, and case conceptualization skills (CACREP 2016, II, F.5.g.). **Evaluated by clinical evaluations (self, site-supervisor, faculty) and Case Presentations;**
10. Demonstrate knowledge and application of theories and models of counseling (CACREP 2016, II, F.5.a.). **Evaluated by clinical evaluations (self, site supervisor, faculty) and Case Presentations;**
11. Develop and engage in self-care strategies appropriate to the counselor role (CACREP 2016, II, F.1.1.). **Evaluated by clinical evaluations and Goal Papers;**
12. Develop knowledge regarding professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP 2016, II, F.1.f.). **Evaluated by Goals Paper;**
13. Obtain knowledge regarding professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP 2016, II, F.1.g.). **Evaluated by Licensure Presentations;**
14. Demonstrate knowledge and application of multicultural counseling competencies (CACREP 2016, II, F.2.c.). **Evaluated by clinical evaluations and Case Presentations;**
15. Engage in research of current professional development issues; refine professional presentation skills; **Evaluated by Scholar/Practitioner Research Project**
16. School counseling students will demonstrate an understanding of and how to acquire ongoing professional development and reflection in helping to continually evaluate school-counseling services (DPI School Licensure Standard 11; will interact successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education (DPI Pupil services standard 7). **Evaluated by clinical evaluations (self, site supervisor, and faculty supervisor)**

Course Objectives will be met through the following activities:

1. Students are encouraged to obtain an individual professional counseling liability insurance policy and be covered by this policy for the duration of their internship experience (CACREP 2016, Section 3, A). **Evaluated by providing faculty proof of their policy.**
2. Be evaluated using both formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge will be conducted throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor (CACREP 2016, Section 3, C.). **Evaluated by clinical evaluations and Goals Paper.**
3. Students will be involved in one hour of individual supervision per week (CACREP 2016, Section 3, L.) using video-recorded sessions or direct supervision (CACREP 2016, Section 3, B.). Supervisory hours will be arranged with your site-supervisor. It is vital that students arrange and plan time in their schedule for supervision. **Evaluated by Weekly Time Logs and Final Hours Summary.**

4. Students will be involved in one and one-half hours of group supervision per week (class times) (CACREP 2016, Section 3, M.) and will engage in a process that aides them towards the development of a personal model of counseling (CACREP 2016, III, F.5.n). **Evaluated by Weekly Time Logs and Final Hours Summary and Personal Guiding Theory Paper.**
5. Complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area with 240 hours direct service (300 hours for MFT). **Evaluated by Weekly Time Logs and Final Hours Summary.**
6. Students will have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their internship and relevant to their internship sites.

STUDENT PERFORMANCE, EVALUATION CRITERIA, AND PROCEDURES COURSE REQUIREMENTS/ASSIGNMENTS:

1. Students are to spend 20 hours per week in the internship setting for the duration of the academic year for 30 weeks (at minimum, a total of 600 hours). Students are required to work directly with clients doing individual and small group counseling (MFT students are required to work with individual clients from a systems perspective and in addition to providing individual and small group counseling they are required to obtain direct contact hours providing marriage/partnership and family counseling)

Students are also expected to participate in other counseling related activities (e.g., staff meetings, research, progress notes, on-site supervision, trainings, etc.) and these hours are regarded as **non-contact hours** and are NOT included in the 240 (300 for MFT) hours of direct contact hours (see number 2 below). Participation for this (fall) semester is to go through December 18th. Alternate starting and ending dates may be approved relative to a given internship setting and must be approved by both your faculty supervisor and site supervisor.

2. Hours: Students are required to acquire a minimum of **100 direct contact hours (120 direct contact hours for MFT)** for the first (fall) semester. By the end of spring semester you should have met (or exceeded) the departmental minimum requirement of **240 contact hours of direct service (300 hours for MFT students)** for the academic year.

These hours are to be recorded on weekly logs (found on D2L) and are to be submitted electronically (as an email attachment) to the instructor **last Friday of each month** (see course calendar).

3. Clinical Evaluations: Two completed clinical evaluation forms, the first of which will be **due on September 20th**. The second will be **due no later than December 13th at our class meeting** and will need to be completed by you, your On-Site Supervisor, and your Faculty Supervisor.

4. Goals Paper: A brief paper (2-3 pages) addressing your personal and professional goals is due no later than **September 20th** (*to both your site supervisor and academic supervisor*).

Each student is to develop a brief list of internship learning goals, (including plans for meeting those goals, and methods of evaluating attainment of those goals) for the academic year. This list should include plans for meeting those goals, and methods of evaluating attainment of those goals for the academic year. If you need help formulating your goals you can consult the Initial CCR self-assessment for ideas. As you develop your goals, think of specific counseling skills/competencies you may want to acquire or increase – it might be extremely helpful to consult with your site supervisor regarding this assignment.

While some goal can be your own (e.g., Ability to “listen” to verbal and non-verbal means of communication or Ability to identify outcome goals), each student needs to include one goal related to **each** of the following topics:

- Self care
- Professional identity/professional development
- Multicultural/social justice

These goals are to be discussed briefly with other students in the internship-seminar group supervision class **on September 26th**, and are to be reviewed during the first meeting/conference with the site and university supervisors (TBA). A copy of the goals document is to be provided to the site supervisor on or **before Sept. 30th**.

5. Recordings: Students are required to record (video or audio) **as many sessions** (individual, group, couples/partners, families, and outreach) as possible during both fall and spring semesters. **If you are unable to do recordings at your site (because your site will not allow it) please speak to the instructor immediately to arrange times for on-site visits to observe at least 3 live counseling sessions per semester (spring and fall).**

You MUST submit 3 audio or video recordings of three different counseling sessions that are loud enough to hear. If you have no recording for the day you are to do your case presentation you will have to redo it. You need to use the following format for the 3 different reviews required in this class:

(A) One audio/video recording will be submitted to your instructor. This recording can either be reviewed during your 2nd site visit (with your university supervisor and your site supervisor) **OR** you can schedule to meet with your university supervisor a 1 hour slot to review the recording together.) Your submission is to include a copy of the case presentation paperwork (see format below under assignment 6.). The write-up will be turned into the instructor.

(B) The second audio or video recording MUST be included as a part of your in-class case presentation assignment (format is listed in assignment 6 below). **Please note:** you are to have your recording cued up to the 15 or 20 minute section you would like us to listen to and your recording needs to be audible for all of us to hear (or several smaller sections of the recording). **If we can't hear it, you will be asked to re-do it. These dates will be arranged at the beginning of the semester.**

(C) **The third audio or video recording** will be a peer-to-peer review case presentation where part 6 (listed below) is to be submitted to the instructor (see course calendar for due date).

For Peer Review:

- (1) Identify a classmate in this class to switch audio or video recordings with;
- (2) You will submit a recording and a completed copy of the written Case Presentation Form to the student who agreed to review your recording;
- (3) You will also submit a copy of the completed Case Presentation form to the instructor – hard copy;
- (4) You will listen to the recording you agreed to review and you will provide both verbal and written feedback (no more than 1.5 double spaced pages) to your peer that will include at minimum the following:
 - Three (3) positive things regarding the student’s counseling performance;
 - Two (2) suggestions for improvement; and,
 - A brief sentence or two describing any counseling skills/interventions or counselor characteristics that the reviewer might take away and use in their own counseling work.
- (5) Each student **MUST** then submit a hard copy of the written feedback they completed (as the reviewer) to the instructor.

Please note: for all recordings that are submitted:

It is extremely important that **confidentiality** be upheld during the review process.

- **Please ensure that no identifying names are used. Identify the client by a pseudonym or initials. Do NOT use the client’s name anywhere on the Case Presentation paperwork.**
- ****DO NOT email or send your recording electronically. Please provide your peer and instructor with a flash drive or recording device in order to review your recording.**
- **For peer-to-peer reviews please take precautions to make sure that recordings and the Case Presentation paperwork are reviewed in a confidential location and that all recordings and/or papers are returned to the peer for whom you are reviewing their recording.**

6. Case Presentations: Each student will have the opportunity to do a case presentation during the weekly seminar/group supervision (class) during the academic year (one each semester). The specific format and expected outcomes will be discussed in detail in class; however, **you MUST include a recorded segment to be played for the class as part of this assignment.** In addition to the recorded segment of a session, you must complete the Case Presentation Form (available on D2L). The Case Presentation Form will be reviewed in class at the beginning of the semester and will be available on D2L.

The Case Presentation paper should be typed and copies made available to other class members to enable them to actively participate in providing feedback to the presenter. There is an outline that you can use that is posted under assignments on D2L. **Times of individual**

presentations will be arranged. Students will be expected to adhere to the dates that they signed up for unless they can get another student to switch with them and then they MUST inform the instructor of the switch in dates.

7. Scholar/Practitioner Research Project: Students are expected to complete a research/evaluation project appropriate to the site. The goal is for students to engage in research of current professional development issues, refine professional presentation skills, and provide assistance to the site. The following steps should be used to complete this project:

- a. **Informal or Formal Needs Assessment.** Students should consult with their on-site supervisor or administration to discuss needs (e.g., client, client, school). Students can also conduct a formal needs assessment.
- b. **Examination of own passions/interests:** The best projects integrate student interest. What passion/knowledge/interest can you bring to your site? How can you add value to the institution where you are completing your internship?
- c. **Finalize topic.** After examining needs and interests, students should propose a project to their site supervisor. (e.g., efficacy of one of their programs/services currently offered or researching a particular issue that clients at the agency are commonly presenting);
- d. **Present.** The research or learning needs to be presented to staff at the internship site in the form of an in-service or workshop that is 30 to 60 minutes in length.

This project be completed either during the first or second semester [students completing a certificate program, are required to complete this during the first semester]. A copy of the workshop materials and/or research paper will be due **by late April 2018.**

8. Professional Development Presentation: Each student will share a short presentation (approximately 30 minutes) with the internship class during the second semester [students completing a certificate program required to complete this in the fall semester]; the presentation will encompass an overview of your professional identity. We will have more discussion as a group about this work at the beginning of spring semester.

Presentations times will be arranged at the end of Fall semester for anyone completing a one semester internship for a certificate program otherwise all other students will present during the spring semester.

9. Group Counseling: Interns are expected to plan, design, and implement a **group counseling experience** during the internship year. Each intern should either co-facilitate or facilitate an ongoing group for at least several weeks or longer with a minimum of four or more clients. You should discuss this with your on-site supervisor right away and get some ideas on how to complete this assignment.

10. Site Supervision: Your site supervisor will do your weekly face-to-face supervision. Part of your face-to-face supervision at your site should include a recording of a counseling session for your site supervisor to watch or listen to and provide feedback on; however, live observations done during the week with feedback given is also acceptable.

In addition, during the course of the academic year the student will attend three supervision sessions with the academic supervisor (usually during the site visits). **Times will be arranged within the first two weeks of the semester.**

11. Attendance and Participation: Timely attendance and active verbal participation is expected in this class--sharing your ideas and questions with the group--is absolutely critical to successfully completing Internship.

12. Site Visits: There will be two conferences/meetings with the student and the site supervisor(s) and academic supervisor during the Fall semester to discuss student's progress relative to his/her internship goals and the course requirements. **Times will be arranged (September and end of November/beginning of December).**

The sooner the site visit can be scheduled the better it is for you the student. By doing it early in the semester we can try to make sure that the on-site supervisor, your faculty supervisor, and yourself are all aware of the expectations required for you during the internship experience.

In addition, it is expected that all interns and supervisors will attend and participate in the Supervision Summit. Class will not be held that week in lieu of the summit.

13. Personal Guiding Theory Paper: During the spring semester (date to be determined later) there will be an opportunity to articulate (in writing) your personal approach to counseling. We will have more discussion as a group about this written work at the beginning of spring semester.

***School counselors will be required to submit an integrative paper that incorporates material from their 3 philosophy statements [philosophy of counseling; philosophy of school counseling; philosophy of education].*

14. Licensure Presentations: within small groups (2-3 students), each group will be sign-up for one of the state licenses/certifications and present to the class on that license.

Presentations should include:

What the license is

Requirements for obtaining that license (at both training and full levels)

Why someone with a master's in counseling would consider this license

Once this license is obtained what continuing education/training requirements exist

Will be scheduled throughout the fall and spring semesters. Groups and dates for presentation will be picked at the beginning of the fall semester.

15. Liability Insurance: Obtaining liability insurance is a requirement. Students are covered under the university liability insurance. via <http://www.counseling.org/CouGnselors/> or visit <http://www.acait.com/>.

16. Eligibility for Clinical Experience (Practicum and Internship) policy (effective June 1, 2009):

- a. On the first day of internship class each student will need to sign an affidavit that their TB test is still current (TB tests are usually valid for 2 years, though some school districts may request annual tests), that she/he has personal liability coverage for the duration of internship (students are strongly encouraged to purchase individual liability coverage prior to their internship experience – see #15 below), and that no criminal behavior has occurred since the previous background check. If criminal behavior has occurred, another background check will be required of the student (Note: schools and/or agencies may require a background check despite the fact that there are no changes in legal status).
- b. If background checks indicate any concern, department faculty will consult and determine the appropriate intervention and the student will then meet with their individual advisor to discuss the concerns, appropriate intervention, and eligibility for the clinical experience.

METHODS OF EVALUATION:

Attendance Policy:

If an intern misses more than 2 class session or 7 hours of class time either through class absences and/or arriving late to class—*regardless of the reasons*—a major project will be assigned to address missed learning opportunities. This additional project would be due no later than **no later than end of April for the spring**. This project should reflect desired learning objectives.

Please note: missing more than 2 classes of internship (Total of 7 hours either by missing class and/or arriving late to class or leaving class early) in a semester puts you in serious danger of receiving either an incomplete or an unsuccessful grade.

Evaluation and grading policy:

Evaluation of the student will be an ongoing process conducted by the university supervisor in consultation with the on-site supervisor and through regular meetings with the student. The final semester grade (S/NC) will be based upon:

1. The successful completion of the above requirements.
2. Demonstration of noticeable progress in counseling ability as observed by the site supervisor(s) and the instructor. Site supervisors will use agreed-upon evaluation tools to provide feedback.

Plagiarism policy:

Plagiarism in this class will **NOT** be tolerated and all papers (excluding the Consultation write-ups and the self-assessments) will be submitted via D2L and Turn-it-in software will be used to ensure that any assignments you submit in this class are not plagiarized. If it is suspected that a student has plagiarized any assignment in this course the instructor will ask to meet individually with that student to discuss the plagiarism concern. If it is determined that plagiarism has occurred university policies on plagiarism and academic misconduct will be followed. Please note that possible consequences of engaging in plagiarism in this course can include receiving an unsatisfactory grade (which would require you to stop internship and re-enroll the following year in fall of 2013) and/or dismissal from the counselor education

program. You can obtain further information by consulting the Provost's website using the URL listed below.

UNIVERSITY OF WISCONSIN-WHITewater POLICIES:

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 17]). For more details, see the Provost's website at <http://acadaff.uww.edu/OnlineSyllabiMandinfo.html>. The department supports the codes of ethics published by all professional counseling organizations.

Course Schedule

Class/Date	Topics	Activities/Assignment
#1 9/6	<i>Getting to know one another, class structure, expectations, syllabus</i>	Affidavit Forms
#2 9/13	<i>No Class on 9/13</i> Attend the Supervision Summit on 9/14/18	
#3 9/20	<i>Goals</i>	Goals Paper DUE Initial Self-Reflection (CCS-R) DUE
9/17	Case Presentation #1	-Recording A (with university supervisor and site supervisor) (ongoing) -Recording B scheduled times begin today and go throughout the semester SEPTEMBER TIME LOGS – 9/30
*1st Site Visit Completed by end of September		
#4 10/4	Case Presentation #2	
#5 10/11	Case Presentation #3	
#6 10/18*	Case Presentation #4	
#7 10/25	Case Presentation #5	
#8 11/01	Case Presentation #6	OCTOBER TIME LOGS – 11/3
#9 11/8	Case Presentation #7	
#10 11/15	Case Presentation #8	
#11 11/22	<i>No Class – Thanksgiving Day</i>	
#12 11/29	Case Presentation #9	NOVEMBER TIME LOGS – 11/30 Recording C/Peer Review DUE
#13 12/6	Case Presentation #10	
#14 12/13	Wrap Up Semester/Celebrate	End of semester Evaluation DUE DECEMBER TIME LOGS - 12/15
*2nd Site Visit Completed by 12/14/18		

