

EVANGEL

U N I V E R S I T Y

A CHRISTIAN LEARNING-CENTERED UNIVERSITY

Clinical Mental Health Counseling COU 598/599 Counseling Internship Fall 2017

University Mission Statement:

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

Program Mission Statement

The Evangel University Counseling Program trains graduate students to become professional counselors who integrate their Christian faith while providing holistic and ethical counseling services to diverse individuals and groups across the lifespan.

Bible Verse

Col 1:27 (ESV) To them God chose to make known how great among the Gentiles are the riches of the glory of this mystery, which is Christ in you, the hope of glory.

Instructor Name:

Phone Number: 417-865-2815

Email:

Class Time:

Location:

Office Hours: Posted

Required Text(s):

Boylan, J. C., & Scott, J. (2014). *Practicum and internship: Textbook and resource guide for counseling and psychotherapy*. New York, NY: Routledge

American Counseling Association (2014). *Code of Ethics*. Alexandria, VA: Author

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders, 5th*. Arlington, VA: APA

Recommended Resource(s):

Johnson, S. L. (2004) *Therapist's guide to clinical intervention: The 1-2-3's of treatment planning*, Second edition. San Diego, CA: Academic Press/Elsevier

Morrison, J. (2014). *Diagnosis Made Easier: Principles and Techniques for Mental Health Clinicians* (2nd Ed.). New York, NY: Guilford Press. ISBN: 978-1-4625-1335-2

Catalog Description:

This is a multi-semester course resulting in one credit for each of 100* hours of internship activity with a supervision seminar focusing on the integration of theory and practice. This weekly supervision seminar supplements the supervision students are receiving at their

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internship sites. The seminar is conducted using a clinical staffing format in which students present cases, and discuss therapeutic, diagnostic, ethical, faith integration, and treatment-planning issues encountered at their internship site. Didactic instruction occurs on an as needed basis relevant to the issues presented by students. The seminar instructor maintains contact with the interns' site supervisor throughout the year. Six total credit hours are required for the degree which should correspond to 600* hours (240 must be direct [face-face] client therapy contact) of supervised counseling services. Prerequisites: COU 506, 521, 523, 526, and admission to Candidacy.

Course Objectives: At the end of the internship experience, students will:

STANDARD	OBJECTIVE	LEARNING EXPERIENCE	ASSESSMENT
5. C. 1. b	Demonstrate the application of counseling theories and interventions in clinical environments.	In-class role play Direct Client Contact	Weekly Reflection Logs; Session Recording; Supervisor Evaluation
5. C. 2. m	Demonstrate documentation procedures relevant to their internship site and the counseling profession.	Indirect Client Contact	Pre-Internship Paperwork; Supervisor Evaluation
5. C. 1. c 5. C. 2. l	Formulate and present case conceptualizations based on biopsychosocial models and ethical considerations.	Class Presentation on a Case Conceptualization	Case Conceptualization; Supervisor Evaluation
2.F.2.d	Analyze the impact of heritage, attitude, beliefs, understandings, and acculturative experiences on an individual's view of others	Class Presentation on a Case Conceptualization	Case Conceptualization; Supervisor Evaluation
2. F. 2. G	Understand and articulate the impact of spiritual beliefs on clients' and counselors' worldviews	Class Presentation on a Case Conceptualization	Case Conceptualization; Supervisor Evaluation
2.F.3.a	Understand and apply theories of individual and family development across the lifespan	Class Presentation on a Case Conceptualization	Case Conceptualization; Supervisor Evaluation
2.F.5.j	Compare and contrast evidence-based counseling strategies and techniques for	Class Presentation on a Case Conceptualization;	Case Conceptualization; Prevention

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	prevention and intervention	Prevention Presentation	Presentation; Supervisor Evaluation
5. C. 1. e 5. C. 3. a	Demonstrate the use of appropriate assessment interventions, including diagnostic/intake interviews, mental-status exams and symptom inventories for caseload management	Direct Client Contact Case Presentation	Session Recording; Supervisor Evaluation
5. C. 2. D 2. F. 8. b	Develop and implement appropriate treatment plan based on DSM-5 differential diagnostic criteria and evidenced based counseling practices.	Direct Client Contact Case Presentation	Case Presentation; Supervisor Evaluation
2. F. 3. g 2. F. 5. 1 5. C. 2. f	Demonstrate crises intervention skills and suicide prevention models.	Role Play Direct Client Contact	Supervisor Evaluation; Peer Evaluation
5. C. 3. b	Create a brief psychoeducational presentation with a prevention emphasis.	Dyad Project	Peer Evaluation
2. F. 1. m	Describe counseling supervision models and processes.	Class Discussion Course Reading	Weekly Reflection Journal
2. F. 1. 1	Identify self-care models and strategies.	Class Discussion Course Reading Weekly Reflections	Weekly Reflection Journal
3. L 3. M	Complete an average of 1.5 hours of group supervision, and 1 hour of weekly supervision	Weekly Activity Logs (WAL)	Weekly Activity Log; Supervisor Evaluation
2. F. 6. b 3. E.	Identify dynamics of group process and development while leading or co-lead a counseling or psychoeducational group	Direct Client Contact	Weekly Activity Log, Group Facilitation Documentation
2. F. 7. d.	Demonstrate competency for	Mandatory Reporter	Certification of

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	identifying trauma, abuse, and for reporting abuse	training (seated or online); Direct Client Contact	completion; Case presentation
3. J 3.K	CMHC Students - Complete 100 hours of internship experience per credit hour of which 40 hours must be direct service Students must earn 600 total hours of which 240 hours must be direct service.	Weekly Activity Logs (WAL)	Weekly Activity Log; Supervisor Evaluation

Grading Scale:

A	94 -100%	C+	77 – 79%
A-	93 – 90%	C	73 - 76%
B+	87 - 89%	C-	70 – 72%
B	83 – 86%	F	Less than 70%
B-	80 – 82%		

Late Assignment: A 10% penalty will be applied for every 24 hours passed the assigned due date.

Course Assignment	Points	Total Points
*Pre-Internship Paperwork (see Field Manual) <ul style="list-style-type: none"> • Field Acknowledgement Statement • Site Supervisor Agreement Letter (waiver if applicable) • Educational Contract • Field Confidentiality Statement • Self -Assessment 	25 (no partial credit)	25
Recording	25	25
Case Conceptualization/ Presentation	100	100
Prevention Presentation	25	25
WAL (16 Submissions) *Students must complete all required hours to receive a passing grade.	5 each	80
Reflection Journal (14 submissions)	5 each	70
Facilitation of a Group	25	25
Mandatory Reporting Training	25	25
Supervisor Evaluation - Midterm	25	25
Supervisor Evaluation - Final	100	100
Student Evaluation of Site/Supervisor	25	25
TOTAL POINTS		525

***Pre-Internship Paperwork:** Students must have pre-internship paperwork completed,

signed and uploaded to course commons. See due dates in course schedule.

Recording: Details on course commons.

Case Conceptualization/Presentation (Internship): Students must complete a case presentation based upon a case conceptualization. Details on course commons. This is worth 100 points.

Prevention/Intervention Research: Students are required to make a class presentation on a prevention topic. Details on course commons.

Weekly Activity Logs (WAL): Students must submit weekly WALs beginning the first week of classes. Details on course commons.

Reflection Journals: This journal is to help the student track the professional growth and self-awareness. Details on course commons.

Group Facilitation: All counseling students must have a group facilitation experience prior to graduation. This may be a co-facilitation opportunity, a psycho-educational group, or a therapeutic group. Details on course commons.

Mandatory Reporter Training: All counseling students must attend a Mandatory Reporter Training Seminar prior to graduation. This may be a seated training, or the online opportunity. Details on course commons.

Attendance and Participation: Students are expected to attend each class session, and arrive on time without leaving early. Missing more than 2 classes may result in the inability to earn an A in the course (or receiving a lower letter grade than earned). Missing more than 3 courses may result in being dropped from the Internship sequence. Should a student need to miss class, they must communicate with the professor PRIOR to the absence for approval consideration.

Supervisor Evaluation: Students will receive an end of the semester, final evaluation from their on-site supervisor. Supervisors will utilize the Field Evaluation form found in the Internship handbook. Upon completion of the internship experience, supervisors' will assign students a grade based on their performance and competence levels. Supervisor recommendations will be using the following rubric:

SS Grade	Total Pts	Hire 100% of Pts	Consider 95% Pts	Likely Not 85% Pts	Not Hire 75% Pts
A	100	100	95	85	75
A-	93	93	90	79	70
B+	89	89	85	76	67
B	86	86	82	73	65
B-	83	83	79	71	62

Tentative Course Schedule

<i>Date</i>	<i>Lecture/ Activity</i>	<i>Reading/ Assignment</i>	<i>Due Date</i>
Week 1 & 2	Syllabus Review, Internship documents; Case Conceptualization - Review		WAL: wk 1 & 2 Reflection Journal : wk 1 & 2 Pre-internship paperwork for signature by Faculty Liaison
Week 3	Selected Topics; Ethical Issues. Crisis Management. Suicide Assessment & Intervention	Chapter 9 & 10	WAL 2 Reflection Journal Signed Pre-internship Paperwork uploaded to Course Commons
Week 4	Selected Topics – Continued; Diagnostic Interview	Peer Case Conceptualization	WAL 3 Reflection Journal
Week 5	Guilt/shame's effect on dxs; Self Care – Who do we serve?	Peer Case Conceptualization	WAL 4 Reflection Journal
Week 6	Case Conceptualization- Presentation review;	Peer Case Conceptualization	WAL 5 Reflection Journal
Week 7	Case Conceptualization/ Presentation; Psychiatric Medications	Appendix II p.237-243 Peer Case Conceptualization	WAL 6 Reflection Journal
Week 8	Case Conceptualization/ Presentation; Prevention Presentation	Peer Case Conceptualization	WAL 7 Reflection Journal
BREAK	BREAK – No class		WAL 8 Reflection Journal
Week 9	Case Conceptualization/ Presentation; Prevention Presentation	Peer Case Conceptualization	WAL 9 Reflection Journal
Week 10	Case Conceptualization/ Presentation; Prevention Presentation	Peer Case Conceptualization	WAL 10 Reflection Journal
Week 11	Case Conceptualization/ Presentation;	Peer Case Conceptualization	WAL 11 Reflection Journal

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	Prevention Presentation		
Week 12	Case Conceptualization/ Presentation; Prevention Presentation	Peer Case Conceptualization Schedule Site Visit	WAL 12 Reflection Journal Visit Sign Up
Week 13	Case Conceptualization/ Presentation; Prevention Presentation	Peer Case Conceptualization	WAL 13 Site visit Reflection Journal
Week 14	Case Conceptualization/ Presentation; Prevention Presentation		WAL 14 Site Visit Reflection Journal
Week 15	Case Conceptualization/ Presentation; Prevention Presentation	Peer Case Conceptualization	WAL 15 Site Visit Reflection Journal
	Site Visit Final Evaluation; Supervisor Evaluation by Student; Group Facilitation documentation; Mandatory Reporting Seminar Documentation		Any Final WAL Final Paperwork Scanned and uploaded by Week 15

EU ACADEMIC AND CMHC PROGRAM POLICIES

Academic Integrity Policy

Students are expected to maintain high levels of academic honesty as people of Christ. By virtue of your integrity, you signify that all work submitted is your original work completed by you. Submitting someone else's work as your own (without proper citations, identifying particular research) is dishonest and is not congruent with a Christian life. Furthermore, the use of published study guides, solution manuals, or test banks not offered by the text's publisher will be deemed cheating. If you have questions as to the legitimacy of a study resource, consult your course professor. The program faculty and coordinator will handle incidents of academic dishonesty (plagiarism and cheating). If warranted, offenses will be reported to Academic Affairs Division and Student Development Division. Consequences may include but not limited to grade adjustment, academic probation, withdrawal of candidacy, or dismissal.

Attendance Policy

Students are asked to participate in class, volunteer for demonstrations, and come to class fully prepared. As this course only meets once a week, attendance at all sessions is critical. In order to maintain in good standing, a student must attend 75% of the scheduled class time. Students missing more than 3 classes will be withdrawn from the class. Upon the discretion of the course instructor, students who miss class because of illness, participation in authorized co-curricular activities, or for other unavoidable

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reasons **may** be given the opportunity to complete missed assignments or the equivalent. Students are expected to inform the instructor of an absence prior to class time.

Students with Disabilities

Evangel University is committed to the provision of reasonable accommodations for students with disabilities. Our priority is to partner with students to help them be successful in the college environment. If students are eligible for services, they should contact the director of the Academic Support Center (located in Zimmerman Hall, Suite 218) for academic accommodations. For more information, please see <https://www.evangel.edu/financial/more-information/consumer-information/students-with-disabilities-handbook>

University Policy Regarding Electronic Devices In Class

The use of electronic devices in the classroom is intended to enhance the learning environment for all students. Any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities is prohibited. Your laptop or other electronic device can become a distraction to you and to those around you if it is not used for proper academic purposes. Proper academic purposes include taking notes, following along with the instructor on PowerPoint, as well as working on assigned in-class activities, projects, and discussions that require in-class laptop use. Texting, Internet surfing, emailing, gaming and other such activities are not permitted in class and can result in losing the privilege to bring devices to class. Cellular phones and pagers must be turned off during class unless extenuating circumstances are discussed with the professor and approval to have the phone activated is given prior to class. It is not permissible to answer telephones in class or to engage in text messaging at any time while class is in session. Students who violate this rule will be counted absent for the class period.

Statement Regarding Risks and Benefits of Counselor Education

Pursuing a graduate education in clinical mental health counseling can facilitate meaningful professional and personal growth opportunities via insight and increased awareness. Nevertheless, material covered in any counseling course, various experiential exercises, assignments, and/or field based experiences, may facilitate intense, negative, and even emotionally overwhelming responses. Consequently, such responses may inhibit the student's functioning, academic performance, and fit for field work. Students are encouraged to be candid about the impact of such experiences and address any concerns about present functioning with their instructor. If an instructor or staff member (in conjunction with the Program Coordinator) observes evidence of problematic functioning, he/she will bring it to the student's attention. Students may be advised in one or more of the following directions:

1. Enter personal counseling while remaining in the program and report back to their Academic Advisor or Program Coordinator.
2. Take a leave of absence from the program, with conditions specified by the program.
3. Follow a remediation plan that may include additional coursework or supervisory experiences.

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4. Withdraw from the program.

The intent of the above directives is to help students address and resolve psychological material that may impact their future work as mental health care providers. Final determinations for continued progression through the clinical mental health program will be at the sole discretion of the program personnel and will be made with the utmost care and student's best interest in mind.

Students have the right to appeal any decision under the Student Handbook procedures.

SAMPLE SYLLABUS