



**Mercer University**  
**College of Continuing and Professional Studies**  
**Department of Counseling and Human Science**  
**Atlanta Campus**

Course Title:	COUN 610: Counseling Internship
Instructor:	Dr. Karen D. Rowland
Office Hours:	<i>by appointment only</i>
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Class Meeting Time:	Tuesday: 3:00 – 4:30pm

### COURSE DESCRIPTION

The Counseling Internship is a two-semester supervised counseling experience in a site offering psychological services. It is designed to place student counselors in extended counseling relationships and situations with a variety of clients under close supervision.

### **Specific Objectives**

Students will demonstrate understanding of:

#### A. FOUNDATIONS OF COMMUNITY COUNSELING

1. Historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in the community human service/ mental health movement;
2. Roles, functions, preparation standards, credentialing, licensure and professional identity of community counselors;
3. Policies, laws, legislation, recognition, reimbursement, right-to- practice, and other issues relevant to community counseling;
4. Ethical and legal considerations specifically related to the practice of community counseling (e.g., the ACA Code of Ethics); and
5. The role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling.

#### B. CONTEXTUAL DIMENSIONS OF COMMUNITY COUNSELING

1. The roles of community counselors in various practice settings and the relationships between counselors and other professionals in these settings;
2. Organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice;

3. Strategies for community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems; and
4. General principles of community intervention, consultation, education, and outreach; and characteristics of human services programs and networks (public, private, and volunteer) in local communities.

### C. KNOWLEDGE AND SKILL REQUIREMENTS FOR COMMUNITY COUNSELORS

1. Typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services;
2. Models, methods, and principles of program development and service delivery for a clientele based on assumptions of human and organizational development, including prevention, implementation of support groups, peer facilitation training, parent education, career/occupational information and counseling, and encouragement of self-help;
3. Effective strategies for promoting client understanding of and access to community resources;
4. Principles and models of bio-psychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans;
5. Knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual;
6. Effective strategies for client advocacy in public policy and other matters of equity and accessibility; and
7. Application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

### COURSE STRUCTURE

The course will consist of case presentations, group supervision, individual supervision and on-site experiential activities.

#### **Activities:**

##### *A. Supervision and General Activities*

1. **Internship Hours:** A minimum of 300 clock hours is required to complete the internship I.

The breakdown for these hours should resemble the following:

Direct Service	120 hrs.
Group Supervision	20 hrs.
Indirect Service	160 hrs.

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**Total hours                    300 hrs.**

*Direct service* work includes: (a) individual counseling, (b) group counseling, (c) family counseling, and (d) consultation (with administrators, parents/guardians, professionals).

2. **Meetings:** Students will meet in a *small group* throughout the semester with the faculty supervisor. During this time a variety of activities will occur, including discussion of on-site issues, client counseling issues, discussion of ethical issues, and peer supervision. During this time students may also discuss personal counseling goals, general concerns, and **weekly present a counseling tape**.
  3. Create a *professional disclosure statement* and turn it in to the faculty supervisor. (See format provided).
  4. **Counseling theory paper:** Before the second supervision session students will submit a copy of a counseling theory of choice revised/refined since your theory class. You will articulate your philosophy and/or theoretical approach to counseling, with regard to the counseling setting in which you intend to practice, fully explaining how you will determine when your client is mentally well. Also include the counseling techniques you will use in treatment planning and ways of determining the effectiveness of your counseling intervention with your clients.
- B. *Records: Case Notes and Logs*
1. **Case notes:** Students will keep a daily record of their counseling activities for documentation purposes.
  2. **Log:** Maintain a weekly log of your internship activities and submit to the faculty supervisor on a regular basis.
- C. *Counseling Skills*
1. **Client Contact:** Students will maintain the assigned number of weekly contact hours in order to complete the required 120 direct contact hours. One taped/case session is required every week.
    - Students should ensure that clients have signed proper release forms, which include the notification that such tapes may be used for educational purposes.
    - Counseling activities should be of intentional counseling processes (individual, group, or family).
- D. *Professional Growth*
1. **Ethical Behavior:** Adhere to the ethical standards of the American Mental Health Counselor Association (AMHCA) and American Counseling Association (ACA). Review the ASCA and ACA ethical standards and practice via the Internet at [www.amhca.org](http://www.amhca.org) and [www.counseling.org](http://www.counseling.org) respectively.
  2. Contact your site supervisor and your university supervisor **immediately** if you have concerns that *someone may be at risk of harm to self or others*.

### **Evaluation Procedures:**

Students are encouraged to focus on their professional development. The **final evaluation** session will focus on the development of skills over the course of the semester and can be used as a barometer of the student's progress throughout the course.

*Successful completion of the course requirements, the supervisors' evaluation (site and university supervisors), and evidence of professional development will serve as the basis for the final grade.*

It is the student's responsibility to have presented throughout the semester specific data representative of his/her work. **A counseling tape is required for each week!**

*University supervisor evaluation will be based on demonstration and observation of the following:*

- Conceptualization - Ability to frame the counseling process from a theoretical perspective and provide evidence within the counseling session(s) of operating from that theoretical perspective.
- Goals - Ability to help the client develop realistic, measurable, specific goals for counseling.
- Counseling/Consultation Interventions - Flexibility and appropriateness of interventions.
- Monitoring Progress - Ability to monitor the progress of clients as well as your own growth as a counselor.
- Performance during group supervision - Ability to present cases clearly and systematically. Ability to give and receive feedback and general level (frequency and appropriateness) of participation within the group.
- Intra-personal growth - Ability to recognize and modify personal and/or professional behaviors that interfere with the counseling and/or supervisory process. Openness to supervision.
- On-site performance - Ability to relate to colleagues in the setting. Ability to take initiative (function without need for excess direction), generate an independent client load, etc. Appropriate professional conduct.
- Appraisal instruments - samples of appraisal instruments used and knowledge of their reliability, validity and appropriateness of use.
- Professional activities - Show evidence of involvement in professional activities other than direct service.

## Instructions on Writing a Disclosure Statement

- ❖ All counselors need a disclosure statement.
- ❖ Your disclosure statement tells your clients what to expect from you and about your training and experiences.
- ❖ At the core of your disclosure statement should be your beliefs about counseling and about human nature.

*Disclosure statements should include information about:*

1. your status as an intern or licensed professional
  2. your education and training
  3. what to do in an emergency
  4. whom to contact with complaints
  5. who will supervise you
  6. confidentiality
  7. what is kept in the client's file
  8. the client's rights
  9. your approach to counseling
  10. fees (if applicable)
  11. making and changing appointments
- Consider having your disclosure statement in audio and/or video format, in Braille, and in other languages suitable for your community clientele.
  - Provide each client with a copy of your disclosure statement and place a signed copy in his/her file.

## TENTATIVE SCHEDULE

DATE	ASSIGNMENT	STUDENT
5/20	Group Supervision	ALL interns
5/27	Group Supervision	ALL interns
6/3	Case Conceptualization & Supervision	1.
6/10	Case Conceptualization & Supervision	1. 2.
6/17	Case Conceptualization & Supervision	1. 2.
6/24	Case Conceptualization & Supervision	1. 2.
7/1	Case Conceptualization & Supervision	1. 2.
7/8	Group Supervision <i>All Paperwork Due</i>	ALL interns

## **Supervision Review Format**

*(use this format to help you conceptualize and present your client taping session each week)*

**Intern Name:** \_\_\_\_\_ **Date of Counseling Session:** \_\_\_\_\_

**Session number with this client:** \_\_\_\_\_ **Client Initials:** \_\_\_\_\_

**1. Background Information** (client description, demographics, presenting issue or concern):

**2. Your focus in this session** (What was your goal for the session? How were you attempting to accomplish this goal?)

**3. What do you think went well this session? What would you do differently?**

**4. What counseling skills did you demonstrate during the session?**

**5. What are your plans for next session?**

**6. Supervision Needs**

- a. What questions do you have for your supervisor?
- b. What were the strengths/needs for improvement for the session?
- c. What would you like to learn/accomplish/focus on during the supervision meeting?