

**COUN 792: INTERNSHIP I**  
Spring 2019 - Credit Hours: 3  
Department of Behavioral Sciences  
Cincinnati Christian University

Instructor: Kirk Sheppard, MA, LPCC-S, LICDC

Monday: 3:20 – 6:00 pm

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Cell Phone: (To be shared on the first day of class)

Office Hours: By appointment in the Counseling Center

**COURSE PREREQUISITES**

1. COUN 592 Practicum (or completion of practicum experience)
2. COUN 690 Diagnosis of Mental and Emotional Disorders
3. COUN 561 Group Counseling (may also be taken as a co-requisite)
4. Recommendation & approval of Supervisor and Faculty

**COURSE DESCRIPTION**

Interns will gain on-site training under the professional guidance of a Licensed Professional Clinical Counselor with Supervision designation. Students will gain experience with assessment, diagnosis, and treatment of clients while building additional skills needed to serve in a variety of community mental health agencies. Individual as well as group supervision will be provided as students are given the opportunity to process their experiences and growth.

**COURSE RATIONALE**

CACREP – This course is designed to meet the Council on Accreditation of Counseling and Related Educational Programs (CACREP) curriculum standards for masters training for internship as stated in (Section III.G.1-6). The specific standard requires the “completion of a supervised internship in the student’s designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor.”

Ohio – This course meets education requirements for Ohio Administrative Code (OAC) for internship 4757-13-01(A)(4)(d)(i) and 4757-13-01(A)(5), as well as the Ohio Revised Code (ORC) for eligibility for the LPCC credential: 4757.22(C)(2).

Indiana – Educational requirements for Indiana Administrative Code 839 IAC 1-5-1(a)(6) is met by this course, as well as Indiana Code IC for eligibility for the LMHC credential: IC 25-23.6-8.5-3(1)(L) & IC 25-23.6-8.5-3(2). Please note: A total of **900** hours of internship is required in Indiana.

Kentucky – Course materials will satisfy the requirements of the Kentucky Revised Statutes (KRS) for Internship, 335.525 (1)(e), as well as the Kentucky Administrative Regulations (KAR) for eligibility for the LPCC credential: 201 KAR 36:070 1(d).

## OBJECTIVES

1. Supervised clinical experience in clinical mental health counseling totaling a minimum of 600 clock hours, which consists of at least 240 direct service hours to clients, including experience facilitating groups, all contributing to the continued development of essential interviewing and counseling skills: *CACREP II.G.5.c; III.G.1,4; MAC 2.b.*
2. Ability to effectively receive and provide individual and group evaluative feedback concerning counseling, especially as it relates to one hour per week of individual supervision, 1.5 hours per week of group supervision, and through case presentations, live or taped observation, role plays, and peer interaction: *CACREP III.G.2,3,5,6.*
3. Address professional and personal growth issues that influence professional competency within the helping relationship. *CACREP II.G.5.b; MAC 1*
4. Demonstrate effective mastery and participation in various indirect service activities such as staff meetings, making referrals, and in-service trainings, which contribute to professional identity: *CACREP III.G.4.*

The following Clinical Mental Health Counseling (CMHC) standards are evaluated through the formative and summative evaluations: CMHC D.1-9; CMHC H.1-4; CMHC L.1-3.

## METHOD OF INSTRUCTION

Experiential learning will take place at a designated counseling site under professional supervision. It is expected that students meet their hourly requirements by completing 300 hours in both Internship I and II.

Classroom instruction will include a weekly 1.5 hours of group supervision that meets CACREP requirements, as well as additional academic time to meet the CCU credit hour requirements. Case studies will be utilized for the practice of conceptualization, assessment, diagnosing, and treatment planning. Students will process their experiential learning in a group seminar format, providing constructive feedback to one another, and through a reflective journal. Learning will be facilitated via discussion of readings, application to cases, role-plays, experiential class activities, and written assignments. *It is essential that students prepare for class by reading assigned material prior to class.*

## REQUIRED MATERIALS

Canvas and Email: All students enrolled in this course are required to check Canvas and their CCU email weekly for the duration of the course. Course announcements, changes to the syllabus, and memos from the instructor will be distributed via Canvas and/or email. Students are responsible for all information distributed in this manner.

### Textbook:

Sweitzer, H. F., & King, M. A. (2014). *The successful internship: Personal, professional, and civic development* (4th ed.). Belmont, CA: Brooks/Cole.

## GRADING / EVALUATION

Clinical Assignments – 100 points total		Classroom Assignments – 100 points total	
Formative evaluation	40 points	Journal – 2 entries per week	30
Learning Contract #1	10 points	Case presentation	20
Summative evaluation	40 points	Portfolio Materials	10
Learning Contract #2	10 points	Text or article Responses	20
Contracts, CT status, Insurance, Hourly Logs	Pass/Fail	Resource Toolbox	10
		Class Participation	10

Grade	Points	Percentages	Grade	Points	Percentages
A	190-200	95-100%	A -	184-189.99	92-94.99%
B +	178-183.99	89-91.99%	B	172-177.99	86-88.99%
B -	166-171.99	83-85.99%	C +	160-165.99	80-82.99%
C	154-159.99	77-79.99%	C -	148-153.99	74-76.99%
D +	142-147.99	71-73.99%	D	136-141.99	68-70.99%
D-	130-135.99	65-67.99%	F	≤ 129	< 64.99%

Students will receive one grade for their clinical skills and another grade for academic assignments. The two grades will then be averaged together for a final course grade. In accordance with rule 4757-3-01 (J) (1) from the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board, you must receive a B- (83%) or higher in this course for it to count towards your MAC degree or licensure. **However, no grade of A or B, regardless of performance on other classroom assignments, will be assigned to any individual who fails to perform at the 83% level clinically.** In addition, supervisor and internship instructor recommendations are required to enroll in the next internship course. A specific remediation plan will be required if progress academically and/or clinically is not up to satisfactory levels. Students may be required to repeat Internship I as part of remediation.

Please Note: Appropriate rubrics will be provided on the first day of class for assignments.

### Clinical Assignments

- **\*Formative and Summative Evaluations:** Supervisors will provide comprehensive qualitative and quantitative evaluations of the student's clinical work. A formative evaluation will be completed near the middle of the semester, and a summative evaluation will be completed near the end of the semester. After reviewing the clinical supervisor's evaluation, the internship instructor will complete an instructor evaluation and assign points. Additional evaluation

factors include but are not limited to professional behaviors, group process skills, and communication skills, as demonstrated in group supervision. If clinical skills are deemed deficient, the student may be placed on a remediation plan to assist in skill development (see MAC Program Handbook for more details). Students may also be asked to enter personal therapy if deemed beneficial for professional and personal growth as part of a remediation plan. The 40 points for each evaluation will be assigned in the following manner:

- o Clinical supervisor evaluation 20 points
- o Internship instructor evaluation 20 points

**This is an indicator assignment and must be uploaded to Taskstream.**

Course objectives: 1, 2, 3, 4 and CACREP: CMHC D.1-9; CMHC H.1-4; CMHC L.1-3

- **Learning Contracts** - Develop a Learning Contract with behavioral SMART objectives (specific, measurable, attainable, realistic, and timely). Contract #1 is due at the beginning of the semester and contract #2 after the formative evaluation. 10 points each Course objectives: 1 & 2
- o **Professional Contracts** - Completion of the Internship Agreement between the placement site, the student and the counseling department, as well as the Supervision Contract. Pass/Fail Course objective: 1
- o **CT Status** - Register with the appropriate state credentialing board as required, (e.g., in Ohio, registration as a Counselor in Training with the CSWMFT Board). Criminal background checks must be completed as part of this process (ORC 4757.101). Pass/Fail Course objective: 1
- o **Insurance** - Obtain malpractice insurance through payment of the CCU semester fees. Pass/Fail Course objective: 1
- o **Hourly Logs** – Accurate documentation must be submitted weekly to the Instructor, after being signed by the student and the on-site clinical supervisor. Pass/Fail Course objectives: 1 & 4

### Classroom Assignments

- **Journal** – Two weekly journal entries should be completed of your personal reflections and growth as a developing professional. Attention should be given to labeling of feelings and individual creative expressiveness. Specific topics may be provided to meet the class objectives as part of the journal requirement. 30 total points Course objectives: 2 & 3
- **\*Case Presentation & Intervention** - Each student will complete one or two 30 minute case presentation(s) depending on class size and semester length. The first case will require a thorough written report, of professional quality. that should follow the guidelines provided in class. One potential intervention should be demonstrated and instructions shared with the class for each case. After

each presentation, students will complete a peer evaluation, providing feedback to the case presenter. **This is an indicator assignment and must be uploaded to Taskstream.** 20 total points Course objectives: 1 & 2

- **Professional portfolio** - Maintain an on-going licensure portfolio of academic syllabi, CSWMFT Board documents, and program assessments materials. 10 points Course objective: 3 & 4
- **Reading Responses/Text assignments** - Complete all readings and associated responses/text activities assigned. Specific activities from the chapters or additional readings may be utilized. 20 points Course objectives: 3 & 4
- **Resource Tool Box** - Develop an organized resource file system (Tool Box) of accumulated intervention handouts and various referral materials. Students will bring resources in to share on the due date. 10 points Course objectives: 1 & 4
- **Participation** - Attendance and active participation at all weekly class/group supervision meetings as well as weekly on-site supervision. 10 points Course objective: 2

Please be advised: Membership and participate in ACA, AACC, OCA, or other recognized counseling organizations are encouraged by the MAC program.

### **Important Notes**

#### Indicator Assignment(s):

One (or more) assignment(s) in this course are identified as Indicator Assignments, which are used to assess student knowledge and application of course materials. Each Indicator Assignment will be assessed according to CACREP, Clinical Mental Health Counseling (CMHC), and MAC Program standards. Students should upload each Indicator Assignment on Taskstream (LAT: [www.taskstream.com](http://www.taskstream.com)) for evaluation. All Indicator Assignments are denoted in the course syllabus.

#### Attendance and Participation:

Because active discussion and experiential exercises are integral parts of the learning experiences in this course, class attendance is expected and participation in class activities and assignments is critical to your success in the course. If, for any reason, you are unable to attend class, you are still held responsible for all in-class material and any announcements made during class. Your participation grade for the class may be affected by any absences. The instructor may also add additional assignments for any absences. Be sure to inform the Instructor before the class begins. As indicated in the University's attendance policy, a student who misses more than two classes will fail the class due to absences. Only two absences are permitted. The third absence will result in the grade of FA (failure due to absences). If you miss more than two classes, you will be required to reapply for readmission to the class with the Registrar's office, which is

rarely allowed. The two absences are not entitlements for students. They should not be viewed as “skip days” but as “sick days.” In addition, coming to class late or leaving early, without prior notification to the instructor, may be counted as an absence. Because class time should be a priority, absences for lateness will be assigned as follows: 15 minutes late = ¼ day absence, 30 minutes late = ½ day absence, and over 45 minutes = 1 day absence.

#### Late Assignments/Quality of Work:

The quality of all assignments should be that of a graduate level. Any work that does not meet those standards will have points taken off, and the student will be expected to resubmit the work. Late assignments will only be accepted on a case by case basis after discussion with the professor.

#### Christian Component:

Throughout this course students will be encouraged to evaluate the material presented from a Christian perspective. All readings, assignments, discussions and lectures will be examined from a Biblical viewpoint as we strive to integrate faith with professional counseling material.

#### Ethical Requirements:

Providing for client welfare is a primary concern for all counselors and counselor trainees. All Interns are expected to follow the ACA Code of Ethics, AACC Code of Ethics and the State of Ohio rules and regulations, as provided by the Ohio Counselor, Social Worker, Marriage and Family Therapist Board. See the MAC Program Handbook for additional information. Under no circumstances should identifying information about clients ever be used in class. All case studies should refer to client type situations and generalized information. Case presentations, which do not disguise the identity/nature of the individual, will not be allowed. The client should be referred to by a fictitious name. The legal limits of confidentiality should be considered in all situations. Adherence to these policies is required of all Interns. Failure to follow ethical and legal obligations may result in remediation, expulsion from Internship, or expulsion from the Master of Arts in Counseling (MAC) program. Students will be required to sign an ethical statement at the beginning of each academic year.

#### For Your Personal Consideration:

Internship Class is a time of supervised observation and personal reflection. If you do not wish to reflect on your strengths and weaknesses, skills and abilities, development as a counselor and any personal issues that may get in the way of serving your clients, this is not the course to take. You are responsible for not divulging any personal information that you would not want shared. At the same time you are encouraged to take appropriate risks that could lead to insight and growth. Information shared by other students should be respected and not shared outside of class. IT IS YOUR RESPONSIBILITY TO DETERMINE IF THIS IS THE RIGHT TIME TO TAKE THIS COURSE. The course requirements are planned to support your learning. Students should strive to complete a total of 300 hours during the semester. Failure to meet the

minimum may result in a grade of (I) incomplete at the end of the class. Students who fall too far behind will be required to re-enroll in COUN 792 for another semester.

#### Electronic Media in the Classroom:

Students may use laptops for note taking purposes only. Students may not use laptops for conducting research, entertainment, web browsing, online conversations, watching movies, emailing or any other activity that distracts. Violations of this policy will result in laptops being prohibited. All cell phones and pagers should be set to silent. Students are permitted to record lectures for their own purposes. Audio or video copies of lecture material are not to be distributed to non-class members without the written permission of the Instructor. No case presentation material may be recorded.

#### Accommodations:

Students who require academic accommodations due to a documented physical, psychological, or learning disability should request assistance from the Office of Student Services ([learning.center@ccuniversity.edu](mailto:learning.center@ccuniversity.edu)). Students are encouraged to complete this request within the first two weeks of the semester. The Student Services Center is also available for academic coaching and is located in the 2<sup>nd</sup> floor of President's Hall, across from the elevator. Contact the Office of Student Services at 513-244-84209 (phone) or at [learning.center@ccuniversity.edu](mailto:learning.center@ccuniversity.edu) (email).

#### Academic Dishonesty:

Cheating, plagiarism, and all other forms of academic dishonesty will NOT be tolerated. All incidents of academic dishonesty will be dealt with in accordance to university regulations (see *CCU Student Handbook*), which will be decided by the Committee on Academic Integrity.

#### Flexibility Clause:

This syllabus is NOT a binding contract. The Instructor reserves the right to amend any part of this course syllabus, as deemed necessary, to offer the best possible academic experience. All modifications to the syllabus will be announced in class and/or email.

**COURSE SCHEDULE**

\* Denotes assignment will be done in class      Journal = J

Date	Class Topic	Reading(s) Due	Assignments Due
1/28 Week (1)	Introduction to Course Constructive Feedback	<i>The Successful Internship</i>	<b>Intern Data Sheet*</b> <b>Copy of CT Status Agency &amp; Supervisor Contracts</b>
2/4 (2)	Lay of The Land - Internship Essentials The Learning Contract Supervision Issues Evaluation Process	Chapter 6	<b>Learning Contract #1</b> <b>Chapter Response &amp; J</b>
2/11 (3)	Developmental Stages– Essentials for the Journey- Self care issues Safety issues Case Presentation	Chapters 1	<b>Chapter Response &amp; Journals</b>
2/18 (4)	Bed Bugs, Head Lice, and the Tale of the Two 600-Pound Women		<b>Journals</b>
2/25 (5)	Understanding Yourself- Share Portfolio system Case Presentation	Chapter 2	<b>Chapter Response &amp; J</b> <b>Portfolio Materials</b>
3/4 (6)	Anticipation Stage- Case Presentation	Chapter 3	<b>Chapter Response &amp; J</b> <b>Formative Evaluation</b>
3/11	SPRING BREAK		
3/18 (8)	Knowing Your Clients- Case Management, Multicultural Issues, Strengths, Family Systems, Wellness Case Presentation	Chapter 4	<b>Learning Contract #2</b> <b>Chapter Response &amp; J</b>



3/25 (9)	The Exploration Stage Resource Sharing Case Presentation	Chapter 5	<b>Resource Tool Box Chapter Response &amp; J</b>
4/1 (10)	Advanced Tools To Move Forward Navigating Your Agency Collaboration, Consultation Case Presentation	Chapters 7	<b>Chapter Responses &amp; J</b>
4/8 (11)	Community Awareness Referral Sources, Advocacy Professional & Ethical Issues Documentation Case Presentation		<b>Journals</b>
4/15 (12)	The Competence Stage		<b>Journals</b>
4/22 (13)	Case Presentation		<b>Journals</b>
4/29 (14)	The Culmination Stage Case Presentation		<b>Journals</b>
5/6 (15)			<b>Summative Evaluation</b>