## Textbooks (Required):


## Textbooks (Recommended)


## Purpose of the Internship:

The purpose of this internship is to provide you the opportunity to further enhance your counseling skills in a mental health setting. The following information should assist you in understanding and planning your internship experience.
The internship is designed to be:

- a relatively full-time experience within a mental health setting which will provide experiences for you to increase your professional competence. (Length: A minimum of two consecutive semesters. Credits: A minimum of 6 semester hours. Complete at least 600 clock hours in the agency setting);
- an experience to enhance your development of technical skills, critical judgment, professional attitudes, responsibility, independence, communication skills, and ability to relate to others;
- a cooperative venture among the intern, the site supervisor, and the university faculty supervisor; and
- a quality learning and training experience and not merely a service function to the agency. While it is inevitable and desirable that you provide services on behalf of the agency, it is imperative that the major focus of your internship be one of appropriate supervised training experiences.

<table>
<thead>
<tr>
<th>Standard #</th>
<th>Core Curricular Category</th>
<th>Standard</th>
<th>Learning Activities &amp; Experiences</th>
</tr>
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<tbody>
<tr>
<td>II-G-1-j</td>
<td>Professional Orientation &amp; Ethical Practice</td>
<td>Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</td>
<td>Discussion in group supervision &amp; course readings; assignments; discussion boards</td>
</tr>
<tr>
<td>II-G-5-c</td>
<td>Helping Relationships</td>
<td>Essential interviewing and counseling skills</td>
<td>Discussion in group supervision &amp; course readings; Oral case presentation</td>
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<table>
<thead>
<tr>
<th>Standard #</th>
<th>Clinical Mental Health Counseling</th>
<th>Standard</th>
<th>Learning Activities &amp; Experiences</th>
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<tbody>
<tr>
<td>CMHC-D-1</td>
<td>Counseling, Prevention, and Intervention – Skills &amp; Practices</td>
<td>Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling</td>
<td>Seminar discussions &amp; course readings; Oral case presentation</td>
</tr>
<tr>
<td>CMHC-D-6</td>
<td>Counseling, Prevention, and Intervention – Skills &amp; Practices</td>
<td>Demonstrates the ability to use procedures for assessing and managing suicide risk</td>
<td>Seminar discussions &amp; course readings; Assessing suicide risk &amp; demonstrating skills role play</td>
</tr>
<tr>
<td>CMHC-K-2</td>
<td>Diagnosis - Knowledge</td>
<td>Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care</td>
<td>Discussion in group supervision &amp; course readings; Oral case presentation</td>
</tr>
<tr>
<td>CMHC-L-2</td>
<td>Diagnosis – Skills and Practices</td>
<td>Is able to conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals</td>
<td>Discussion in group supervision &amp; course readings; Oral case presentation</td>
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**Course Objectives:**

As the culminating experience in your formal preparation to become a professional mental health counselor, the internship seeks to provide you with a comprehensive supervised experience in a mental health setting. You will continue to exhibit appropriate dispositions and to integrate your knowledge and skills as you apply them to every aspect of your work in this setting. The objectives of this class include the objectives of the Professional Counseling Program. Specifically, you will demonstrate (in so much as the opportunities to do so are available) the following:
A. Knowledge of the agency’s organization and operation:

You will need to develop a broad understanding of the organizational framework of the agency. Because it is important for a professional counselor to be well integrated into the entire agency system, you will need to increase your understanding of the agency’s organizational structure. Knowledge of policies and personnel practices combined with the role and function of staff personnel must be understood. The kinds of experiences that will enable you to meet this objective include:

- attending staff meetings both formally and informally;
- attending meetings held by various staff;
- attending at least one agency board meeting;
- studying the agency’s policy and procedures manual; and
- becoming knowledgeable of the various agency committees that operate on a formal and informal basis.

B. Familiarization with the role and function of the professional counselor:

It is important that you become aware of the diverse activities that professional counselors are involved in within and outside of the agency to aid in the development of a counselor identity as evidenced by collegial relationships, professional affiliations, and collaborative community relationships. In a similar vein, it is important that you are committed to the scholar-practitioner role and to ongoing professional development including technological competence. The kinds of experiences that will enable you to meet this objective include:

- becoming aware of the office and clerical procedures involved with counseling services;
- discussing with professional counselors their unique roles and functions in specific agency settings;
- discussing the organization and administration of services provided by the agency with the appropriate directors or supervisors;
- observing professional counselors providing services in as wide a variety of different situations as possible;
- visiting neighboring agencies in order to determine how services are provided by them;
- attending agency-sponsored continuing education events and/or workshops with professional counselors and members of other mental health professions (e.g., social workers, psychologists) develop broad-based collegial relationships; and
- attending local, state, regional and/or national professional meetings which attract large numbers of counseling professionals to keep abreast of cutting-edge information (e.g., online counseling) pertaining to the roles and functions of professional counselors.

C. Effective utilization of community resources:

While you are becoming aware of services provided by professional counselors who work at your agency, it is also important that you develop an awareness of the variety of services offered to clients by other professionals outside of the agency. The kinds of experiences that will enable you to meet this objective include:

- visiting various community organizations which provide services to clients. These could include child guidance clinics, child welfare agencies, family service agencies, juvenile courts, residential treatment centers, city and county health departments, and other mental health agencies;
- working cooperatively with community agencies and facilities;
- becoming familiar with state and federal services and programs, including vocational programs, employment services, regional programs for mental health, alcohol and drug programs; and
- attending conferences and/or engage in advocacy efforts with representatives of community agencies and client/consumer groups.
D. Development of communication and consultative skills and the ability to engage in teamwork efforts:

You will be expected to communicate and participate as a member of a team of professional specialists representing a wide variety of skills, training philosophies, and modes of operation. You will develop expertise in serving as a human development consultant to individuals, families, and others taking in consideration how various lifespan issues are manifested in the relationships between children, adolescents, and their parents/caretakers. Experiences that will enable you to meet this objective include:

- participating in formal case conferences as a member of a multi-disciplinary team;
- meeting both formally and informally with other providers;
- developing skills in dealing with customary channels of communication and consultation procedures;
- participating in in-service training programs for staff which focus on mental health-related issues which typically occur at different stages of lifespan development;
- participating in outpatient and/or inpatient individual, family, and group therapy; and
- if possible, carrying an outpatient client load.

E. The development of skills in assessment and counseling intervention:

You should have experience in the evaluation of clients presenting a wide variety of emotional, behavioral, and/or learning problems which will necessitate the use of a number of specific counseling interventions. Skills should be developed in identifying factors which influence behavior. You should learn to obtain and utilize information from a wide variety of sources in order to identify clients' areas of difficulty. Once the information has been collected, you should learn to communicate in a clear and concise manner the information that has been obtained so that suggestions and a prescription for remediation or a treatment plan can be made. The kinds of experiences that will enable you to meet this objective include:

- observing a variety of clients that the agency serves;
- participating in formal staff conferences;
- meeting formally and informally with staff to discuss individual cases;
- attending in-service training programs;
- observing and/or conducting intake sessions with clients; and
- attending legal or quasi-legal hearings.

F. The development of skills, strategies, and interventions:

You will develop specialized knowledge and skills needed to plan, implement, and evaluate empirically-based programs and treatment procedures that are designed to treat psychopathology and promote optimal mental health in mental health agencies and/or private practice settings. While it is important that you be able to assess the abilities and behaviors of clients within the agency system, it is also important that you develop the skills and strategies necessary for developing and implementing an intervention program to meet the needs of these clients. The kinds of experiences that will enable you to meet this objective include:

- reviewing medical/psychological reports in which staff specialists have made empirically-based and/or best practice recommendations to remediate the problem(s) of clients;
- attending staff conferences where specific recommendations are made, including the prescription of medication, to determine their respective positive and potential negative effects;
- identifying sources (e.g., books, journals) to obtain intervention strategies that can be utilized in the future;
- following up a variety of clients with different needs in order to determine the effectiveness of prescribed intervention procedures;
- preparing and presenting (if possible) materials which would be helpful to the staff (and perhaps parents, spouses, etc.) in understanding clients' problems;
• implementing intervention programs designed to target specific mental health problems (e.g., phobias) as well as broad-based interventions which target the environments (i.e., Microsystems, mesosystems, exosystems) in which clients reside;
• providing individual and group counseling to clients who have been identified as in need of such services; and
• developing and implementing methods of evaluating the efficacy of counseling and related interventions.

G. The development of skills in research and evaluation (research and personal and professional qualities):

While you typically will not have an overabundance of time to spend in the area of research and evaluation, it is important for you to determine how these skills could be utilized in an agency setting. Experiences that will enable you to meet this objective include:

• participating in on-going research or evaluation studies within the agency setting (if available);
• reading periodicals pertaining to research studies and interpreting the findings to your supervisors and peers;
• developing a systematic self assessment of your own effectiveness (e.g., development of a brief client satisfaction questionnaire).

H. Development of an awareness of ethical, legal, and multicultural issues in counseling:

Opportunities must be taken to acquaint you with accepted ethical and professional practices and with legal aspects of counseling functions. In addition, you should develop an appreciation of the unique contributions and concerns of diverse populations and demonstrate the ability to work with all clients to enhance and encourage their full participation in a pluralistic society. Experiences that will enable you to meet this objective include:

• attending and participating in meetings concerned with ethics, legal issues, social issues, and financial (funding) concerns;
• reading sections from current professional publications on developments, trends, and issues in the field of mental health counseling;
• discussing with staff members matters related to the client's rights to privacy and confidentiality as well as issues pertaining to clients' race, socioeconomic status, sexual orientation and/or religious affiliation and the role these factors play in the development and maintenance of mental health problems; and
• providing individual, family, and group counseling services to members of different racial/ethnic/socioeconomic/sexual orientation/religious groups, whenever possible.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points Assigned</th>
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<tbody>
<tr>
<td>Completion of Hours (300 over the semester)</td>
<td>50</td>
</tr>
<tr>
<td>Site Supervisor Evaluation</td>
<td>25</td>
</tr>
<tr>
<td>Assignments/Participation</td>
<td>15</td>
</tr>
<tr>
<td>Attendance</td>
<td>10</td>
</tr>
</tbody>
</table>
Internship Site Specifications:

The internship site should meet the following specifications:

- A diverse population should be available to ensure that you receive exposure to a wide variety of clients’ mental health concerns;
- The internship site must provide a well-developed program;
- The internship site utilizes the services of an appropriately certified/licensed staff;
- The internship site will make it possible for the site supervisor(s) to provide direct and personal supervision for you (minimum of 1 hour of face-to-face individual supervision per week);

Since the success of your internship is dependent on you, the agency, and the university supervisor's participation, substantial preplanning and ongoing evaluation of your experience is critical and is the responsibility of all three parties who must work cooperatively. Thus, the information that you provide on your internship application form, the agreements that you and your university supervisor make with the agency's supervisors during the time of your initial interview with them, and the guidelines set forth in this syllabus will all be used to establish your overall internship experience. The university supervisor may make a site visit during the semester and will keep in contact with you and your supervisor(s) on a scheduled basis throughout the course of your internship.

Course Requirements:

1. Internship hours

You are required to complete no fewer than 600 internship contact hours (a minimum of 240 direct service hours and 360 indirect service hours) over the course of two semesters. You will be required to complete a variety of assignments as follows:

- **Counseling Services**

While individual counseling is the primary activity of any clinical experience, other professional activities will be part of the learning experience. Some traditional activities have included the following:

  - Individual Counseling (required)
  - Case Conferences
  - Parent Conferences
  - In-Service and Training Programs
  - Classroom Guidance Activities
  - Orientation of New Clients, Intake Procedures
  - Participation in Departmental Staff Meetings
  - Information/Orientation Group Sessions
  - Workshop Presentations and Coordination
  - Testing
  - Writing Case Notes

- Make it a goal to have a caseload of five (5) clients and/or families for whom you providing on-going counseling services at any given point in time (the university faculty supervisor will consult with the site supervisor to determine whether adjustments need to be made with regard to the caseload number). If possible, at least one (1) of your on-going clients/families should be of a different racial/ethnic background than yourself. You will be asked to discuss in group and individual supervision what you learned from this cross-cultural experience.

- You may be asked to bring with you to individual supervision with your university faculty supervisor audio recorded or videotaped individual and/or family therapy sessions with the same client/family which demonstrates your level of skill in moving the individual/family through the three stages of counseling: relationship building, working stage and termination. Bring these tapes with you to supervision as requested.
You must obtain a signed written consent from the parent/adult prior to recording counseling sessions (see consent form) and give these completed forms to your university faculty supervisor.

- You may be asked to provide photocopies of three (3) samples of your case notes for client(s)/family(ies) you work with for inspection by the university faculty supervisor (if your agency permits). The notes should be placed in a sealed envelope and kept in a safe and secure location until you meet with your university faculty supervisor. The notes will be evaluated based on (a) clarity, (b) balancing thoroughness with conciseness, and (c) evidence of progress made toward goals established with client/family. (You may alternatively e-mail case notes to the university faculty supervisor’s secure e-mail account at: EMAIL)

- Upon request, bring with you to supervision an audio or video recording of a first session with a client/family to demonstrate your introductory explanation of the counseling. This does not have to be an entire session nor do you need to submit a transcript. The introductory statement should include (a) a description of counseling and its purpose, (b) your role and the client’s role in the counseling process, (c) benefits and risks of counseling, and (d) limits of confidentiality.

**Group Counseling**

Establish or co-facilitate a small group that meets for a minimum of six (6) sessions regarding a specific topic/issue (NOTE: Your agency may conduct groups which you can co-facilitate with a mental health professional). You may be asked to video or audiotape some or all of your group counseling sessions. You should not tape until you obtain consent from clients (or the clients’ parents/guardians in the event they are minors). You will be evaluated according to your level of skill in (1) starting, facilitating and ending group sessions, (2) drawing members out so they participate in the group process, (3) linking (i.e., connecting what one group member says to another in an effort to build group cohesion), (4) encouraging group members to provide feedback to one another, (5) interpreting/processing critical events/topics that are discussed in group (i.e., helping group members reflect on the meaning of their experiences and to better understand their own thoughts, feelings, and actions; helping them generalize what is learned to situations outside of group), and (6) helping group members work toward achieving goals and your level of success in helping them achieve the goals.

**Attendance**

**Group Supervision:** You are required to attend and actively participate in group supervision at the university. These sessions will be held regularly throughout the term and scheduled at the beginning of the semester.

**Individual Supervision:** You are required to meet with the university supervisor during regularly scheduled sessions to be negotiated at the beginning of the semester. You are also required to schedule and attend weekly meetings with the on-site supervisor approved by the university faculty supervisor. A minimum of one (1) hour of individual face-to-face contact per week with the site supervisor is required.

**Participation**

Students will be required to participate in activities throughout the course that will be submitted via the Dropbox on Desire2Learn. Weekly assignments include internet activities and discussion boards. Assignments that are emailed to me will not be accepted.

- **Assignments** should be submitted via Desire2Learn using the appropriate Dropbox on the designated due dates. Internet activities can be found under ‘Content’ then ‘Internet Activities’ and D2L. Please see the tentative schedule to determine when these activities are due. All activities MUST be completed. You will not be able to choose the activity you will complete if there are multiple activities presented.

- **Discussion Board** activities will be evaluated based on the following: Students are expected to make at least two postings per discussion board prior to the due date after reading or viewing the assigned materials
for the week. Students may use this forum to communicate with the instructor and/or other students. The instructor will monitor these postings, and participation points will be awarded based on quality of participation. Quality of Participation will be based on the following:

- originality of posting
- understanding of the material
- length and depth of postings

4. Bi-weekly progress journal entries

You are required to post via D2L a 1 to 2 page, APA style journal entry once every two weeks. These should be posted under D2L Dropbox, then your name. These reports should contain the following information:

- your performance at your site
- activities you participated in
- what you gained during the previous two weeks
- areas you will be addressing in the future
- any supervision needs or desired feedback (if you are asking for feedback, please provide specific questions or requests)

**Reflections on readings from Selecting effective treatments: A comprehensive systematic guide to treating mental disorders**

5. Oral presentations

You will be required to make one (1) formal oral case presentations. Each case presentation should be limited to a 10 minute introduction to the client situation. The presentation should be accompanied by a Session Review Form (available on D2L).

6. Self-evaluation

You will be required to conduct a self-evaluation in narrative form and a questionnaire pertaining to your perceptions and level of satisfaction with your internship site and supervisor at the end of the semester. This self-evaluation must be typed, double spaced, and at least 2 pages in length. The report should include any recommendations that would assist the university supervisor in enhancing the experience for future interns. This report is due on the last day of your internship.

7. End of the Term Evaluations

You are required to complete an evaluation of your internship supervisor and site at the end of the semester using the “Supervisor Evaluation of Intern” form. Your site supervisor will also be asked to complete an evaluation form on you at the end of the semester, although the instructor will be touching base with him or her throughout the course of the semester to obtain informal feedback on your progress and to address areas of concern/deficiency. The end of the semester evaluation will account for 25% of your grade and is based on a combination of factors such as counseling skill proficiency, dependability, professionalism, and willingness to put into practice suggestions that are made by your site supervisor in supervision to improve your skills as a clinical mental health counselor. The instructor reserves the option to make adjustments in the final site supervisor evaluation scores, if needed, and will consult with the site supervisor regarding your progress throughout the semester. **(25 points)**

**(NOTE: You are also required to complete exit surveys for program evaluation purposes. These can be found under “Content” on the course website.)**

The overall average rating you obtain from your supervisor at the end of the semester, taking into consideration all of the areas in which you were rated on the “Supervisor Evaluation of Intern” form, will determine the number of points you earn as follows:
Other requirements:

1. Liability insurance

You are required to obtain liability insurance from an organization which provides liability insurance to student counselors (names of insurance companies can be obtained from the university faculty supervisor). You will be required to submit a copy of the insurance policy to your university supervisor and Dr. Ellen Slicker, administrative coordinator of the Professional Counseling program. This must be submitted 2 weeks prior to the beginning of the semester.

2. Internship agreement

You will be required to submit an internship agreement signed by you and the on-site supervisor to your university supervisor for approval prior to the beginning of the internship. The agreement includes:

- activities the internship will include and the estimated percentage of time for each;
- tasks that will be accomplished as part of the internship experience; and
- the site supervisor's responsibilities including providing you with 1 hour of individual face-to-face supervision per week.

3. Performance agreement

You are responsible for fulfilling the negotiated agreement as spelled out by the university supervisor during the internship experience.

4. Completion of time logs

You are required to complete separate time logs of your internship and supervision hours and submit them to your university supervisor with your progress reports once every two weeks. Your university faculty supervisor will provide you with a form to be used for this purpose.

### Additional course considerations:

1. Instructional practices
You will be required to engage in the following activities in small group class sessions at the university throughout the course of the semester:

- Demonstration of counseling skills;
- Discussion of assigned readings and various professional issues;
- Role plays with the university faculty supervisor and your peers;
- Peer review of counseling cases; and
- Case presentations.

2. Mental health counseling component

You will demonstrate knowledge of the roles of professional counselors/mental health professionals at the internship site, in which you function as an emerging professional counselor in an ethical and helpful manner. You will conduct yourself appropriately at meetings and other necessary functions, showing careful professionalism and a thorough knowledge and understanding of counseling ethics. You will work closely with supervisors and use the supervision relationship to further your own growth as professional counselors.

3. Safety Precautions

Keep your site supervisor apprised of all aspects of your work. Obtain supervision from your site supervisor immediately if you become aware of any information that would cause you concern for anyone’s safety. If the supervisor is not available, seek assistance from another counselor/mental health professional in the agency immediately. Also inform the university faculty supervisor as soon as possible.

4. Professional Organization

The MTUS Counseling Program strongly recommends that you obtain membership in the American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), Tennessee Licensed Professional Counselors Association (TLPCA) and/or the Tennessee Counseling Association (TCA). Student memberships are available at a reduced rate, and allow you to become actively involved in local, state, and national activities, which serve to enhance your professional repertoire.

5. MTSU Professional Counseling Program Dispositions

Students in the Professional Counseling Program are required to demonstrate program Dispositions (being collaborative, ethical, professional, reflective, self-directed, and critical-thinking students) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions may be communicated to program faculty to be used as a component of the faculty’s continuous evaluation of student progress. (See Professional Counseling Program Handbook at http://www.mtsu.edu/~psych/counsel.htm for details).

6. Multicultural Education

Content and experiences in multicultural interactions will be acquired at the placement site. In addition, specific knowledge, skills, and cross-cultural awareness have been addressed in academic setting prior to placement.

If you have a disability that may require assistance or accommodations, or if you have any questions related to any accommodation for testing, note taking, reading, etc., please speak with the instructor as soon as possible. You may also contact the Office of Disabled Services (615.898.2783) with any questions about such services.

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<tr>
<th>Date</th>
<th>Activities</th>
<th>Due by midnight on Friday</th>
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<tbody>
<tr>
<td>Date</td>
<td>ACTIVITY #1 - Discussion board – Metaphor Activity</td>
<td></td>
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<tr>
<td>Class meets – Date</td>
<td>Date</td>
<td>ACTIVITY #2 - Discussion Board – Review of Licensure Laws</td>
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<tr>
<td>Date</td>
<td></td>
<td>ACTIVITY #3 – Review of the CPCE</td>
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<tr>
<td></td>
<td>Class meets – Date (case presentation #1)</td>
<td>Date</td>
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</tbody>
</table>
|                   |                   | Date | ACTIVITY #5 –
||| Complete NCE Assessment – Chapters 1-2
||| Discussion Board – Review of NCE Assessment
|                   | Class meets – Date (case presentation #2) | Date | Spring Break |
|                   |                   | Date | ACTIVITY #6 –
||| Complete NCE Assessment – Chapters 3-4
||| Discussion Board – Review of NCE Assessment |
|                   |                   | Date | ACTIVITY #7 –
||| Complete NCE Assessment – Chapters 5-6
||| Discussion Board – Review of NCE Assessment |
|                   |                   | ACTIVITY #9 – Review of NCMHCE |
|                   | Class meets – Date (case presentation #3) | Date | ACTIVITY #8 –
||| Complete NCE Assessment – Chapters 7-8
||| Discussion Board – Review of NCE Assessment |
|                   |                   | Date | ACTIVITY #10 – Discussion Board Review of TN
||| Jurisprudence Exam |
|                   | Class meets – Date (case presentation #4) | Date | ACTIVITY #11 - Assessing Suicide Risk |
|                   |                   | Date | Complete final evaluations and surveys |
|                   | Class meets – Date (case presentation #5) | Date | If you are graduating this semester, you must complete an Intent to Graduate form within 2 weeks for the beginning of the semester. See Graduate School website for the form. |