

Post-Master Counseling Certification Program

SYLLABUS

HUS 692: Counseling Internship: Supervised Counseling Applications in Human Service Settings

Department: Master of Human Services

Instructor: Dr. Effie Bastas

Semester: Spring, 2005

Phone: (215) 842-0678

Credit hours: 3

Office hours: W, Th 1-6 p.m.

Pre-requisites: Master's degree in Human Services or related field; eligibility for licensing as professional counselor.

Course description: This course is designed to provide oversight and academic supervision for internship placement in a mental health/counseling agency setting. The student is expected to provide a variety of counseling services in a community human services agency under the site supervision of a licensed counselor or other qualified professional. Course work will focus on case supervision and discussion of counseling theories and skills to complement the internship experience.

Course goals: The course will:

1. Provide an intensive clinical experience for post-Master's students in a mental Health/human service setting.
2. Allow students to provide a broad spectrum of counseling services in a supervised clinical setting.
3. Assist students to strengthen counseling skills and professional confidence.
4. Enhance students' ability to apply academic concepts and principles of counseling to a clinical practice environment.
5. Provide ongoing case supervision and didactic information on a group and individual basis.

Student objectives: Students will be able to:

1. Apply counseling skills to a broad variety of populations, settings, and problems.
2. Make effective use of clinical supervision in both a professional and academic setting.
3. Discuss the salient clinical aspects of an actual case in progress, including diagnostic features, assessment processes, treatment planning, and methods and skills most conducive to positive outcomes.
4. Identify and analyze ethical dilemmas in ongoing clinical practice, and develop action plans for their resolution.

5. Identify their current strengths and needed areas of development as counselors, and plan for ways to enhance strengths and ameliorate weaknesses.

Course requirements:

1. Students will be expected to comply with established principles and tenets of academic integrity as delineated by Lincoln University policy.
2. Attendance at all classes is required. Three absences will constitute a failure of the course, and all absences will affect the final course grade.
3. Each student is required to obtain a field placement in a counseling-related human services agency for the duration of the course. This placement must involve a minimum of 360 clock hours over the course of the semester. At least 240 of these hours must be spent in direct services. Each student must obtain on-site supervision by a qualified supervisor for at least one hour per week.
4. Each student must keep a log of all service hours, including the type of service, the duration of the activity, and any notes regarding the activity. Logs must be initialed each week by the on-site supervisor. Logs will be collected twice during the semester but will not count toward the student's final grade.
5. Each student will be required to present at least two cases to the class for feedback and academic supervision. One case will be presented in written form, with copies for each class member, and one presentation will be in the form of a videotape or audiotape of a counseling session to be played and discussed in the classroom.
6. Each student will be required to obtain an evaluation from the on-site supervisor at the end of the internship experience. Evaluation forms will be given to each student. The evaluation will be followed up by a consultation between the course instructor and on-site supervisor regarding the student's progress as a professional counselor.
7. Each student will submit a final paper, focusing on major experiences and learnings from the internship. This will discuss skills gained, analysis of issues and problems concerning the client population served, ethical dilemmas, multicultural analysis, and conclusions regarding the role and nature of supervision in clinical practice. Citations from references used are necessary. The final paper will also include a self-assessment, comprising counseling skills and strengths, areas of needed development and a specific plan for future professional development.

Schedule of assignments:

Weeks 3-5: First case presentations (in alphabetical order by name)

Weeks 6-8: Second case presentations (in same order as first)

Week 11: On-site supervisor evaluation due

Week 12: Final paper and self-assessment due.

Case supervision will take place each week for each student. Students are required to be prepared to discuss clinical cases in every class session, regardless of the formal presentation schedule.

Assessment of student performance: Final grades will be based on the following:

Class participation, including case presentations: 20%
Evaluation by on-site supervisor in consultation with instructor: 40%
Final paper and self-assessment: 40%

Course materials: No textbook is required for this course. However, students are expected to make use of counseling textbooks and other references in analyzing and enhancing their understanding and performance of the role of counselor. Handouts will be used as deemed appropriate by the instructor. The following are recommended references:

American Counseling Association (1995). American Counseling Association code of ethics and standards of practice. *Counseling Today*, 37, pp. 33-40.

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders, 4th edition, TR*. Washington, D.C.: APA.

Corey, G. (1991). *Case approach to counseling and psychotherapy*. Pacific Grove, CA: Brooks/Cole.

Corey, G. (1998). *Theory and practice of counseling and psychotherapy*. Pacific Grove, CA: Brooks/Cole.

Corey, G. and Corey, M.S. (1991). *Groups: Process and practice*. New York: Brooks/Cole.

Corey, G., Corey, M. S. & Callanan, P. (2003). *Issues and ethics in the helping profession (6th ed.)*. Pacific Grove, CA: Brooks/Cole.

Cormier, S. and Nurius, P.S. (2003). *Interviewing and change strategies for helpers*. Pacific Grove, CA: Brooks/Cole.

Groth-Marnat, G. (1999). *Handbook of psychological assessment*. N.Y.: Wiley.

Ivey, A.E. and Ivey, M.B. (1999). *Intentional interviewing and counseling*. Pacific Grove, CA: Brooks/Cole.

Maxmen, J.S. and Ward, M.G. (1995). *The essentials of psychopathology and its treatment (2nd edition)*. New York: W.W. Norton.

Ponterotto, J.G., Casas, J.M., Suzuki, L.A., and Alexander, C.M. (2001). *Handbook of multicultural counseling*. Thousand Oaks, CA: Sage.

Spitzer, R.L., Gibbon, M., and Skodol, A. (1994). *DSM-IV casebook*. Washington, D.C.: American Psychiatric Association.

Wernet, S.P. (1999). *Managed care in the human services*. Chicago: Lyceum Books.

Students will also be expected to use current journal articles in the counseling field as references.

HUS 692: Counseling Internship Tentative Weekly Schedule

Week 1: Introduction and overview of course requirements Discussion of placements and counseling activities Discussion of case presentations

Week 2: Meaning, use and methods of counseling supervision The role of supervision in professional development Instructor case presentation

Week 3: Student case presentations #1

Week 4: Student case presentations #1

Week 5: Student case presentations #1 Activity logs collected

Week 6: Student case presentations #2

Week 7: Student case presentations #2

Week 8: Student case presentations #2

Week 9: Integration of counseling theory and practice Case discussions and self-assessment exercise Activity logs collected

Week 10: Counseling practice Case feedback exercise

Week 11: Assessment of placement experience Planning of future supervision goals and activities Site supervisor evaluation due

Week 12: Course wrap-up Final paper and self-assessment due