EPSY 591-3: Internship in Counseling
Department of Educational Psychology and Special Education
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

*Real education is not learning something but becoming something.*
    ---- Edward Fisher

**SUPERVISOR:**

**OFFICE HOURS BY APPOINTMENT**

**Course Description:**

The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area (School, Marriage, Couple & Family and Mental Health/Clinical Mental Health counseling), at a site that offers opportunities for individual counseling and group work. The internship provides an opportunity for the student to perform a variety of activities that a regular employed staff member would be expected to perform. Graded S/U only. Prerequisite: 548a or b and 548c.

**Method of Instruction:**

Weekly instruction and group supervision is provided by faculty and/or doctoral-level instructors/supervisors. Students regularly present active client cases in group supervision, and provide feedback and support to peers.

**Professional Practice Standards:**

In accordance with CACREP 2009 Professional Practice standards for Internship, students are required to complete a 600 clock-hour, supervised internship in the student’s designated program that begins after successful completion of all practica. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student’s internship includes all of the following objectives/requirements:

1. At least 240 clock hours of direct service, including leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
6. Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

**Specific Learning Objectives:**

Students are expected to demonstrate skills and practices consistent with their chosen CACREP Program Area (School; Clinical Mental Health; Marital, Couple & Family) and field placement. See *Addendum B* for the specific learning objectives for each specialty area.
References and Readings:


Skovholt, T. & Ronnestad, M. H., Chapter 4. The long, textured path from novice to senior practitioner.


Handout: *Finding a Counseling Theory that Fits You*.

Other readings as assigned and relevant to casework

Multicultural fiction (see Appendix A)

Professional Links

*American Counseling Association* (ACA)  [http://www.counseling.org](http://www.counseling.org)


*Council for Accreditation of Counseling & Related Educational Programs* (CARCEP)

[http://www.cacrep.org](http://www.cacrep.org)

*Illinois Department of Financial & Professional Regulation. Professional Counselor*

[http://www.idfpr.com/PROFS/Info/ProfCounselor.asp](http://www.idfpr.com/PROFS/Info/ProfCounselor.asp)

*Illinois Department of Financial & Professional Regulation. Marriage & Family Therapist*

[http://www.idfpr.com/profs/info/MarrFamTherapy.asp](http://www.idfpr.com/profs/info/MarrFamTherapy.asp)

Required Documentation:

At the start of the semester, students must submit

1. Proof of professional insurance
2. Proof of membership in professional organization
3. Documentation of cleared background
4. Internship Agreement forms signed by site supervisor
5. Professional disclosure statement.

Student Performance Evaluation Criteria:

1. Professional Disclosure Statement: Each student is required to develop and distribute (with permission from site supervisor) a brief professional disclosure statement during the first two weeks of the semester.
If you have previously completed a PDS in another course, please bring it to class for critique and suggestions for improvement. Guidelines for PDS will be provided.

2. **Case presentations**: Each student will be required to present a minimum of two cases as class presentations. All cases will be presented in video or audio format. To prepare for group supervision, choose a minimum ten-minute segment of a recent client session.* More than ten minutes may be viewed in supervision, however. Complete a Case Presentation form. Case presentation forms will be typed. Include at least 3 questions about the client/case to present to the supervision group. Email the Case Presentation forms to classmates and instructor at least 24 hours before class so that we may review in time for class and print out a copy.
   a. Video/audio segment
   b. Case Presentation form (copies for all)

As always, you must secure client’s (or parents’) permission to record sessions ahead of time. Consent to Record forms will be provided.

3. **Participation**: Students are expected to participate actively in class. Participation also includes in-class case discussion, offering feedback in the supervision group, and involvement in counselor development activities. Due to the developmental nature of this experience, attendance is mandatory. Tardiness, absence, failure to complete weekly journals and failure to present videos as scheduled can result in a grade of Unsatisfactory. (S/U)

4. **Internship Logs**: Students will maintain a weekly log of their internship hours, to be reviewed periodically by their site supervisors. Completed logs, including signatures of site supervisors, must be turned in at the final class or as determined by the faculty supervisor. Please remember to keep the original logs for your own records.

5. **Self-Evaluation**: Each student will at the midpoint of the internship and at the conclusion of the internship complete their own skill development using the Internship Student Self-Evaluation form. Students will also provide a narrative account of the specific learning objectives for their specialty area as articulated in Appendix B. The narrative should detail what objectives were achieved as well as which objectives were not attempted or for which there was no opportunity to demonstrate the skill/practice. At the midpoint-narrative, students are to include a plan for completing the unmet objectives that can be planned (e.g., CMH #20, MCF #11, SCHOOL #18).

6. **Formal Evaluations**: Interns will be evaluated on their demonstrated counseling skills at mid-term and at the end of the semester. The faculty instructor and the on-site supervisor will complete evaluations; the intern will complete a self-evaluation to be discussed with the site supervisor. Signed copies of the evaluations by site supervisor and intern are due to the faculty supervisor at mid-term and at the end of the semester.

7. **Multicultural Readings**: Interns are required to read biographies/fiction based in cultures related to their client work (See Appendix A). Cultural perspectives from these readings should be incorporated into case presentations.

8. The grade of U or S will be given by the faculty supervisor in consultation with the site supervisor. Do not assume that just attending class and being present at your internship site means you pass. Actively pursue feedback from your site supervisor and the course instructor regarding your status and progress throughout the semester.
APPENDIX A
Multicultural Fiction

African-Americans
Angelou, M. *I Know Why Caged Birds Sing.*
Haley, Alex. *The Autobiography of Malcolm X.*
Mosley, W. *RL's Dream.*
Ralph Ellison. *The Invisible Man.*

American Indian
Dorris, Michael. *Yellow Raft in Blue Water.*
Edrich, L. *Tracks.*

Asian-Americans
Tan, Amy. *The Joy Luck Club.*
Sone, Monica. *Nisei Daughter.*

Jewish-American

Latino(a) Americans
Esquivel, Laura *Like Water for Chocolate*
Marquez, G. G. *One Hundred Years of Solitude.*

Lesbian/Gay Americans
Hardy, J. E. *B-Boy Blues.*

People with Disabilities
Neugeboren, Jay. *Imagining Robert*
Nolan, Christopher. *Under the Eye of the Clock.*
Kisor, Henry. *What's the Pig Outdoors?*
APPENDIX B
CACREP ACCREDITATION STANDARDS

Clinical Mental Health Counseling students should be able to:

1. Demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

2. Apply knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

3. Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.

4. Apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.

5. Promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

6. Apply effective strategies to promote client understanding of and access to a variety of community resources.

7. Demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

8. Demonstrate the ability to use procedures for assessing and managing suicide risk.

9. Apply current record-keeping standards related to clinical mental health counseling.

10. Provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

11. Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

12. Maintain information regarding community resources to make appropriate referrals.

13. Advocate for policies, programs, and services that are equitable and responsive to the unique needs of clients.

14. Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

15. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

16. Demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

17. Screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.

18. Apply the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

19. Apply relevant research findings to inform the practice of clinical mental health counseling.

20. Develop measurable outcomes for clinical mental health interventions, and treatments.
21. Demonstrate appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
22. Conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
23. Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

**Marriage, Couple, and Family Counseling** students should be able to:

1. Demonstrate the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.
2. Demonstrate the ability to select models or techniques appropriate to couples’ or families’ presenting problems.
3. Use preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.
4. Use systems theory to conceptualize issues in marriage, couple, and family counseling.
5. Use systems theories to implement treatment, planning, and intervention strategies.
6. Demonstrate the ability to use procedures for assessing and managing suicide risk.
7. Adhere to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.
8. Demonstrate the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.
9. Demonstrate the ability to provide effective services to clients in a multicultural society.
10. Maintain information regarding community resources to make appropriate referrals.
11. Advocate for policies, programs, and services that are equitable and responsive to the unique needs of couples and families.
12. Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.
13. Apply skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system’s perspective.
14. Use systems assessment models and procedures to evaluate family functioning.
15. Determine which members of a family system should be involved in treatment.
16. Apply relevant research findings to inform the practice of marriage, couple, and family counseling.
17. Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.
18. Analyze and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.
School Counseling students should be able to:

1. Demonstrate the ability to apply and adhere to ethical and legal standards in school counseling.
2. Demonstrate the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
3. Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
4. Provide individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
5. Design and implement prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
6. Demonstrate the ability to use procedures for assessing and managing suicide risk.
7. Demonstrate the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.
8. Demonstrate multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
9. Advocate for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
10. Advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
11. Engage parents, guardians, and families to promote the academic, career, and personal/social development of students.
12. Assess and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
13. Select appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.
14. Analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
15. Make appropriate referrals to school and/or community resources.
16. Assess barriers that impede students’ academic, career, and personal/social development.
17. Apply relevant research findings to inform the practice of school counseling.
18. Develop measurable outcomes for school counseling programs, activities, interventions, and experiences.
19. Analyze and uses data to enhance school counseling programs.
20. Conduct programs designed to enhance student academic development.
21. Implement strategies and activities to prepare students for a full range of postsecondary options and opportunities.
22. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.
23. Work with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
24. Locate resources in the community that can be used in the school to improve student achievement and success.

25. Consult with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

26. Use peer-helping strategies in the school counseling program.

27. Use referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

28. Participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

29. Plan and present school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).
APPENDIX C
Southern Illinois University Carbondale Policies

As adult students it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and granting degrees. These policies are stored and readily available through various SIU Carbondale web pages. The following are some of the most salient, but not inclusive, sites for which you should be acquainted.

2012-2013 Graduate Catalog

Incompletes (INC)
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a complete grade within a time period designated by the instructor. INC is not included in grade-point computation. To complete the work from the original registration, a student should not register for the course again, but should complete the work for the original registration if the original registration is within the normal time limits established for the degree. (p. 19)

Student Conduct Code
http://www.siu.edu/gradschl/catalog/StudentConductCode.pdf

Plagiarism
http://www.lib.siu.edu/departments/instruction/plagiarism
https://helpdesk.siu.edu/index.php?option=com_content&task=view&id=135&Itemid=252
http://owl.english.purdue.edu/handouts/research/r_plagiar.html

Emergency Procedures
Emergency Procedures: Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
Support Services

Any participant who has a disability that needs accommodation must inform the instructor at the onset of the course and registered with SIU’s Disability Support Services (DSS) in Woody Hall B-150, (453-5738), http://disabilityservices.siu.edu.

Students can receive assistance with writing assignments and study skills from the Writing Center (http://write.siu.edu) and Learning Support Services (http://tutoring.siu.edu).

Saluki Cares coordinates a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. To contact Saluki Cares: (618) 453-5714, siucares@siu.edu, http://salukicares.siu.edu/index.html

SIU Student Email Policy

http://policies.siu.edu/policies/email.htm

Email is a mechanism for official communication within Southern Illinois University Carbondale. The University has the right to expect that such communications will be received and read in a timely fashion. Official email communications are intended only to meet the academic and administrative needs of the campus community.