



HARDING SCHOOL OF THEOLOGY

5790 / 5791 / 5793 Internship Summer 2017

CATALOG DESCRIPTION: Students select from a variety of placement opportunities such as mental health centers, hospitals, community agencies, church counseling centers and family service agencies for supervised work experience in counseling. Individual supervision is provided by the sponsoring agency, and group supervision is given on campus by HST faculty. (Students must complete at least 150 direct counseling hours. LPC-seeking students must elect an agency placement with appropriate on-site supervision with a minimum of 300 clock hours of agency service per semester.) Prerequisites: 5730, 5751, 5755, 5780 and permission of instructor.

State licensure boards differ on their required number of hours in internship. Some states require 9 semester hours of internship. If there is a particular state in which you are interested in licensure, research the state requirements and HST faculty will assist you in your planning.

Professor:
Dr. Kevin Shelby
1000 Cherry Road
Memphis, TN 38117

Semester: Summer 2017
Format: Internship/Supervision
HST Counseling Center Group Room
Supervision Group Meets: Mondays 11:00 am-
1:00 pm

Accessibility

HST professors are accessible to local and distance students. Please use the following to arrange appointments with me (in person, by phone, or video conference):

Office Location: Ijams Administration Building, Room 204
Office Hours: Mondays-Fridays by appointment
Office Phone: (901) 432-7715
Email: kshelby@harding.edu

HST POLICIES:

STUDENTS WITH DISABILITIES: It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 901-761-1353.

LIBRARY RESOURCES: If you have not taken 5732 Foundations in Counseling, or have taken it more than a year ago, go to the HST Web site (www.hst.edu) for information concerning library services to students. Under the “library” tab you will find a link to and instructions for searching the HST online catalog. There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and [Religious and Theological Abstracts](#). Contact the

library for passwords to these databases. Also available are the research guides distributed in 5732. These annotated bibliographies list basic tools you will find helpful in your research.

Credit Hour Workload

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Textbooks

Textbooks can now be ordered through a link on the HST website. The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab (<http://hst.edu/students/textbook-services/>) for correct ISBN's and editions to insure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books. By going through our website, HST will receive some credit from the order. Thanks for your support.

COUNSELING DEPARTMENT - INCLEMENT WEATHER POLICY:

Should weather make it inadvisable to travel to campus, you will be issued an invitation from your professor to a video platform meeting to "attend" class remotely. Should you be without power or internet connection, the class will be recorded so you can be responsible for that week's class information. Please have ear buds with microphone capability or a headset on hand to facilitate this video platform. We will discuss this at the first class meeting.

ACADEMIC INTEGRITY: Harding University's Three Principles of Integrity:

- 1. Honesty:** Using only authorized collaboration, information, and study aids for assignments and testing. Being completely truthful in all academic endeavors.
- 2. Authenticity:** Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.
- 3. Accountability:** Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

Academic dishonesty in all forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

I. COURSE OBJECTIVES

1. The student will complete at least 150 direct client-counseling hours. Other internship hours will be logged for report writing, case management, staffing, workshops, and administrative duties. For those pursuing LPC status the total of all of these interning hours at the agency should total at least 300 hours.
2. The student will integrate both counseling theory from the classroom with counseling skills to be used in the agency.

3. The student will communicate clearly and concisely in clinical terminology in written and oral skills.
4. The student will be able to prepare a complete, written intake assessment, including a mental status exam, a psychosocial history, a diagnostic impression, and recommended treatment modalities.
5. The student will prepare treatment plans on each client case for which they are responsible.
6. The student will learn from a mentoring relationship with both the onsite supervisor and group supervisor at HST and will attend all supervision meetings.
7. The student will obtain experience in applying ethical and legal guidelines in the practice of psychotherapy.
8. The student will demonstrate multicultural sensitivity and competency in clinical work utilizing ORS and SRS evidence based outcomes.
9. The student will demonstrate and develop expertise in the diagnosis, case management and treatment of nervous and mental disorders as per DSM V
10. The student will learn the functions and goals of the agency and departments in which the student serves. The student will participate in agency required staffing and educational opportunities.

II. USE OF TECHNOLOGY

This course is supported via **Canvas** (available at <http://elearning.harding.edu/>) to facilitate the course. Assignments in this course offer opportunities for students to demonstrate proficiency in the use of technology in the following ways:

- Use of library and electronic databases to do research
- Use of online technology for submissions
- Exploration of the Internet to identify resources (e.g. dialogue groups, professional organizations, professional writings).
- Use of technology platforms for live-chats such as Zoom, Canvas, and SKYPE and GoToMeeting (live text, audio, and visual chat)

Canvas can be accessed at <http://elearning.harding.edu/>. If you have problems gaining access to the Canvas system, contact technical support for students by calling (501) 279-4545. You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

When you need to contact your professor via email about a class related issue, always use the email system contained in the Canvas learning management system. This provides a secure convenient means of tracking communication between you and your professor. Of course, there are many email providers, and many students and professors hold more than one email address. To promote timely and secure communication about class related issues, students and professors will only use Canvas email to communicate.

III. METHOD OF EVALUATING STUDENT PERFORMANCE

- A. Grading** is S – satisfactory or U – unsatisfactory (Anything below 80% of the final grade will be given a failing grade)

B. TEXTBOOKS

Required: Baird, B.N. (2011). *The internship, practicum, and field placement handbook: a guide for the helping professions*. Pearson

C. COURSE REQUIREMENTS AND FIELD EXPERIENCES

Assignments:

- **Clinical Experience:** the Internship in Counseling (MFT 5790, 5791, 5793) is the two- to three-semester sequence (dependent upon the regulations of the state the student intends to license in) of structured and supervised clinical experience. Internship provides an opportunity for students to perform, on a limited basis and under supervision, some of the major professional activities of a professional counselor pertinent to the students' program emphases. It includes:
 - Internship students must have direct counseling/guidance or related experience with clientele on a weekly basis, for a total of **150 direct** hours and **150 indirect** hours during the internship. The total should be at least **300 hours** per semester;
 - Minimum of (1) hour per week of individual supervision on site; and
 - Weekly supervision on campus.
- **Field Site Responsibilities:** students will participate in field site activities according to the mode of operation of the setting. During the internship, students are expected to perform, on a limited basis and under supervision, and the principal professional activities of the setting. The University delegates supervisory and administrative responsibility for field site activities to field site supervisors. University faculty instructors will communicate and collaborate with field site supervisors as necessary and desirable. If special problems or concerns (clinical, supervisory, interpersonal, etc.) develop, the supervisors are asked to contact the University supervisor in a timely fashion, depending on the nature of the problem. It is the responsibility of the University faculty instructor to work with field site supervisors and students to resolve special problems or concerns. Twice in the semester (midterm and final), site supervisors and faculty supervisors will complete evaluation forms, on which they assess students' activities.
- **Assignments:**
 - 2 evaluations from site supervisors
 - One (1) at mid-term and one (1) at the end of the semester
 - Forms will be provided on Canvas for the student to give to their supervisor
 - One (1) student evaluation of the site/site supervisor
 - Due at the end of the semester
 - Form for this will be provided on Canvas
 - Unstructured journal entries
 - Students will weekly report on canvas their strengths/needs, successes/barriers of the week. They will also report any cases they feel need to be staffed with the faculty supervisor. There will be a specific place on Canvas for students to turn in these weekly journal reports. They are to be no less than 1 page in length.

○ Scope of practice/Statement of intent

- The student will use develop a statement of practice. If needed, additional information will be provided to the student regarding rules and regulations for this document. This will be included in the final Capstone Project presented in the last week of internship to the supervisor.
- The scope of practice/statement of intent will include:
 - Nature of my counseling practice/psychotherapy practice (and/or) marriage and family therapy practice
 - Disorders, issues, presenting problems I accept
 - Theoretical approaches I see
 - Methods and techniques I see
 - Population(s) I serve
 - Assessment instruments I administer and purpose for use

○ Verbatims

- The student will complete a minimum of two (2) verbatims. One due at midterm and one due on the final week of supervision.
 - The first verbatim, due at midterm, will be a video of a role play counseling session with another student in internship. During the second half of the semester the instructor will review these videos during supervision and provide feedback along with instruction. Additionally, other students in the supervision group will be allowed to provide the student with feedback.
 - The second verbatim will be turned in during finals week and the student will make an appointment with the instructor to review the verbatim along with the video during an individual final supervision session.
- The section instructor may ask for more verbatims if he/she feels they are needed
- The student will turn in a recording and verbatim paperwork packet which includes:
 - Verbatim transcript (6 minutes)
 - Self-evaluation/case conceptualization:
 - Client's presenting problem(s)
 - Theoretical conceptualization of problem(s)
 - Counseling goals/objectives for the session (must explain rationale)
 - Identify verbal or behavioral interventions that facilitated each session
 - Identify any verbal or behavioral interventions that detracted from the session

- If you could do the session over again, what would you do differently?
- Document suite- two of each of the following will be due throughout the course of the semester. Each student will prepare a total of two of each of these assignments and turn them in on Canvas. Additionally, a third packet of each of these forms will be prepared in conjunction with the student's final verbatim. The intake, treatment plan, and case note will all be developed in relation to the client seen for the video and verbatim.
 - Intake
 - Present an intake document that:
 - Gains appropriate client history
 - Conducts a mental status exam
 - Gains appropriate symptomology
 - Allows for diagnosing
 - Treatment plan
 - Identify the goal or goals that are being worked on
 - Identify at least two (2) objectives per goal
 - Each goal and object must be measurable
 - Case notes
 - Notes should include the following:
 - B: the behavior of the client during the session
 - I: the specific intervention that is being used during the session
 - R: the client's response to the intervention
 - P: identify the goal that is being worked on and the client's progress toward that goal
- Log
 - Students must maintain dated documentation of all internship experiences and times. This documentation of hours must be turned in on Canvas weekly.
 - Students will use the template that is provided by the section instructor
- Capstone project
 - This will be done in the form of a packet presented to the supervisor and turned in through Canvas. The final document written in a paper format will contain the following elements:
 - Identify the pros and cons of their placement, likes and dislikes, where they were placed, site supervisor, background of the agency or school
 - How and why they grew through internship
 - Strengths and needs areas
 - What type of professional they see themselves as, how that will translate into employment

- Scope of practice/statement of intent
 - Document suite: intake, treatment plan, case note (1), case conceptualization
 - Final verbatim- this needs to be a client the supervisee met with at the internship site. The recording can be either video or audio recorded.
- **On-Campus supervisor:** students are required to have group, individual, and/or triadic supervision on a weekly basis
 - Group supervision and student case presentation (on-campus): all students will meet on-campus class with the course professor for group supervision. Counselors-in-training will present and discuss their initial experiences at the field site. Class time will be for review and discussion of cases, issues, and problems encountered in the internship, and instructions in professional development skills
 - Individualized/Triadic supervision: students will meet with the course instructor for supervision of their counseling-related experiences
 - You are expected to bring a product (recordings, case conceptualization, research, etc.) to each supervision session
- **Field-site (off-campus) supervision:** students also meet once a week with their field supervisor. These meetings are arranged with the field supervisor according to the requirements of the field setting. Review of recordings during field supervision is recommended
- **Ethical and professional conduct:** counselors-in-training are expected to behave in accordance with the ACA Ethical Standards and other standards of accepted professional conduct, including attire appropriate to professional counseling. Special attention is called to standards of confidentiality.
- **Insurance:** Each student is to obtain malpractice insurance before the first day of internship experience. No Exceptions! This can be done through student membership in AAMFT or ACA or last minute at CPH and Associates Insurance: www.cphins.com
Phone: (800) 875-1911
- **Readings:** students are expected to read and consult previous course material and other written resources as part of their training and education in internships, in addition to currently assigned material
- **Evaluation session:** students are required to schedule an end-of-course evaluation session with the course instructor

IV. SUPERVISION SCHEDULE

Each student will participate in weekly onsite supervision. The student will also participate in weekly offsite group supervision at Harding School of Theology.

V. Required Resources and Readings

1. Each student is to obtain malpractice insurance before the first day of internship experience. No Exceptions! This can be done through student membership in AAMFT or ACA or last minute at CPH and Associates Insurance: www.cphins.com Phone: (800) 875-1911

VII. NATURE OF COUNSELOR EDUCATION AND TRAINING

Becoming a professional counselor and/or marriage and family therapist requires a lot of hard work and self-examination. Although you will enjoy personal and professional growth opportunities through readings, assignments, projects, experiential activities, and internship experiences, you may also expect that some of your training may possibly invoke strong negative emotional reactions. You may experience a heightened awareness of past and/or present emotionally charged issues. You are encouraged to make faculty and staff members aware of strong personal reactions related to course materials, assignments, and experiences. Also, as part of your ongoing development in the counseling profession, you may be asked to seek professional counseling for any issues affecting your personal and/or professional development. Should you experience extreme reactions to your training experiences, you should consult with your departmental advisor to discuss appropriate courses of action. These may include entering personal therapy, deferring taking the course, or withdrawal from the program.

VIII. CONFIDENTIALITY

Counselors recognize that trust is a cornerstone of the counseling relationship. The ACA Code of Ethics (section B) and the AAMFT Code of Ethics (Principle 2) specify that counselors must respect their client's right to privacy and avoid illegal or unwarranted disclosures of confidential information. This includes anything that might readily identify a client to others who are not authorized to have this information. Counselors must make every effort to ensure that supervisees, students, clerical assistants, and volunteers maintain a client's privacy and confidentiality. Therefore, privacy and confidentiality are requirements regarding the sharing of either a student's or a client's personal information and the sharing of any identifying information should be avoided during class discussions, presentations, and in journals or other course assignments. Any breach of confidentiality will result in disciplinary action.