

CLC 7796, CLC 7797, CLC 7798 INTERNSHIP IN COUNSELING
ASHLAND THEOLOGICAL SEMINARY
Summer Semester, 2017
Day and Time: TBA

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COURSE DESCRIPTION:

An internship is a post-practicum, on-the-job experience in professional counseling that enables the student to refine and enhance basic counseling skills and to integrate professional knowledge and skills. The internship involves work with bona fide clients and is under the tutelage of an on-site supervisor who is an independently-licensed mental health professional, acceptable to the Ohio Counselor and Social Worker Board. In CLC7796 the student will engage in her initial Internship experience and in CLC7797 and CLC7798 she will continue the experience of an “on-the-job” internship in professional counseling under the oversight of an on-site supervisor.

STUDENT LEARNING OUTCOMES: As a result of this course, students will be able to:

1. continue development of their identity as counselors as evidenced by the refinement of “core counseling characteristics” (B.1, D.9);
2. demonstrate sensitivity to the needs of clients from various socioeconomic, gender, racial, ethnic, sexual orientation, religious, and physical ability backgrounds. Students will also demonstrate sound knowledge, understanding, and application of legal and ethical issues in counseling (B.1, D.2, D.5, L.2);
3. demonstrate proficiency in using helping skills with actual clients (B.2, D.1, D.2, D.4, D.5, D.6, D.8, F.1, L.1, L.2);
4. evidence increased skills in: establishing therapeutic relationships, assessment (including diagnosis), treatment planning (including case conceptualization), treatment implementation, evaluating the counseling process and outcomes, and conducting case presentations (A.8, B.1, B.2, D.1, D.2, D.4, D.5, D.6, D.7, D.8, F.1, L.1, L.2); and
5. show improved skills in using individual and group supervision effectively, establishing and maintaining collegial relationships, giving and receiving feedback with peers and supervisors, and improving critical self-reflection and evaluation (A.8, B.1, D.7, D.9, L.2).

KNOWLEDGE BASE:

CACREP—The material in this course is designed to meet the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) curriculum standards for masters training. The specific standard (Section 3: Professional Practice, J-M) states that “*After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.*”

Ohio Educational Requirement for Admission to the Examination for Professional Counselor

Licensure—This course meets the Ohio Administrative Code (OAC) requirement for Internship—4757-13-01(A)(4)(d)(i-iii).

CACREP CMHC STANDARDS MET IN THIS COURSE INCLUDE:

- A.8 – Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.
- B.1 – Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
- B.2 – Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in mental health counseling.
- D.1 – Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
- D.2 – Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
- D.4 – Applies effective strategies to promote client understanding of and access to a variety of community resources.
- D.5 – Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
- D.6 – Demonstrates the ability to use procedures for assessing and managing suicide risk.
- D.7 – Applies current record-keeping standards related to clinical mental health counseling.
- D.8 – Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
- D.9 – Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.
- F.1 – Maintains information regarding community resources to make appropriate referrals.
- L.1 – Demonstrates 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.
- L.2 – Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

TEACHING STRATEGIES:

This course will utilize a variety of learning approaches including, but not limited to lectures, small group discussions, reflections, and assignments designed to help foster students' critical thinking skills. Students will meet in their small groups led by a qualified professional. Within the small group, students will focus upon counseling skills development with special attention given to case conceptualization, as well as upon professional growth. This will be accomplished primarily through assigned case presentations, interactions within the group, and discussion of the internship experience.

REQUIRED READINGS

1. American Counseling Association. (2014). *ACA code of ethics*.
2. *Clinical Mental Health Counseling (CMHC) Internship Handbook*. Available for download from the ATS webpage (as well as all forms necessary for the Internship experience).
3. *(Overview for the) Counselor Trainee*. And “*CT Frequently Asked Questions*” (see below).
4. Section 4757-17-01 of the Ohio Administrative Code (available online at the CSWMFT Board website (Please read and understand this part of the law.) at, <http://cswmft.ohio.gov/Portals/0/pdf/CSWMFT%20Board%20Laws%20and%20Rules%204757.pdf>
5. Association for Counselor Education and Supervision (ACES). (2011). *Best Practices in Clinical Supervision*, <http://www.acesonline.net/resources/best-practices-clinical-supervision>
6. Smith, L. and Okech, J. Atieno. (2016). *Ethical Issues Raised by CACREP Accreditation of Programs Within Institutions That Disaffirm or Disallow Diverse Sexual Orientations*. *Journal of Counseling & Development*, 94(3), 252-264.
7. Sells, J. and Hagedorn, W. (2016). *CACREP Accreditation, Ethics, and the Affirmation of Both Religious and Sexual Identities: A Response to Smith and Okech*. *Journal of Counseling & Development*. 94(3), 265-279.
8. Smith, L. and Okech, J. Atieno. (2016). *Negotiating CACREP Accreditation Practices, Religious Diversity, and Sexual Orientation Diversity: A Rejoinder to Sells and Hagedorn*. *Journal of Counseling & Development*, 94(3), 280-284.
9. Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC, 2009). *Competencies for addressing spiritual and religious issues in counseling*, <http://www.aservic.org/resources/spiritualcompetencies/>

COURSE SCHEDULE (Subject to change):

Week	Topic	Reading and Other Assignments
1	Introduction, overview of assigned readings	Syllabus, "CMHC Practicum Handbook," "ACA Code of Ethics," "(Overview for the) Counselor Trainee" and "CT Frequently Asked Questions" (below); Complete and submit a completed copy of "Possible Key Topics ("Refreshers") for Internship" (included below); Submit Proof of insurance
2	The person of the counselor (self-care; addressing anxiety; spiritual formation)	Set weekly agenda using compiled information from "Possible Key Topics ("Refreshers") for Internship"
3	Integration challenges and opportunities in clinical counseling	Case studies begin, ASERVIC Competencies
4		Case studies
5	Navigating potential values clashes in clinical counseling	Required readings #6, 7, 8
6	Optional "Key Topic" #1	Case studies
7	Mid-term course evaluation – "What should we keep, start, stop doing?" to improve the Practicum experience?	Case studies
8	Supervision best practices	ACES "Best Practices in Clinical Supervision"
9	Optional "Key Topic" #2	Case studies
10	Documentation	Case studies
11	Optional "Key Topic" #3	Case studies
12	Optional "Key Topic" #4	Case studies
13	Optional "Key Topic" #5	Case studies
14		All Paperwork Due
15		Wrap Up; Instructor's CCEC

GRADING ELEMENTS:

1. **Professionalism**—This class provides the student with further opportunities for professional growth. Professionalism and in class and at the Practicum site is expected and these involve much more than the student simply showing up. Therefore, expectations for this class include being;

- prompt (arriving to class on time and meeting class requirements when due),
- prepared (e.g., actively reading and processing assigned materials for each class session),
- present (e.g., as evidenced by your in-class verbal and non-verbal behavior),
- participating positively (during class and at the student’s site), and
- professional (in your manner and conduct; in your submitted work, etc.).

According to the *Student Handbook*, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor. It is the student’s responsibility to acquire missed lecture materials and/or handouts from other students. Students are encouraged to monitor their professionalism and positive participation and to seek feedback from others (e.g., the professor, site supervisor, other students) as deemed prudent.

Regarding participation in small groups, learning increases as student listening and verbal involvement increases. Students are encouraged to take risks and reveal their thoughts about and responses to both the case presentations as well as the counseling work they are conducting with clients. Confidentiality must **always** be maintained with client information. Therefore, no identifying information is to be shared with the class when discussing your work with clients. Students are encouraged to intentionally look for similarities between their relationships with peers in group and relationships with clients, as discussion of similarities and differences can be very profitable. It is expected that students will openly and honestly consider both client dynamics (i.e., an outward focus) and personal dynamics (i.e., an inward focus) in their work. Student presenters should consider ahead of time what they want as a focus for feedback and ask colleagues directly.

The student will need to assume primary responsibility for success in the Practicum. To do so, 1.) carefully and closely read, review, and heed the course syllabus and the *Clinical Mental Health Counseling (CMHC) Practicum Handbook* and 2.) never be shy about asking questions or approaching the Professor for help. Doing so will not communicate that the student is somehow “lacking” or is a “poor student.” Instead, asking questions and seeking help will communicate that the student is serious about succeeding and is willing to do what it takes. This is a message students definitely want to communicate.

Participation in field activities and student liability insurance—Students are required to have secured a suitable site and supervisor (LPCC-S/PCC-S) for their practicum before the beginning of the current semester, to regularly accrue practicum hours during the semester, to cooperate with assigned site tasks and procedures, and to be receptive to direction by field supervisors.

Prior to counseling **any** clients, **students must have purchased student liability insurance, which must be maintained current throughout Practicum and Internship.** Proof of insurance (i.e., photocopy of policy) must be submitted in the small group the first day of Practicum class. Students generally purchase such insurance through student membership in a professional organization (e.g., ACA) or through a private insurer. Students are referred to the CMHC Practicum Handbook for specifics on beginning the Practicum. See your small group Instructor or Dr. Reuschling for further clarification.

2. Case Study Presentation (CACREP CMHC A.8, B.1, B.2, D.5, L.1, L.2):

Each student will be responsible for presenting one counseling case study to the small group. The student will provide a copy of the case study to the small group professor and all class members one week prior to the student's in-group presentation using published case study guidelines. Case presentations are NEVER to be emailed to group members or the professors. Remember to preserve client confidentiality in the case study.

Other group members are expected to review and constructively critique the case study prior to the in-class presentation and offer feedback to the Counselor Trainee during the presentation. If deemed necessary by the small group leader, the student will submit a final version of the case study to the small group leader at the next class session, incorporating the feedback and revisions. Passing this course grading element will depend upon the student's conceptualization of the case, organization and analysis of the client information, in-class presentation of the case, and willingness to receive and incorporate constructive feedback into the final version.

3. Paperwork, Including Evaluation of Internship Participation (CACREP CMHC A.8, B.1, B.2, D.1, D.2, D.4, D.5, D.6, D.7, D.8, D.9, F.1, L.1):

Learning and applying counseling skills is a complex endeavor which improves with experience and training. Students are encouraged to remember that at this stage of their personal and clinical development, they are continuing the journey and are not expected to be experts in counseling. To aid in students' development, evaluations will be collected from the field supervisor(s), the small group professor, fellow class members (see section on case presentation), and students will be asked to evaluate themselves (Note: The evaluation form for completion by the field supervisor and the student's self-evaluation form are available for download on the Clinical Mental Health Counseling Program web page).

GRADES: Internship will be a **Pass/Fail** course with no letter grade assigned.

Assignment	Student Learning Outcomes	Grade
Professionalism	1,2,3,4,5	P/F
Presentation/case study	1,3,4	P/F
Paperwork	1,2,3,4,5	P/F

LATE ASSIGNMENTS:

Failure to complete and submit assignments on time may, at the discretion of the professor, result in not passing the course. The professor and the small group instructor must be notified in advance of any absences or any difficulties in meeting due dates for assignments.

INTERNSHIP PAPERWORK:

Listed below is the paperwork required to pass the class, in addition to above assigned readings, papers, and presentations. If paperwork is not completed and submitted, the student will not pass practicum and must provide Dr. Reuschling a written plan for completion and submission date. Any student who is unable to accrue the requisite 100 hours in the current semester will continue on with practicum and must notify the group instructor and Dr. Reuschling by week 14 of insufficient hours for completion. That student will submit all the paperwork listed below EXCEPT for the Verification of Completion of Practicum Hours form.

<input type="checkbox"/> Internship Affiliation Agreement	Due before seeing clients
<input type="checkbox"/> Proof of Professional Liability Insurance	Due 1 st class (before seeing clients)
<input type="checkbox"/> "Possible Key Topics for Practicum"	Due 1 st class (before seeing clients)
<input type="checkbox"/> Supervisor's Evaluation of Student CT	Due the 14 th week
<input type="checkbox"/> Student's evaluation of site and supervisor	Due the 14 th week
<input type="checkbox"/> Internship Logsheets of Hours	Due the 14 th week
<input type="checkbox"/> Student Self Evaluation (CCEC form)	Due the 14 th week
<input type="checkbox"/> Small Group Instructor Evaluation (CCEC form)	Due the 15 th week
<input type="checkbox"/> Verification of Completion of Internship Hours form	Due at the end of the final Internship Semester in which hours are completed

RECOMMENDATIONS FOR LIFELONG LEARNING:

Students are encouraged to continue learning about addictions and addiction counseling issues through intentional efforts, throughout their careers, to read and research up-to-date literature on the topic. Upon graduation, students are especially encouraged to attend seminars, workshops, and conferences in this area of interest for continuing education and specialization. Students are encouraged to remain informed and updated about cultural and societal shifts and trends regarding addiction and its treatment.

ACADEMIC INTEGRITY POLICY:

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.

SEMINARY WRITING CONSULTATION SERVICE:

The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters-qualified Consultants can advise you online or in person. E-mail your request for assistance to swc_group@ashland.edu

Include the following information: Your name, the course # & professor's name, a brief description of the assignment, and your timeline.

For more information, visit: <http://seminary.ashland.edu/services/student-services/seminary-writing-consultation-services>

STUDENTS WITH DISABILITIES:

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact Disability Services at [419-289-5904](tel:419-289-5904), or send an email to dservices@ashland.edu. The Disability Services office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

(Overview for the) Counselor Trainee

(from <http://cswmft.ohio.gov/Counselors/CounselorTrainee.aspx>)

Compiled by Mike Reuschling, Ph.D., LPCC-S, February 9, 2017

This is a brief overview of the law concerning counselor trainee approval. It is your responsibility to read the Laws and Rules for a full understanding of the requirements for CT approval. We strongly suggest you also read the counselor trainee's "frequently asked questions" before getting started.

A counselor trainee is an individual seeking licensure as a professional counselor. In order to qualify for training status they must be enrolled in a practicum or internship in a counselor education program. They must be of good moral character and complete the BCI & FBI background check. Counselor Trainees need to apply for the credential and provide proof of enrollment in a master's or doctoral-level counseling practicum or internship course for (the) current/future academic term(s) in order to receive training status. CT status needs to be updated with each quarter or semester, with the CT extension form, and updated proof of enrollment.

Students are not required by the board to have counselor trainee status to complete their practicum or internship requirements. However, the agency where you are working may need you to have CT status in order to bill for your services. If your CT status were to expire you might not be allowed to see clients. If your agency still lets you see clients, you may NOT identify yourself as a CT until the registration is active again.

When you are given CT status, the dates will reflect the beginning and end of the quarter or semester PLUS 8 EXTRA WEEKS. This 60 day grace period extends your CT status, which would otherwise expire on the last day of your quarter or semester. This extra time is to help you avoid waiting for your CT status to be updated. Therefore it is important that you submit your CT extension form at the end of your quarter or semester to avoid delays.

Counselor trainee can only be supervised by a LPC-S (practicum only) or LPCC-S (practicum or internship). These supervisors cannot list more than six training supervisees on their license. NOTE: An LPC-S cannot supervise the diagnosis and treatment of mental & emotional disorders, and can only supervise a CT for a non-dx/Tx practicum only.

Excerpt from 4757-17-01(E)(1)

Students enrolled in a practicum or internship prior to receiving their counseling degree are eligible for "counselor trainee" status as defined in paragraph (T) of rule 4757-3-01 of the Administrative Code, if they are doing so in Ohio. Students are not required by the board to have counselor trainee status to complete their practicum or internship requirements, including the provision of supervised counseling services, but may be required to obtain registration as a counselor trainee by the supervising agency as a condition of acceptance for practicum or internship. A student may also voluntarily choose to apply for registration as a counselor trainee.

Excerpt from 4757-17-01(E)(g)(h)

Have the same scope of practice as a professional counselor in rule 4757-15-01 of the Administrative Code, but require much closer supervision during the training process;

(h) Counselor trainee status is not a substitute for licensure and is only valid at the school approved field placement site(s) where the student is completing his or her field placement, and through the dates listed on the board's online license verification system.

Excerpt from 4757-17-01(E)(2)

Counselor trainee status is not a substitute for licensure and is only valid at the school approved field placement site(s) where the student is completing his or her field placement, and through the dates listed on the board's online license verification system

“CT Frequently Asked Questions” – available at

<http://cswmft.ohio.gov/Counselors/CounselorTrainee/CounselorTraineeFAQ.aspx#8251-1-what-are-the-steps-to-counselor-trainee>

RECOMMENDED READINGS:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders: DSM-5*. American Psychiatric Publishing.

American Psychological Association (2015). *APA Dictionary of Psychology* (2nd edition). American Psychological Association.

Corey, G. (2016). *Theory and practice of counseling and psychotherapy* (10th edition). Thomson Brooks/Cole.

Egan, G. (2013). *The Skilled Helper* (10th edition). Cengage.

Faiver, C., Eisengart, S., and Colonna, R. (2003). *The Counselor Intern's Handbook* (3rd edition). Brooks Cole.

Gersten, A. (2012). *Integrative Assessment: A Guide for Counselors*. Pearson.

Jones, S. and Butman, R. (2011). *Modern Psychotherapies: A Comprehensive Christian Appraisal* (2nd edition). IVP Academic.

Jongsma, A., Peterson, L., and Bruce, T. (2014). *The Complete Adult Psychotherapy Treatment Planner* (5th edition). Wiley.

McMinn, M. (2011). *Psychology, theology, and spirituality in Christian counseling* (2nd edition). Tyndale House Publishers.

McMinn, M. and Campbell, C. (2007). *Integrative Psychotherapy: Toward a Comprehensive Christian Approach*. IVP Academic.

McRay, B., Yarhouse, M., and Butman, R. (2016). *Modern Psychopathologies: A Comprehensive Christian Appraisal* (2nd edition). IVP Academic.

Mitchell, R. W. (2009). *Documentation in counseling records: An overview of ethical, legal, and clinical issues* (3rd edition). American Counseling Association.

Morrison, J. (2014). *DSM-5 Made Easy: The Clinician's Guide to Diagnosis*. The Guilford Press.

Reber, A., Reber, E., and Allen, R. (2009). *The Penguin Dictionary of Psychology* (4th edition). Penguin Books.

Zuckerman, E. (2010). *Clinician's Thesaurus: The Guide to Conducting Interviews and Writing Psychological Reports* (7th edition). Guilford Press.

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POSSIBLE KEY TOPICS (“REFRESHERS”) FOR INTERNSHIP

(Internship will concentrate upon the person of the C.T., the C.T. in supervision, and client care)

*Check and/or list **up to five** topics that you are interested in exploring in this semester’s Internship group.*

- Person of the counselor (self-care; addressing anxiety; spiritual formation)
- Assessment (intakes; using the 5-fold model of assessment)
- Using the MMPI and NEO in clinical practice
- Differential diagnosis (using the 5-fold model of differential diagnosis)
- Evidence based treatments (EBT’s; emphasis on CBT)
- Working with select populations (children, teens, elderly, marriages, addictions, etc.)
- Treatment planning
- Continuity and coordination of care (working collaboratively with other professions)
- The rapidly evolving healthcare environment
- Helpful case conceptualizations (including spiritual themes)
- McMinn and Campbell’s “Integrative Psychotherapy” (exemplary Christian approach to counseling)
- Suicide/crisis
- Spiritual-religious “inoculation” (preparing for and navigating unsupportive clinical contexts, “wise as serpents, gentle as doves,” Matt. 10:16)
- Building, monitoring, and maintaining the therapeutic alliance (use of counseling techniques)
- Applying insights from McMinn’s “Psychology, theology, and spirituality”
- Applied ethics (advanced, including “risk management”)
- Applied multicultural counseling (ASERVIC, AMCD competencies)
- Documentation
- Supervisory “best practices” (ACES; Stoltenberg’s “Integrated Developmental Model (IDM)”)
- Structured/directed case studies (possibly videotaped)
- Other: _____
- Other: _____
- Other: _____

Name (optional) _____