
SYLLABUS

COURSE DESCRIPTION

Clinical Internship is designed to advance the beginning counsellor to effectively and practically apply the theories of the therapeutic process with outside clients. It will equip the student through case conceptualization, goal setting and intervention strategies, in all phases of treatment, from initial client contact to termination.

In **Clinical Internship** students advance from microskills training and role plays to supervised counselling experience with outside clients in an agency setting. Individual supervision and peer group conferencing will assist students to develop conceptual and procedural skills and facilitate personal and professional development. Special emphasis will be placed on the intra- and inter-personal experience of the students and their individual functioning as counsellors, as observed within the group setting.

Clinical Internship provides direct client experiences in assessment, individual counseling and group counseling, as well as opportunities to become familiar with a variety of professional activities other than direct service (e.g., referral sources, case histories and progress notes, data management, etc.). The internship also provides an opportunity for a student to perform a variety of activities that a Licensed Clinical Professional Counselor would be expected to perform. A minimum of 600 clock hours with a minimum of 1 hour per week of supervision is required during the internship. **(1.5 Credits per semester for a total of 3 Credits over the course of the academic year).**

COURSE OBJECTIVES

- A. To help the students further their competence and confidence in skills of assessing and evaluating the dynamics of counselling through group and individual supervision
- B. To help students advance from a core level of proficiency to becoming competent practitioners through the development of a collaborative helping-relationship with outside clients
- C. To help students gain proficiency in understanding their clients' problems and to use this conceptualization to start formulating tentative treatment plans and intervention strategies that would improve their efficacy as therapists
- D. To help the students effectively apply explanatory (assessment) models through supervised case conceptualization and case management
- E. To help the students integrate different theoretical orientations into a pragmatic approach to helping as they develop their own professional identity as Christian counsellors
- F. To provide the students with a continuing opportunity for growth in their development as individuals and as counsellors, and to facilitate their personal and spiritual growth towards maturity in Christ

- G. To help students gain a sense of their unique spiritual giftedness within the counselling context

COURSE PROCEDURE

1. **Internship**
Fulfill commitment as a practicum student as outlined or arranged with the counseling agency.
2. **Individual and Group Supervision with Site Supervisor**
Student-counsellors will participate in individual and group supervision in their internship placements. Methods used in supervision will vary according to the preferences, theoretic models, and philosophies of the site supervisor.
3. **Case Conference with Garrett-Evangelical Theological Seminary**
Student-counsellors will participate once a week for case-conferencing and lectures under the direction of the Garrett instructor. Each student must prepare a case vignette for consultation or case conferencing using the case presentation and SOAP Notes formats.
4. **Reading and Research**
Student-counsellors must read the prescribed textbooks in its entirety, and do independent research applicable to their client's presenting problems and/or disorders
5. **Written Course work**
Student-counsellors must research and complete all the course work required in the syllabus.

GRADING

Counseling Internship is outcome-based. Students are required to meet the criteria for the critical outcomes desired, demonstrating an adequate capability at an acceptable standard of competence.

- Capabilities:** Demonstration of underlying abilities, applied to achieve a desired purpose, as they relate to content, context, and value frameworks, where the focus is more on the performer than on the task
- Standards:** Description of the capabilities required within identified roles, functions or learning activities at specified levels of competence. Standards are desired education and training outcomes and their associated assessment criteria
- Competence:** The capacity for continuous performance resulting from the integration of capabilities within the specified context. *Foundational competence* demonstrates understanding of what the learner is doing and why, *practical competence* demonstrates the ability to perform a set of tasks in authentic context, and *reflective competence* demonstrates the ability to integrate performance with understanding so as to show that the learner is able to adapt to changed circumstances appropriately and responsibly

A pass/extension/fail system is used for course evaluation and no letter-grade will be awarded.

- **Pass**, would mean that you have acquired and mastered the counselling micro-skills and applied praxis on a therapeutic acceptable level and the desired education and training outcomes have been met
- **Incomplete**, would mean that, for some reason, you could not complete the course and would have to register for it again, but it would not be recorded as a Fail on your transcript
- **Fail**, would mean that you have failed to meet the minimum required outcomes.
- **Extension**, would mean doing additional prescribed course work at the desired outcome level.

Rather than getting a grade on your group participation, counselling and assignments, you will get regular feedback that would interact with you as a counsellor in the experiential-learning process. Towards the end of the academic year student's work will be discussed specifically and a Pass/Extension/Fail grade will be given and handed in to the registrar.

REQUIRED COURSE TEXTS

Badenoch, Bonnie (2011). *Being a Brain-Wise Therapist: A Practical Guide to Neurobiology*. W. W. Norton: New York.

Jongsma, Arthur. et. al. (2021). *The Complete Adult Psychotherapy Planner*. Wiley: New Jersey.

Patterson, JoEllen, et. al. (2010). *The Therapist's Guide to Psychopharmacology: Working with Patients, Families, and Physicians to Optimize Care (Revised Edition)*. New York: Guilford.

Zubernis, Lynn, & Snyder, Matthew. (2015). *Case Conceptualization and Effective Interventions: Assessing and Treating Mental, Emotional, and Behavioral Disorders*. Sage: New York.

COURSE REQUIREMENTS

1. Case Conference Attendance and Case Presentation with Garret Supervision Group

Assessment Criteria:

Attend all case conference sessions, demonstrate knowledge of the counselling process, and give evidence of intra-personal openness, and inter-personal communication skills

Each student must attend all case conference sessions and actively participate in class. During class each student will present a case of their choice, using the case presentation and SOAP formats, for group discussion and feedback regarding counselling technique and skills displayed, case conceptualization and management. The completed case report form must be sent to the entire class A DAY BEFORE class meeting.

2. Internship

Assessment Criteria:

Student-counsellors must complete the required hours of supervised counselling experience to the satisfaction of the site supervisor and course instructor (minimum of 240 hours of direct client contact accumulated the year, from September to May). Through supervision and consultation (with site supervisor and course instructor) student-counsellors must demonstrate the following characteristics, abilities and skills in their counselling:

- ***Display high levels of therapeutic competency***
- ***Being able to enter into a helping relationship with counselees without becoming enmeshed***
- ***Display high levels of case conceptualization (applying exploratory models and diagnostic criteria) and choosing applicable intervention models and using them appropriately in counselling***
- ***Display high levels of case management skills and demonstrate the ability to manage the counselling caseload effectively***
- ***Being aware of own underlying assumptions and pre-suppositions that effect the counselling relationship***
- ***Being aware of own limitations and displaying an openness to gain additional insight or make referrals as applicable***

- *Displaying an ability to develop an open, honest and accountable relationship with the supervisor*
- *Being open and accepting of own feelings and experiences, and displaying a self-awareness of own values and beliefs*
- *Being able to be transparent, vulnerable and prepared to take 'risks'*
- *Being able to accept personal responsibility for own behaviour, cognition and affect*
- *Displaying a sense of humour and not being overwhelmed by the counselling and/or supervision.*

3. Written Requirements

Assessment Criteria:

Do all the assigned written requirements, give evidence of insight and understanding of the underlying theories, demonstrate the ability to integrate and translate the theory into praxis, and present evidence of effective ethical application in praxis.

3.1 Case Conceptualization Essay (Due on November 24)

Compile a concise and succinct (5-7 pages) report conceptualizing the case of one of the clients seen in counselling. Each student must do additional research and reading of applicable books/journal articles and attach a bibliography of their reading. Thoroughly review the applicable literature and give attention to the following:

- Compile a short biography of the client, including all relevant information
- Draw up a comprehensive genogram
- Summarize the client's presenting problems and strengths.
- How did the client's problems originally come about? Conceptualize the etiology of the client's problems (explanatory models). **NOTE: Integrate at least THREE models of psychotherapy in your assessment, case conceptualization, and treatment planning.**
- Anticipate the potential course of treatment (choice of intervention model). Discuss the therapeutic process. What was the treatment (intervention) focused on to date, and how has the client responded/interacted.
- Goals and interventions. Map out a strategy for change. Where do you want to go with this client and how do you plan to get there. Use the required texts as primary resources and consult relevant materials when needed.
- Identify the impediments to change and suggest ways of overcoming the resistance

4. Personal Counselling

Assessment Criteria:

Attend individual therapy and give evidence of intra-personal openness, and demonstrate insightful self-reflection (December 15)

Participate in non-graded individual therapy of your choice for a minimum of six sessions.

- After completion of the six sessions, prepare and submit a 1000 word report about your experience as a client. Include a letter from your counsellor confirming the dates and completion of the required sessions

Miscellany

- ❑ *All assignments should be free of grammatical and spelling errors and should reflect Masters-level scholarship.*
- ❑ *Students will at all times (in groups and supervision sessions) be treated with dignity, and their individuality and personal privacy will be respected at all times.*
- ❑ *Each instructor-supervisor will have their own style and models of supervision and may therefore place different emphasis on training aspects. If you have any questions or concerns, you should immediately consult with your instructor and site supervisor.*

Garrett-Evangelical Theological Seminary
PCC 950 Counseling Internship, Fall 2023
Case Presentation Outline

A. Identifying Information

Name: _____ (initials)

Sex: _____

Status: _____

Racial/Ethnic Background: _____

Age: _____

If married, # of children: _____

No. of sessions: _____

B. Case Summary Report (attached completed SOAP Form)

C. Methods for monitoring treatment.

D. Legal or Ethical Issues that arose in treatment

E. Diversity Issues

F. Transference / countertransference issues.

G. Key professional learnings from the case thus far.

H. Supervision Questions (a maximum of TWO QUESTIONS that when answered will help facilitate greater effectiveness and confidence in your clinical work).

References: