



UNIVERSITY OF PROVIDENCE

Master of Science in Counseling

Fall 2023

MSC 696: Advanced Internship I (3 Credit Hours)

Location/Time:	Fri. 12 – 2:00 pm via Collaborate Online via Moodle
Instructor:	Jared Roberts, PhD, LCPC
Office Hours:	By Appointment

OVERVIEW AND COURSE OBJECTIVES

Course Description

The first semester of a two-semester clinical course sequence that provides students with a comprehensive professional experience of supervised training at a site congruent with student career goals, wherein the student refines previously learned skills in an increasingly autonomous role with clients. As a part of the clinical course sequence, students must lead or co-lead a counseling or psychoeducational group in either practicum OR advanced internship. Although CACREP does not specify the number of group hours required, it is recommended that students obtain 10 direct group hours. All supervision documents must be submitted to the course instructor prior to the beginning of the semester in which the student is enrolled in the course. Students are expected to accrue 300 work-related hours for this course. *Admission to Advanced Candidacy and successful completion of MSC 695 is required, 3 credits.*

Methods of Instruction

Internship students will meet with the course instructor for one hour of group supervision weekly via Collaborate and online via Moodle. The course will use didactic and experiential methods of instruction. Collaborate class time will be divided into discussion of how course readings apply to student internship site/population and discussion of student case/video presentations. In addition to the weekly group supervision, students will meet with an on-site supervisor for a minimum of one hour per week in individual and/or triadic supervision.

Behavioral Objectives of Course/Anticipated Student Competencies (CACREP Standards): Upon completion of this course, the successful student will be able to demonstrate, refine, and expand the following:

KNOWLEDGE/SKILLS/SCHOLARSHIP

1. Applying theories of counseling and evaluating how the counselor characteristics and behaviors influence the counseling process. (S2.F.5.a) (S2.F.5.f)
2. Analyzing and applying theories of individual and family development across the lifespan and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (S2.F.3.a)

3. Evaluating and applying effective strategies to promote client well-being and understanding the impact of crisis, disasters, and trauma on diverse individuals across the lifespan (S2.F.3.g)
4. The application of multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders (S2.F.2.c) (S2.F.5.g)
5. The ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (S2.F.3h)
6. Advocating to address institutional and social barriers that impede access, equity, and success for client (S2.F.1.e)
7. Conceptualization of an accurate diagnosis of disorders presented by a client and discussing the differential diagnosis with collaborating professionals (S2.F.3.c) (S2.F.3.e) (S2.F.3.f)
8. Evaluating and applying procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (S2.F.7.c)
9. Analyzing and applying relevant research findings to inform the practice of clinical mental health counseling (S2.F.8.b)
10. Developing the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate (S2.F.1.m)
11. Implementing positive self-care strategies appropriate to the counselor role (S2.F.1.l)

CACREP STANDARDS – Section 2 (S2)

1. Professional Counseling Orientation and Ethical Practice

- e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (S2.F.1.e)
- f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues (S2.F.1.f)
- i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (S2.F.1.i)
- l. Self-care strategies appropriate to the counselor role (S2.F.1.l)
- m. The role of counseling supervision in the profession (S2.F.1.m)

2. Social and Cultural Diversity

- c. Multicultural counseling competencies (S2.F.2.c)

3. Human Growth and Development

- a. Theories of individual and family development across the lifespan (S2.F.3.a)
- c. Theories of normal and abnormal personality development (S2.F.3.c)
- d. Theories and etiology of addictions and addictive behaviors (S2.F.3.d)
- e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior (S2.F.3.e)
- f. Systemic and environmental factors that affect human development, functioning, and behavior (S2.F.3.f)
- g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (S2.F.3.g)

h. A general framework for understanding differing abilities and strategies for differentiated interventions (S2.F.3.h)

5. Counseling and Helping Relationships

a. theories and models of counseling (S2.F.5.a)

f. Counselor characteristics and behaviors that influence the counseling process (S2.F.5.f)

g. Essential interviewing, counseling, and case conceptualization skills (S2.F.5.g)

7. Assessment and Testing

c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (S2.F.7.c)

e. Counselor Use of assessments for diagnostic and intervention planning purposes (S2.F.7.e)

8. Research and Program Evaluation

b. Identification of evidence-based counseling practices (S2.F.8.b)

CACREP Standards Section 3: Professional Practice
can be reviewed in the Handbook for Practicum and Internship

Course Prerequisites

Prerequisites to this Course and/or Requirements this course Fulfills: MSC 696: admission to Advanced Candidacy and successful completion of MSC 695

REQUIRED/RECOMMENDED TEXTS AND COURSE MATERIALS

Required Readings

Kazantzis, N., Reinecke, M.A., Freeman, A. (2010). *Cognitive and Behavioral Theories in Clinical Practice*. Guilford Press, New York, NY.

Readings as assigned, provided via Moodle

Recommended Texts

American Psychological Association. (2009). *Publication manual*. (6th ed.). Washington, DC: American Psychological Association.

Farmer, R.E., Chapman, A.L. (2016). *Behavioral Interventions in Cognitive Behavioral Therapy*, (2nd Ed.). American Psychological Association, Washington, DC.

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders (DSM-5®)*. American Psychiatric Pub.

REQUIRED MATERIALS

Audio recording or video recording equipment.

COURSE REQUIREMENTS AND EVALUATION

Professional Dispositions

Students will be evaluated on their ability to demonstrate and progress in the following professional dispositions in this course and throughout the program:

- **Mindfulness.** Active, open attention on the present; observing one's thoughts and feelings without judgment
- **Engagement.** Involvement and commitment to one's own and other's personal and professional development
- **Reflexivity.** An awareness and exploration of one's own belief systems and values, and their impact on relationships with self and others
- **Curiosity.** Eagerness to know, discover, and generate; interest leading to inquiry
- **Integrity.** Consistent commitment to professional ethics and values of the counseling profession, holding steadfastly true to one's commitments
- **Empathy.** The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of another
- **Professionalism.** Maintaining conduct and qualities that characterize a counseling professional

Professional Responsibility

The following assignments are part of the professional responsibilities of professional counselors:

- a) Join the American Counseling Association. All students should already be members. If you need to update your membership, please do so.
- b) Join a local or state profession counseling organization (ex: Great Falls Counseling Association).
- c) Accrue 300 work-related hours.
 - a. A minimum of **120 direct hours** is required. These are face-to-face counseling services provided to individuals, families, or groups. **All client contact must be supervised by a licensed supervisor for a minimum of one hour per week.**
 - b. **One hour** of face-to-face individual or triadic supervision **per 15 hours** of site experience. Supervision hours are counted as indirect hours.
 - c. A minimum of **180 indirect hours**. These hours can include supervision, observations, paperwork, class time, and professional development activities.
 - d. Lead or co-lead a counseling or psychoeducational group in either practicum OR advanced internship. Although CACREP does not specify the number of group hours required, it is recommended that students obtain 10 direct hours.

Case Presentations and Session Recordings

Each student will verbally present video recorded case studies of client sessions. Students will rotate presentation assignments throughout the semester, with each student presenting at least twice. The student presenter must post the recorded session and completed Case Presentation Form to the One Drive prior to the class they present. Each case study will include client's demographic information, session number, referral source and reason for referral, client-counselor therapeutic contract summary (including short and long-term goals), hypothesis/case conceptualization, therapeutic interventions, and probable diagnosis. **Due on a rotating basis throughout the semester. Worth 200 points.**

Rubric – Case Study (Written and Verbal Presentation)

Criteria	1 least	2	3
QUALITY of Information to present Case Study in WRITTEN & VERBAL Form (5/10/15 points) Case Conceptualization (S2.F.5.g)	Insufficient quality of information to present Case Study: and includes FEW aspects of: client's information: -Demographic information -Family background -Medical history -Substance use -Educational history -Presenting problem -Prior treatment history -Probable diagnosis -Treatment plan -Current treatment issues.	Sufficient quality of information to present Case Study: and includes MOST aspects of: client's information: -Demographic information -Family background -Medical history -Substance use -Educational history -Presenting problem -Prior treatment history -Probable diagnosis -Treatment plan -Current treatment issues.	High quality of information to present Case Study: and includes ALL aspects of: client's information: -Demographic information -Family background -Medical history -Substance use -Educational history -Presenting problem -Prior treatment history -Probable diagnosis -Treatment plan -Current treatment issues.
WRITTEN Case Study - MECHANICS (5/10/15 points)	Insufficiently outlines: Case Study is incomplete, unstructured and written with grammatical spelling or punctuation errors. Posting of Case Study on Moodle was NOT on time.	Sufficiently outlines: Case Study is incomplete, structured and written with some grammatical spelling or punctuation errors. Posting of Case Study on Moodle was on time.	Successfully outlines: Case Study is complete, well-structured and written without grammatical spelling/punctuation errors Posting of Case Study on Moodle was on time.
WRITTEN and VERBAL Presentation of Case Study requires also information about: Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (S2.F.1.e) (1/3/6 points)	Insufficiently demonstrated: -Awareness and offered options for advocacy for clients	Sufficiently demonstrated: -Awareness and offered options for advocacy for clients	Successfully demonstrated: -Awareness and offered options for advocacy for clients
Multicultural counseling competencies (S2.F.2.c) (1/3/6 points)	-Awareness of counselor about needs to represent multicultural competence	-Awareness of counselor about needs to represent multicultural competence	-Awareness of counselor about needs to represent multicultural competence
Procedures for assessing risk of danger to others, or suicide (S2.F.7.c) (1/3/6 points)	-Applied questions to assess risks of danger	-Applied questions to assess risks of danger	-Applied questions to assess risks of danger
Evidence-based counseling practices (S2.F.8.b) (1/3/6 points)	-Use of evidence-based counseling skills/practices	-Use of evidence-based counseling skills/practices	-Use of evidence-based counseling skills/practices
VERBAL Presentation of Case Study TIME MANAGEMENT – (5-10min) (1/3/6 points)	Insufficient time management (<5 min). Inappropriate time for each part of the case study	Sufficient time management (>10 min). Appropriate time for each part of the case study	Excellent time management (5-10 min). Appropriate time for each part of the case study presentation.

Case Updates

Students will reflect on the presenting issues of clients and work to implement feedback received during supervision throughout the semester. Although students will not present every week, students are expected to update the class on their site experience and how they have implemented the feedback received in supervision. Students will ask questions about site issues and ethical dilemmas. Occurs on a weekly basis. **Worth 50 points.**

Rubric – Case Study Update

Criteria	1 least	2	3
QUALITY of Information to present Case Study Update in VERBAL Form (10/15/20 points) Case Conceptualization (S2.F.5.g)	Insufficient quality of information to present Case Study: and includes FEW aspects of: client's information: -Demographic information -Family background -Medical history -Substance use	Sufficient quality of information to present Case Study: and includes MOST aspects of: client's information: -Demographic information -Family background -Medical history -Substance use	High quality of information to present Case Study: and includes ALL aspects of: client's information: -Demographic information -Family background -Medical history -Substance use -Educational history

	-Educational history -Presenting problem -Prior treatment history -Probable diagnosis -Treatment plan -Current treatment issues.	-Educational history -Presenting problem -Prior treatment history -Probable diagnosis -Treatment plan -Current treatment issues.	-Presenting problem -Prior treatment history -Probable diagnosis -Treatment plan -Current treatment issues.
Evidence-based counseling practices (S2.F.8.b) (5/10/15 points)	- Insufficient quality and use of evidence-based counseling skills/practices	- Sufficient quality and use of evidence-based counseling skills / practices	- High quality and use of evidence-based counseling skills / practices
VERBAL Presentation of Case Study TIME MANAGEMENT – (5 -10min) (5/10/15 points)	Insufficient time management (<5 min). Inappropriate time for each part of the case study	Sufficient time management (>10 min). Appropriate time for each part of the case study	Excellent time management (5-10 min). Appropriate time for each part of the case study presentation.

Demonstration of Counseling Techniques

Students will be required to provide evidence of proficiency in using various counseling techniques and conceptualizing clients throughout the semester. Evidence of counseling techniques and conceptualization will be assessed during case presentations, individual supervision, feedback to classmates, and during class discussion. Clinical discussion is central to the purpose and format of the course, and students are encouraged to identify/share counseling techniques and engage in clinical conceptualization. **Worth 150 points.**

Rubric – Case Study Update (VIDEO Presentations)

Criteria	1 least	2	3
VIDEO Presentation of Case Study QUALITY and USE of various basic counseling techniques Evidence-based counseling practices (S2.F.8.b) (10/15/20 points)	Insufficiently demonstrated: Used no counseling techniques (reflecting feelings, empathy, ...)	Sufficiently demonstrated: Used one/two counseling techniques (reflecting feelings, empathy, ...)	Successfully demonstrated: Used three/four counseling techniques (reflecting feelings, empathy, ...)
QUALITY and USE of techniques of a theory (e.g. Children Counseling) Evidence-based counseling practices (S2.F.8.b) (10/15/20 points)	Used no techniques of a theory	Used one/two techniques of a theory	Used three/four techniques of a theory
VIDEO Presentation - MANAGEMENT (6/9/12 points) (1/5/10 points)	Insufficient time management (<5 min). Lacked in 3 or > areas: --- -Clear video -Effective volume -Professional appearance	Sufficient time management (>10 min). Lacked in 1 to 2 areas: --- -Clear video -Effective volume -Professional appearance	Excellent time management (5-10 min). Fulfilled all areas: -Clear video -Effective volume -Professional appearance

Individual Supervision Session

Students will schedule an hour appointment with the instructor for an individual supervision session. Students will provide a recorded video session in advance, and will identify a 20-minute portion of the session to review. Students should identify specific points of discussion and feedback for the segment they choose to review during supervision. Students are to take responsibility for scheduling their individual supervision session. **Due the first week after mid-term. Worth 100 points.**

Rubric – Individual Supervision Session

Criteria	1 least	2	3	4
QUALITY and USE of various basic counseling techniques (25/30/35/40 points)	Used no counseling techniques (25 points)	Used one/two counseling techniques (30 points)	Used three/four counseling techniques (35 points)	Used five/more counseling techniques (40 points)
QUALITY and USE of techniques of a theory (e.g.Children Counseling) (25/30/35/40 points)	Used no techniques of a theory (25 points)	Used one/two techniques of a theory (30 points)	Used three/four techniques of a theory (35 points)	Used five/more techniques of a theory (40 points)
ORGANIZATION and MECHANICS (5/10/15/20 points)	The information appears to be disorganized . Many grammatical, spelling, or punctuation errors. (5 points)	Information is organized , but paragraphs are not well constructed. A few grammatical spelling or punctuation errors. (10 points)	Information is organized with well-constructed paragraphs. Almost no spelling, grammatical or punctuation errors. (15 points)	Information is very organized with well-constructed paragraphs. No grammatical, spelling or punctuation errors. (20 points)

Portfolio

Students will prepare a portfolio of their cumulative development through internship experience. Although the reflection paragraph(s) for each signature assignment consists of described personal experiences, students may support statements with some additional sources of the textbook or academic literature. The purpose of the writing is to produce a statement of development that includes the evolution of skills, perceptions, personal attributes, professional dispositions, and theoretical perspectives across the clinical experience. Specific example topic areas may include but is certainly not limited to: applying developmental theory, applying counseling theory, factors that affect human behavior (biological, psychological, social, and systemic), ability to deal with crisis and trauma, and self-care development. Your writing should include a consideration of areas of personal strength and personal limitations. For each area of development that you reflect on, you may consider how have you developed in this area, how confident you are, how you apply it in practice, how it is different than before the program or at different points in the program, and what remains uncertain or unanswered for you in this area. Your ability to reflect on your clinical experience can highlight clinical competency and identify areas for continuing education and/or professional development. Follow APA 6th edition guidelines. Format:

Ethical Reaction Paper with the feedback from the instructor.

Rubric completed by the course instructor.

Student Reflection following the guidelines above (150-200 words).

Paper Multicultural Competences with the feedback from the instructor.

Rubric completed by the course instructor.

Student Reflection following the guidelines above (150-200 words).

Human Growth & Development Paper with the feedback from the instructor.

Rubric completed by the course instructor.

Student Reflection following the guidelines above (150-200 words).

Career Counseling Academic Paper with the feedback from the instructor.

Rubric completed by the course instructor.

Student Reflection following the guidelines above (150-200 words).

Formulation Personal Theory - Paper with the feedback from the instructor.

Rubric completed by the course instructor.

Student Reflection following the guidelines above (150-200 words).

Group Counseling - Paper with the feedback from the instructor.

Rubric completed by the course instructor.

Student Reflection following the guidelines above (150-200 words).

Standardized Testing and Evaluation Paper with the feedback from the instructor.

Rubric completed by the course instructor.

Student Reflection following the guidelines above (150-200 words).

Research Proposal with the feedback from the instructor.

Rubric completed by the course instructor.

Student Reflection following the guidelines above (150-200 words).

Intake Evaluation from the MSC 508 – Psychopathology with the feedback from the instructor.

Rubric completed by the course instructor.

Student Reflection following the guidelines above (150-200 words).

Practicum

Counseling Professional Competency Evaluation Instructor 1

Counseling Professional Competency Evaluation Instructor 2

Counseling Professional Competency Evaluation: Site Supervisor

Student Reflection following the guidelines above (150-200 words).

Due at the end of the semester. Worth 200 points.

Attendance and Collaborative Work

Students will attend all classes. If a student anticipates missing a class, they should contact the professor in advance to arrange alternate arrangements for weekly supervision. The course is a lot more meaningful (and enjoyable) with active participation. Read all required texts prior to the assigned dates and actively participate in discussion and feedback during class. **Worth 100 pts.**

Grading:

This course is pass/fail (Pass = 80% or more; Fail = 79% or less). In order to successfully complete this course, you must:

A. Accrue 300 total work-related hours.

B. Complete all assigned work by the due dates.

C. Participate in class, including discussion of text material, demonstration of counseling techniques, and demonstration of professional responsibility (see above).

Grading calculation:

Case Updates	50 points
Portfolio	200 points
Case Presentations & Session Recordings	200 points
Demonstration of Counseling Techniques	150 points
Individual Supervision Session	100 points
<u>Attendance and Collaborative Work</u>	<u>100 points</u>
Total:	800 points

Assigning Grades									
GRADE	%	GRADE	%	GRADE	%	GRADE	%	GRADE	%
A	90-100	B	80-89	C	70-79	D	60-69	F	0-59

Failure to complete **all** of the course requirements will result in the students enrolling in an additional 3 credit hours of this course. Students who do not fulfill the 300 work-related hours requirement must enroll for an additional 3 credits hours of internship each semester until the 300-hour requirement is completed.

THE UNIVERSITY CODE OF ACADEMIC INTEGRITY

This course is conducted in accord with the University's Code of Academic Integrity. If you are unfamiliar with the code, please obtain a copy and adhere to it. It is imperative that you familiarize yourself with the code. Violators will be penalized. Ignorance is no excuse. When in doubt, check with your instructor prior to assignment completion.

“Students should exhibit high standards of academic conduct. All acts of dishonesty in academic work constitute academic misconduct. Such acts include:

Cheating: use or attempted use of unauthorized material or the work of another student in any academic assignment, paper or examination.

Plagiarism: representation of another’s work as one’s own. This includes the unauthorized and unacknowledged use of the phrases, sentences, paragraphs, ideas, illustrations, drawings, photographs, or computer programs of another whether by using exact or nearly exact words without quotation marks or by omitting citations or both.

The course instructor is the initial judge of whether a student is guilty of academic misconduct. Should a student disagree with an instructor’s judgment, the student may appeal the instructor’s decision by following the "Academic Related Appeals Process" on page xxi of the UP Catalog.

The minimum penalty for an act of academic misconduct shall be a grade of "F" (failure) on the paper, assignment or examination involved. More severe penalties may be enforced by individual instructors, provided that such penalties are identified in the course syllabus. The maximum penalty for plagiarism that may be levied is a grade of "F" (failure) for the course. Copies of plagiarized work will be placed on file with the Coordinator of Student Faculty Relations. Severe or repeated instances of academic misconduct will result in more severe sanctions up to and including expulsion.” (*UP Catalog: “Academic Policies”*)

DISABILITY STATEMENT

It is the policy of UP to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If you have a documented disability and would like the professor to make accommodations, visit the Center for Academic Excellence on the first floor of Sullivan Hall to complete the Testing Accommodations Form.

POLICY ON DIVERSITY

University-level education is about broadening horizons and looking at academic issues from a variety of perspectives. With this in mind, the participants in this class are encouraged to bring their own life experiences and viewpoints to bear on classroom discussions and assignments. Along with the freedom to express one's own view comes the responsibility of race, ethnicity, age, creed, religion, gender, sexual orientation, marital-status, or political ideology.

ACADEMIC SUPPORT CENTERS

This is a great, FREE resource for students.

- Mathematics Center here
- Writing & Critical Thinking Center
- Disability Services
- Academic Success Center

I encourage you to check out their website for more information.

<http://www.UP.edu/Academics/AcademicSupportCenters/tabid/95/Default.aspx>

COUNSELING SERVICE

To promote the growth and mental well-being of MSC students, the University of Providence has contracted with mental health service providers at the YWCA to provide mental health counseling for any MSC students regardless of their ability to pay for services. Counseling services can be access by calling (406) 252-1315.

The University of Providence also employs a licensed professional mental health counselor at the Academic Success Center in the Library Building on campus to provide students free support.

THE GRID – GOALS AND OBJECTIVES OF THE UNIVERSITY

Master degree requirement	Competency objectives CACREP Standards	MSC 696 (Internship I): Behavioral/course objectives	Assessment / Measurements
Reflective Learning: To apply major theoretical perspectives in their field of study to real-life cases and to reflect on these applications	Ethical standards of professional counseling and applications of ethical and legal considerations in professional counseling (S2.F.1.i)	1.Evaluating and applying ethical and legal standards in clinical mental health counseling (S2.F.1.i)	Class Participation – Discussion and Feedback, Academic Supervision (S2.F.1.i)
	Professional counseling organizations, including membership benefits, activities, and current issues (S2.F.1.f) The role and process of the professional counselor advocating on behalf of the profession (S2.F.1.d)	2.Be involved in professional organizations through memberships and activities (S2.F.1.f)	ACA Membership Card
	Biological, neurological, and physiological factors (S2.F.3.e) and systemic	4. Analyzing the variety of influencing factors on human development, functioning, and behavior (S2.F.3.e)	PAPER Internship Reflection Influencing Factors on

	and environmental factors that affect human development, functioning, & behavior (S2.F.3.f) Counselor characteristics & behaviors that influence the counseling process (S2.F.5.f)	(S2.F.3.f) (S2.F.5.f)	human development, functioning & behavior (S2.F.3.e) (S2.F.3.f)
	Theories of normal and abnormal personality development (S2.F.3.c) Biological, neurological, and physiological factors (S2.F.3.e) and systemic and environmental factors that affect human development, functioning, and behavior (S2.F.3.f) Essential interviewing, counseling, and case conceptualization skills (S2.F.5.g)	9. Conceptualization of an accurate diagnosis of disorders presented by a client and discussing the differential diagnosis with collaborating professionals (S2.F.3.c) (S2.F.3.d) (S2.F.3.e) (S2.F.3.f) (S2.F.5.g)	PAPER Internship Reflection Influencing Factors on human development, functioning & behavior (S2.F.3.e) (S2.F.3.f)
	The role of counseling supervision in the profession (S2.F.1.m)	12. Developing the ability to recognize his or her own limitations as a mental health counselor & to seek supervision or refer clients when appropriate (S2.F.1.m)	Class Participation – Discussion and Feedback, Academic Supervision (S2.F.1.m)
	Use of assessments for diagnostic and intervention planning purposes (S2.F.7.e)	14. 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 (S2.F.7.e)	WRITTEN and VERBAL Presentation of Case Study Advocacy processes for clients (S2.F.1.e) Procedures for assessing risk toward others and suicide (S2.F.7.c)
Reflective Practice: To reflect and act on one's own ideas, analyses, values, and personal and organizational interests in relation to one's field of study	Theories of individual and family development across the lifespan (S2.F.3.a)	3. Analyzing and applying theories of individual and family development across the lifespan and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (S2.F.3.a)	PAPER Internship Reflection Theories of individual & family development (S2.F.3.a) Presentation of Case Study Theories of individual and family development (S2.F.3.a)
	Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (S2.F.3.g)	5. Evaluating and applying effective strategies to promote client well-being and understanding the impact of crisis, disasters, and trauma on diverse individuals across the lifespan (S2.F.3.g)	PAPER Internship Reflection Effects of Crisis/, disasters/trauma (S2.F.3g) Presentation of Case Study Effects of crisis, disasters, and trauma (S2.F.3.g)
	Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (S2.F.3.i) Multicultural counseling	6. The application of multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders (S2.F.3i) (S2.F.2.c)	PAPER Internship Reflection Ethical and culturally relevant strategies for promoting resilience and and wellness (S2.F.3i)

	competencies (S2.F.2.c)		WRITTEN and VERBAL Presentation of Case Study Multicultural competencies (S2.F.2.c)
	A general framework for understanding differing abilities and strategies for differentiated interventions (S2.F.3.h)	7.The ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (S2.F.3h)	PAPER Internship Reflection General understanding for interventions (S2.F.3.h) VERBAL Case Study Update and VIDEO Framework for interventions (S2.F.3.h)
	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (S2.F.1.e)	8.Advocating to address institutional and social barriers that impede access, equity, and success for client (S2.F.1.e)	WRITTEN and VERBAL Presentation of Case Study Advocacy processes for clients (S2.F.1.e)
	Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (S2.F.7.c)	10. Evaluating and applying procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (S2.F.7.c)	WRITTEN and VERBAL Presentation of Case Study Procedures for assessing risk of danger to others, or suicide (S2.F.7.c)
Reflective Scholarship: Understand the major theoretical perspectives within their field of study	Self-care strategies appropriate to the counselor role (S2.F.1.1)	13. Creating and implementing positive self-care strategies appropriate to the counselor role (S2.F.1.1)	Class Group Work /Self-Care Wellness-Wheel
	Identification of evidence-based counseling practices (S2.F.8.b)	11. Analyzing and applying relevant research findings to inform the practice of clinical mental health counseling (S2.F.8.b)	VERBAL Presentation of Case Study / VIDEO Research findings used for Practice of Counseling (S2.F.8.b)

Week	Readings	Topics/Assignments Due	CACREP
1 Aug 28 – Sep 3		Supervision Agreement Internship Paperwork Provide proof of ACA membership	(S2.F.5.a.) (S2.F.1.m.) (S2.F.5.f.) (S2.F.5.g.) (S2.F.1.i)
2 Sep 4 – Sep 10	Kazantzis Ch. 1	Case Presentation	(S2.F.7.j.) (S2.F.5.h.) (S2.F.3.d) (S2.F.3.e) (S2.F.3.f)
3 Sep 11 – Sep 17	Kazantzis Ch. 2	K: Beck's Cognitive Therapy Case Presentation	(S2.F.7.j.) (S2.F.5.h.) (S2.F.3.d) (S2.F.3.e) (S2.F.3.f)
4 Sep 18 – Sep 24	Kazantzis Ch. 3	K: Problem-Solving Therapy Case Presentation	(S2.F.5.a.) (S2.F.5.f.) (S2.F.5.g.) (S2.F.8.b)
5 Sep 25 – Oct 1	Kazantzis Ch. 4	K: Rational-Emotive Behavior Therapy Case Presentation	(S2.F.5.a.) (S2.F.5.f.) (S2.F.5.g.)
6 Oct 2 – Oct 8	Kazantzis Ch. 5	K: Behavioral Activation Therapy Case Presentation	(S2.F.5.a.) (S2.F.5.f.) (S2.F.5.g.)
7 Oct 9 – Oct 15	Kazantzis Ch. 6	K: Acceptance and Commitment Therapy Case Presentation	(S2.F.5.a.) (S2.F.5.f.) (S2.F.5.g.) (S2.F.3.g) (S2.F.7.c)
8 Oct 16 – Oct 22	Kazantzis Ch. 7	K: Dialectical Behavior Therapy Case Presentation	(S2.F.5.a.) (S2.F.5.f.) (S2.F.5.g.) (S2.F.3.h)
9 Oct 23 – Oct 29	Fall Break / No online class	Meet by email if clients are seen during this week.	(S2.F.5.a.) (S2.F.5.f.) (S2.F.5.g.)
10 Oct 30 – Nov 5	Client Case Conceptualization	Readings Provided in Moodle	(S2.F.5.a.) (S2.F.5.f.) (S2.F.5.g.)
11 Nov 6 – Nov 12	Kazantzis Ch. 8	K: Cognitive Analytic Therapy Case Presentation	(S2.F.5.a.) (S2.F.5.f.) (S2.F.5.g.) (S2.F.3.c)
12 Nov 13 – Nov 19	Kazantzis Ch. 9	K: Positive Psychology and Therapy Case Presentation	(S2.F.5.a.) (S2.F.5.f.) (S2.F.5.g.)
13 Nov 20 – Nov 26	Kazantzis Ch. 10	K: Mindfulness-Based Cognitive Therapy Case Presentation	(S2.F.5.a.) (S2.F.5.f.) (S2.F.5.g.)
14 Nov 27 – Dec 3	Kazantzis Ch. 11	K: Emotion-Focused/Interpersonal Cognitive Therapy Case Presentation	(S2.F.5.a.) (S2.F.5.f.) (S2.F.5.g.) (S2.F.1.e)
14 Dec 4 – Dec 10	Farmer Ch. 11 (provided via Moodle)	F: Bringing Therapy to a Close and Aftercare Portfolio Due Final evaluation from supervisor is due along with final evaluation of counseling skills	(S2.F.5.a.) (S2.F.5.f.) (S2.F.5.g.) (S2.F.1.e)

