Course Information

Course Title, Number, & Section Number: Counseling Internship, COUN 695
- Term & Year:
- Number of Credits: 3 credits
- Course Location: Murphy Center TBD

Dates & Times:
- Wednesdays 6:00-9:00p

Instructor Information

Name of Instructor:

Instructor Contact Information:
- Email:
- Office:
- Office Phone:

Instructor Preferred Method/Times for Student Contact:
- Office hours are Wednesdays from 3pm to 5pm (or by appointment). To guarantee availability contact me by email to schedule an appointment.

Zoom Information
- Students MUST get instructor approval PRIOR to the class period in which they need to attend virtually to attend class via zoom. This course is designed as face to face - DO NOT attend virtually unless you have prior approval from instructor.
- Zoom link, meeting ID, passcode: TBD

COVID-19 Information
- Face Coverings: The strength of our community rests on trust and care for one another. During this public health emergency, we expect all university community members to abide by the mask requirements in effect. Individuals not appropriately (i.e., covering both your mouth and nose) wearing a mask in instructional spaces (classrooms, labs, studios, etc.) will be asked to leave. Eating in classrooms is prohibited, but briefly removing a mask to take a drink is allowed.
- Attendance: If a student is ill with COVID symptoms, they must contact health services to arrange a COVID-19 test; an Etrieve notification would then be generated to instructors. Without an Etrieve notification, the student is expected to attend class in person (unless specifically directed otherwise by the instructor). Students who have a positive COVID test will isolate in accordance with current guidelines and will be accommodated to the extent possible.
- Please review the student flow chart and the covid safety policy documents below. Additional information can be found at: https://www.viterbo.edu/moving-forward-viterbo/covid-19-information-and-resources

Course Description

The counseling internship is a field counseling experience supervised by a qualified counseling professional. Placement is at a site suitable to the counseling emphasis and interests of the student and provides opportunities for the student to perform, under supervision, in a variety of counseling activities that a professional counselor is

expected to perform. Group supervision is conducted throughout a student's internship experience. Permission of instructor is required.
Prerequisites: COUN 690

Counselor Competency and Fitness

Viterbo University is obligated to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association Code of Ethics, in Section F.5.b, states in part,

> Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. (ACA, 2014, p. 13).

Section F.9.b states in part,
> Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: assist students in securing remedial assistance when needed, seek professional consultation ⌜SEP⌝and document their decision to dismiss or refer students for assistance, and ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures. (ACA, 2014, p.15)

Counseling not only demands the highest levels of performance; it also subjects counselors to stresses and challenges that may threaten individuals' coping abilities. You are encouraged to seek professional assistance and notify your supervisor if you feel that your work is being compromised.

Required Course Materials

- American Counseling Association (2014). *ACA code of ethics.* https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf
- American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.).
- Barlow, D. (2014). *Clinical handbook of psychological disorders* (5th Ed.). Guilford Press.

Course Student Learning Outcomes

Course Objectives (CACREP). As a result of successfully completing this course, the student will:
Demonstrate enhanced professional identity, work effectively in a variety of modalities, prioritize cultural and developmental competence, accurately select and administer assessment instruments, and apply relevant diagnostic procedures for clients.

The 2016 CACREP Competencies that will be met in this course include: 2.F.5.g, 2.F.5.h, 2.F.7.e, 2.F.7.l, 2.F.8.d, 2.F.8.e, 2.F.8.i, 3.B, 3.J, 3.K, 3.L, 5.C.1.b, 5.C.1.e, 5.C.2.b, 5.C.2.C, 5.C.2.d, 5.C.2.j, 5.C.2.m, 5.C.3.a, 5.C.3.b, 5.C.3.d

> Students will identify a specific problem, a need, or an intervention within the counseling profession and create a project to assess outcomes.
> *2016 CACREP standards: 2.F.8.d, 2.F.8.e*

> Students will complete supervision requirements, direct and indirect hour requirements, and present client case presentations.
> *2016 CACREP standards: 3.B, 3.J, 3.K, 3.L*

Students will integrate developmentally and culturally appropriate treatment modalities.
2016 CACREP standards: 5.C.1.b, 5.C.2.j

Students will develop across core counseling competencies.
2016 CACREP standards: 5.C.2.C, 5.C.2.d, 5.C.2.m, 5.C.3.a, 5.C.3.b

Students will apply intake and therapeutic counseling skills, appropriate instrumentation, and counseling theory.
2016 CACREP standards: 2.F.5.g, 2.F.5.h, 2.F.7.e, 2.F.7.l, 2.F.8.i, 5.C.1.e, 5.C.2.b, 5.C.2.c, 5.C.3.a, 5.C.3.b, 5.C.3.d

The curriculum is also designed to enhance students' professional identity and clinical mental health counseling knowledge and skills. The Student Learning Outcomes for this course are aligned with CACREP (2016) standards and explicated through specific assignments as noted below.

Alignment Table of Learning Outcomes and Course Work:

Student Learning Outcomes	Standards	Assignments and Course Activities
Students will identify a specific problem, a need, or an intervention within the counseling profession and create a project to assess outcomes.	▪ **2.F.8.d** *development of outcome measures for counseling programs* ▪ **2.F.8.e** *evaluation of counseling interventions and programs*	**Action Research Project**
Students will complete supervision requirements, direct and indirect hour requirements, and present client case presentations.	▪ **3.B** *supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients*	**Audio/Video Case Presentations**
	▪ **3.L** *internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by 1) the site supervisor, 20 counselor education program faculty, or 3) student supervisor who is under the supervision of a counselor education program faculty member*	**Individual Supervision**
	▪ **3.J** *after completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area* ▪ **3.K** *Internship students complete at least 240 clock hours of direct service*	**Internship Hour Logs**
Students will integrate developmentally and culturally appropriate treatment modalities.	▪ **5.C.1.b** *theories and models related to clinical mental health counseling* ▪ **5.C.2.j** *cultural factors relevant to clinical mental health counseling*	**Scope of Practice Paper**
Students will develop across core counseling competencies.	▪ **5.C.2.c** *mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment, and aftercare, and the mental health counseling services networks*	**Site Supervisor Evaluations**

	▪ **5.C.2.d** *diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, include the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)* ▪ **5.C.2.m** *record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling* ▪ **5.C.3.a** *intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management* ▪ **5.C.3.b** *techniques and interventions for prevention and treatment of a broad range of mental health issues*	
Students will apply intake and therapeutic counseling skills, appropriate instrumentation, and counseling theory.	▪ **2.F.5.g** *essential interviewing, counseling, and case conceptualization skills* ▪ **2.F.5.h** *developmentally relevant counseling treatment or intervention plans* ▪ **2.F.7.e** *use of assessments for diagnostic and intervention planning purposes* ▪ **2.F.7.l** *use of assessment results to diagnose developmental, behavioral, and mental disorders* ▪ **2.F.8.i** *analysis and use of data in counseling* ▪ **5.C.1.e** *psychological tests and assessments specific to clinical mental health counseling* ▪ **5.C.2.b** *etiology, nomenclature, treatment referral, and prevention of mental and emotional disorders* ▪ **5.C.2.c** *mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment, and aftercare, and the mental health counseling services networks* ▪ **5.C.3.a** *intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management* ▪ **5.C.3.b** *techniques and interventions for prevention and treatment of a broad range of mental health issues* ▪ **5.C.3.d** *strategies for interfacing with integrated behavioral health professionals*	**Skill Set Demonstrations and site supervisor evaluation.**

Course Instruction Methodology

Lecture, individual and group supervision, research, discussion, experiential activities, assignments, and individual evaluation.

Student Assessment

Assessment and grading for the internship involve coursework and field assessment. The Counseling Internship (COUN 695) course includes related readings, active participation in group supervision meetings, case studies, skill performance observations, and narrative assessments. Group supervision is scheduled for an average of 1½ hours per week throughout the placement and is led by the Academic Faculty Supervisor. During client contacts, the development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients is conducted.

- Students will be assessed based on knowledge obtained through the text and class discussions.
- Students will be assessed through Site Supervisor evaluations that occur during mid-semester and at the completion of the internship experience.
- Students will be assessed on skill competence by demonstrating professional level capability in the various skills and stages of counseling. Skill competency assessment will be based on oral and written feedback from the site supervisor, digital or video recordings, written reports, class discussions, and the individual supervision sessions.
- Contribution to the group supervision process through appropriate exploration of clinical, ethical, and personal/professional issues will be evaluated by the instructor.
- Students will be assessed on their Counselor Competency and Fitness and may be assigned individual tasks for professional development.

Evaluation Method

Audio/Video Case Presentation	Individual Supervision	Scope of Practice Paper	Site Supervisor Evaluations	Skill Set Demonstrations
50 Points	30 Points	30 Points	100 Points	90 Points
16.66%	10%	10%	33.34%	30%

Grading Scale:

		B	84-89%	C/D	68-72%
A	95-100%	B/C	79-83%	D	61-67%
A/B	90-94%	C	73-78%	F	<61%

Assignments	Point Value
Audio/Video Case Presentation #1	30
Audio/Video Case Presentation #2	30
Individual Supervision #1	10
Individual Supervision #2	10
Individual Supervision #3	10
Scope of Practice Paper	30
Site Supervisor Evaluation (Midterm)	50
Site Supervisor Evaluation (Final)	50
Skill Set Demonstration #1	30
Skill Set Demonstration #2	30
Skill Set Demonstration #3	30
Total	300

Policies & Resources

Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Attendance Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Moreover, students are expected to attend all classes, as noted in the graduate catalog.

Excused Absence: Absences are considered excused only in the cases below, and only if appropriate documentation is provided.
- A medical condition or emergency with documentation from an appropriate person.
- Students with a medical condition or emergency are responsible for talking to the instructor about missed/late work and arranging for any extensions (as deemed warranted by the instructor).
- Attendance at a required extracurricular activity such as a field trip, or when a student is officially representing Viterbo University at a scheduled activity, such as a fine arts production, a conference, or an intercollegiate athletic event.

If you have an excused absence, you are still responsible for completing any missed activities or assignments by the due date.

Conduct

I expect that we will treat each other respectfully. Thus, disruptive behaviors will not be tolerated. In addition, unsolicited use of course content is not allowed without the instructor's consent. Be courteous and we will have an environment conducive to learning.

Where to Get Help: Additional Policies and Resources for Students

- [Viterbo Speaks Up](): Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- [Chosen First Name Policy]()
- [Concerns or Complaints Regarding Instruction]()
- [Moodle & Technology Guides]()
- [Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy]()
- [Student Disability Policies and Procedures]()
- [Student Resources]()
- [Technology Requirements]() and [Technical Support]()

Please review additional items noted in the Policies and Resources block in the Moodle course site.

Counseling Services

It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: https://www.viterbo.edu/counseling-services; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911). The National Alliance on Mental Illness (NAMI) is another great resource for more information regarding mental health (www.nami.org). In addition, NAMI has a national toll-free call line for crisis counseling (1-800-950-6264).

Course Support Services

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students by signing up in the Center. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

Course Website

You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

COVID-19

Student Health: Students are expected to monitor daily their temperature and enter it in the Viterbo Involvio app (https://appadvice.com/game/app/viterbo-university/1315582792). A green status will be required for entry into all courses. For additional information and resources in regard to preventing the transmission of COVID-19 and what to do in the case of positive COVID-19 symptoms see the Viterbo Moving Forward Plan resource page at: https://www.viterbo.edu/moving-forward-viterbo/covid-19-coronavirus-information

Instructor Health: In the event the instructor needs to quarantine or isolate due to COVID-19 contact or illness, students will be notified of a course format change, and the instructor's course(s) will be taught online until cleared to return to campus (by HR, in consultation with the county health department and/or medical provider), at which point in-person instruction will resume. If the instructor is unable to continue teaching, the department chair or program director will reassign instruction until the faculty member is able to return.

Face Coverings: Under Viterbo University's Fall 2020 Moving Forward Plan, all campus community members are required to wear a face mask when in close proximity to others. This includes all instructional spaces (classrooms, labs, studios, etc.), as well as non-instructional ones, such as: Public areas of residence halls, dining halls, hallways, stairwells, bathrooms and while conducting business on campus. Students are asked to bring their own personnel masks with them to campus. For those without masks, contact Sue Danielson in Health Services who has a limited supply of extra masks.

The strength of our community rests on trust and care for one another. During this public health emergency, we expect all university community members to abide by the required public health guidelines of our community by appropriately wearing a mask/face covering (i.e., covering both your mouth and nose). Students not wearing a mask in instructional spaces (classrooms, labs, studios, etc.) will be asked to leave. Students who have specific concerns or questions about the masking requirement should contact Rick Trietley, Interim Provost. For the health and safety of our community, those who do not wear face masks/coverings may face disciplinary action.

Attendance (for face-to-face courses): Realizing that this academic year will be different both in how we gather and the effect of COVID-19 on course attendance, Viterbo University is adopting an attendance policy addendum for the

2020-2021 academic year. The goal of this policy is to accommodate students who are ill or are required to quarantine during the semester. This temporary university-wide policy relies on the honor, good faith and mutual trust of all university community members. According to the new policy, when students are unable to attend class due to physical or mental health concerns related to COVID-19, they are asked to report the reason for their absence truthfully to their instructor. Instructors are asked to track students' attendance in their classes and to trust their students when they say they are ill or in self-quarantine. For specifics on what to do if you are experiencing symptoms related to COVID-19 please see the full policy in the academic catalog:

- Undergraduate Catalog: https://www.viterbo.edu/node/23866#Attendance%20Policy
- Graduate Catalog: https://www.viterbo.edu/node/28556#Attendance

Zoom Engagement: Whether we meet in person, on Zoom, or in other digital formats, we are in a professional community. As professionals, we are expected to show up on time, be prepared for our collective work, and try to limit distractions in our individual workplaces.

As members of a community, please consider the effects of your actions on your colleagues, just as you would in a physical classroom. Keep your video on, mute yourself when not speaking and focus your attention on the speaker. Please let me know if you are having difficulties interacting in class via Zoom, and if there are reasons you cannot follow the above guidelines.

Zoom Technology: This class may use Zoom, which is a web and video conferencing tool. Please be sure you have Zoom installed and are familiar with using the tool. Here are tips for participating in a Zoom session:

- Join the meeting early and test speaker, microphone, and camera settings
- Keep speakers away from microphones to avoid feedback
- Use a headset with microphone if possible
- Do not join a meeting from multiple devices.

Instructions on joining or hosting a Zoom call can be found at: https://www.viterbo.edu/sites/default/files/2020-05/Zoom%20Instructions.pdf

Credit Hour Course Expectations

Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

(750 + 1800) *   the # of credits of a course =   the minimum number of minutes of seat time and outside work required

For example, a three-credit course requires a minimum of 7,650 total minutes.

Disability Statement

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

Electronic Submissions Policy

Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of "technology issues" is not acceptable unless clearly documented or an area wide outage.

Grade Appeals

- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.
- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University's grade appeal process.

Late Work Policy

Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link: http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint
- Please visit this website for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

Turnitin/Electronic Submission

This is a source-matching tool that checks students' work for plagiarism against a database of stored papers, internet sites, and publications. Any assignments that you submit via Turnitin will be added to the global Turnitin database, which is a repository of assignments submitted via Turnitin. The instructor also reserves the right to submit your work to Turnitin. If you have any questions or concerns about electronic assignment submissions or Turnitin please let me know.

COVID-19 Alternate Learning Plan (If Needed)

If we need to be fully online for a class, the instructor will notify everyone at least one day prior to class time that the COVID-19 Alternate Learning Plan is in place. Classes will continue during the same timeframe, and you are advised to plan for stable internet access because we will be meeting via zoom. If there is an issue with internet access, alternate work that is equivalent to class time will be assigned. Also note that it is preferred that your camera is on when class time is occurring, however, you may use the greenscreen feature for your background.