DRAFT SYLLABUS

Tennessee Tech University
Department of Counseling and Psychology
COUN 6820-001 Internship in Mental Health Counseling

Tuesdays 9:00A.M. – 11:50 A.M, Farr 309, Fall 2021

Instructor Information

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TTU College of Education Conceptual Framework:

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

Course Information
Prerequisites
COUN 6300, 6360, 6362, 6320, 6800, and 6820 <u>AND</u> *Admission to CMHC Program*

Texts and References

Required:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders*
(5th ed.). http://dx.doi.org/10.1176/appi.books.9780890425596.910646

Tennessee Tech Tk20 *By Tk20* Edition: 2013 Publisher: Tk20 Inc ISBN: 2811005030132

Recommended:

Erford, B. (2020). *40 Techniques every counselor should know.* Pearson.

Miller, W. R. and Rollnick, S. (2013). *Motivational interviewing: Helping people change.*
Guilford Press.

Rosenthal, H. (2008). *Encyclopedia of counseling*. Routledge.

Sommers-Flanagan, J. (2017). *Clinical Interviewing (*6th ed.). Wiley.

Woodside, M., & Luke, C. (2018). *Practicum in counseling: A developmental guide*. Cognella
Academic Press.

Bannik, F. (2010). *1001 Solution-focused questions: Handbook for Solution-Focused
interviewing*. W. W. Norton & Company.

Course Description
Supervised experience in an appropriate community mental health placement. Students must
complete 300 hours of supervised mental health counseling work experience.

Course CACREP Objectives/Student Learning Outcomes

Standard	Content/Reading	Formative Assessment	Summative Assessment
2.F.5.g. Students will discuss essential interviewing, counseling, and case conceptualization skills.	Internship site experiences, class discussions	Case presentations, site supervision	CCS-R
2.F.5. j. Students will identify evidence-based counseling strategies and techniques for prevention and intervention.	Internship site experiences, class discussions	Case presentations, site supervision	CCS-R
2.F.8.b Students will describe identification of evidence-based counseling practices.	Internship site experiences, class discussions	Case presentations, site supervision	CCS-R

5.C.2.m. Students will understand record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.	Internship site experiences, class discussions	Site supervision	CCS-R
5.C.3.b. Students will understand techniques and interventions for prevention and treatment of a broad range of mental health issues.	Internship site experiences, class discussions	Case presentations, site supervision	CCS-R
5.C.3.c. Students will know strategies for interfacing with the legal system regarding court-referred clients.	Internship site experiences, class discussions	Case presentations, site supervision	CCS-R
5.C.3.d. Students will know strategies for interfacing with integrated behavioral health care professionals.	Internship site experiences, class discussions	Case presentations, site supervision	CCS-R
5.C.3.e. Students will know strategies to advocate for persons with mental health issues.	Internship site experiences, class discussions	Case presentations, site supervision	CCS-R

Counseling Skills Development Chart
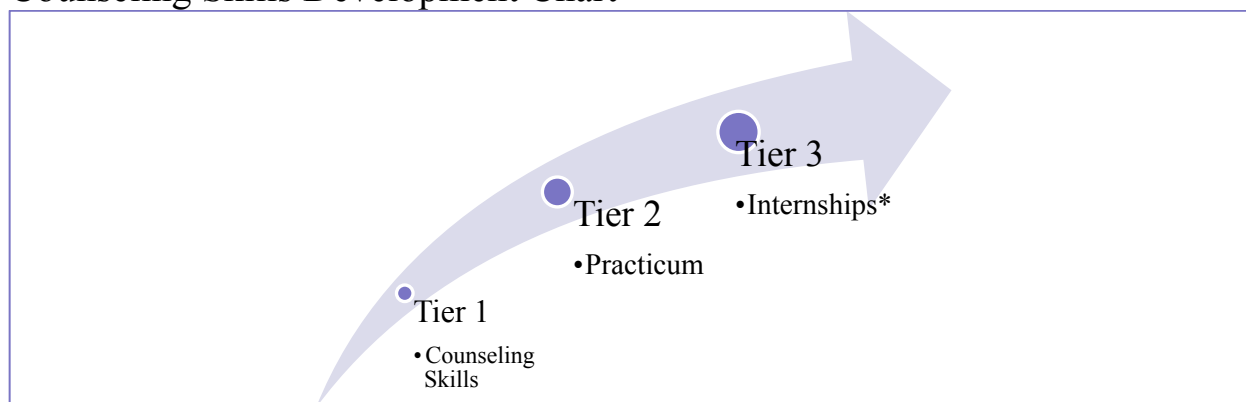
Tier 1: Counseling Skills (COUN 6360): Learning the basic counseling skills for helping through role-plays.

Tier 2: Practicum (COUN 6800): Learning how to implement counseling techniques with real clients primarily through shadowing professionals. In addition, practicum includes faculty and on-site supervision.

Tier 3: Internship I & II (COUN 6820 & 6821): Performing counseling techniques with real clients under faculty and on-site supervision.

Student Responsibilities

The following dispositions are taken from the MHC Handbook and summarize the responsibilities accepted by the student participating in this course.
http://www.tntech.edu/cp/graduate-program-information/

1. **Scholarship** (mastery in coursework and competency in application)
2. **Responsibility** (acceptance of ownership of personal, academic, and professional development and behavior including keeping Internship instructor advised of any problems at site)
3. **Respect for Diversity** (recognition of the needs and values of individuals)
4. **Effective Communication** (ability to communicate clearly verbally and in writing, and to accept new ideas and constructive feedback)
5. **Reflection** (ability to access one's own decision-making process and recognize consequences of behavior)
6. **Professional Behavior** (recognition of ethical, legal, and professional standards of conduct)
7. **Critical Thinking** (capability for critical thinking and real world problem-solving)

Major Teaching Methods

Instruction will consist of lecture, demonstration, role-play, group participation, reflection assignments, exams, and supervised feedback.

Special Instructional Platform/Materials

iLearn, laptop

Topics to Be Covered

- Assessment, diagnosis, and treatment
- Professional issues in counseling
- Multicultural and ethical considerations
- Legal issues in counseling

Course Schedule

See attached

Grading and Evaluation Procedures

The following assessment procedures will be used to evaluate students' knowledge of the course.

Category	Assignment	Percentage
Documentation	Site Contracts, Liability Insurance, Hours Logs, End of Semester Evals	10%
Case Presentation 1	Case Conceptualization Form	10%

	Case Presentation	
	Case Video	
Case Presentation 2	Case Conceptualization Form	10%
	Case Presentation	
	Case Video	
Case Presentation 3	Case Conceptualization Form	10%
	Case Presentation	
	Case Video	
CCS-R Midterm	Site Supervisor	10%
	Faculty Supervisor	10%
CCS-R Final	Site Supervisor	10%
	Faculty Supervisor	30%
Total		**100%**

Assignments are due at the beginning of class on the due date. Late work automatically receives a 10% grade reduction. After one week late, I reserve the right to not accept an assignment. Please be vigilant in following the guidelines for assignments and activities. Grades will be affected by poorly formatted, structured, or hard-to-read assignments.

Grading Scale

Letter Grade	Grade Range
A	93-100
B	85-92
C	77-84
D	69-76
F	<68

An "I" (incomplete) will be considered after receiving supporting documentation from the site supervisor. If the "I" is granted, the intern must continue accumulation of hours only when the course is offered again (Fall and Spring Semester). Therefore, if the intern does not have significant progress in accumulation of hours, it is strongly recommended that the intern drop the class by the TTU drop date. In addition, if an intern cannot establish and maintain an internship position, and therefore, cannot complete the internship requirements within two semesters, the resulting grade is an "F".

Course Policies

Student Academic Misconduct Policy

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – [Student Academic Misconduct at Policy Central](#).

Attendance Policy

Attendance in class is expected. Excessive absences will adversely affect the final grade for the course. The instructor will define the policy the first day of class. Candidates are responsible for all material covered when absent.

Class Participation

Due to the nature and structure of this course, attendance, punctuality, and participation are essential to the learning process. You will be expected to attend each class and participate in group discussions. Since arriving late or leaving early is a disruption to the entire class, I would ask that all candidates inform the class members and me if leaving early or arriving late for class be necessary.

Assignments and Related Policy

Documentation
    Students will submit the following paperwork:
    a. Preliminary Forms (before the second class):
            i. Site Contracts (updated as needed)
            ii. Proof of liability insurance
    b. Ongoing Forms:
            i. Weekly signed Hours Log
    c. End-of-Semester Forms:
            i. Final Hours Log - reflecting all hours requirements being met
            ii. Student Site Evaluation completed by student on their internship site
    d. Other documentation as requested by course instructor

Case Conceptualizations
    Students will present **three (3)** cases over the course of the semester. Case presentations will be comprised of the following:
    a. Complete a Case Conceptualization Form (posted on iLearn)
    b. Provide an oral overview of the case (5 minutes)
    c. Show a 10-minute video (it can be one section or several individual clips). Videos should be recorded within 2 weeks of the presentation and not been viewed/critiqued by another faculty member

    Students attending the presentation will complete the Client/Session Feedback Form (posted on iLearn). Following the in-class presentation, these forms should be emailed to the

presenting student within 24 hours of the presentation. Grades for the presentations will be determined using the rubric posted on iLearn.

Students will sign up for presentations the first week of class. If a conflict arises with a presentation time, students are permitted to change slots with another student, but they must inform the instructor about these changes prior to the class.

CCS-R Evaluations

Site supervisor(s) and faculty instructor will complete a mid-term and final evaluation to help the students assess their strengths and weakness and to assist with the assignment of a grade reflective of performance. These evaluation forms address several skill areas for beginning counselors.

Clinical Hours Requirements

The program requires completion of a supervised internship in the intern's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area.

1. At least 240 clock hours of direct service, including experience leading groups.
   Interns are expected to spend approximately 20 hours per week at the internship site. Of the 300 hours for each course, interns must complete **120** client contact hours including leading group experience, and **180** indirect service hours. Client contact hours are defined as time with client(s) in direct service, i.e., intake, assessment, counseling, crisis, etc. Note: Client cancellations do not count as direct hours. Indirect service hours are defined as time spent in supervision, staffing, paperwork, chart review, agency orientation, review and preparation of standardized assessments, professional seminars and workshops assigned by site supervisor which are related to the agency's population, any recommended research by your site supervisor, etc. Of the 180 indirect service hours, a minimum of 30 hours are allocated for individual supervision with site supervisor and group supervision (class) with program faculty.

   Current Semester Hours Requirements

Hours Category	Minimum Required Hours
Direct Service – interaction with clients that includes the application of counseling, consultation, or human development skills.	120
Clock Hours – All hours completed on site performing various duties related to counseling (ex. Client note and report writing, outreach, administrative tasks, supervision). The 120 hours required above are included in the 300 total required hours.	300

NOTE: You may not terminate clients simply upon achieving the total of direct contact hours while still providing clinical service. You are ethically bound to continue providing clinical service to your clients until it is therapeutically appropriate to terminate. The client's welfare takes precedence

Supervision Requirements

Supervision will occur both on-site and on-campus and will consist of both group and individual formats. If a student does not complete both university-based and off-site supervisions within the week, they will not be able to count their weekly hours.

- **University-Based Supervision (Group/Class Supervision):** Students shall participate in a minimum of one and one-half hours of group supervision per week with an Internship instructor, during the Internship class session. The faculty instructor will meet with students weekly in a small group setting on the day of the class. The purpose of this group supervision is to discuss cases, practice techniques, discuss ethical issues, and generally serve as a forum for your development as a counselor.

- **Internship-Site Supervision:** Individual Supervision: Students shall receive a minimum of one hour of supervision per week (individual or triatic) with their designated field placement Site Supervisor. This supervisor will communicate directly with the faculty instructor concerning candidate performance at the site. The on-site supervisor will also provide ongoing evaluation of candidate performance as a counseling internship student via evaluation forms that Students will provide and discuss with the on-site supervisor.

Counseling Professionalism

This course emphasizes the development of essential fundamental counseling skills and professional behavior common, to a varying extent, to all counseling approaches. The skills and professional behaviors emphasized in this class are crucial to establishing and developing

effective counseling relationships and professionalism. This focus is supported by research that continuously documents that effective counseling relationships are the most significant element of effective counseling. Thus, the primary evaluation of candidate performance in this course is videotapes of candidate counseling sessions in which students demonstrate the essential skills and professionalism necessary for effective counseling relationships and employment in the helping professions.

Students should also understand that developing the skills in this course is personally demanding and that their emotional stability will influence their ability to perform effectively and, thus, their success in this course. Below is a clarification of specific areas that may cause supervisors and course instructors concern during this training experience. Be clear that deficiencies in either area may result in not passing or being removed from this class. In addition, issues in either area may also initiate the candidate disposition process using the Student Development and Retention Policy.

- **Professional Behavior -** The practicum-internship series is meant to simulate real employment in the mental health profession. The on-site supervisor or the agency director is the management in this experience. It is imperative, therefore, for the student to behave, dress, speak, act or react in a professional manner at all times. The student must also meet the policy and procedure requirements of the agency.
- **Impairment -** It is feasible that some form of impairment
- t may surface during the practicum-internship experience. If impairment is identified by either supervisor and communicated to the other, it will be brought to the student's attention. At that time, a plan for remediation using the Student Development and Retention Policy will be put into effect. A definition of impairment is offered by the following:
  - Overholser and Fine indicate that impairment is evaluated in five areas: A serious deficit in any of the following:
    1. Factual knowledge
    2. Generic clinical skills
    3. Orientation-specific technical skills
    4. Clinical judgment
    5. Interpersonal attributes
  - Below is an operationalized definition of impairment for interpersonal attributes offered by Frame and Steven-Smith:
    1. Not being open, flexible, positive, and cooperative
    2. Not willing to accept and use feedback
    3. Not aware of impact on others
    4. Not demonstrating an ability to deal with conflict, accept personal responsibility and express feelings effectively and appropriately.

Disability Accommodation

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden

University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – services for students with disabilities at policy central.

Additional Resources

Technical Help

If you are experiencing technical problems, visit the myTech IT Helpdesk for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed here)visit the Center for Innovation in Teaching and Learning (CITL) website or call 931-372-3675 for assistance.

For accessibility information and statements for our instructional technologies, visit the CITL's Learner Success Resource page.

Tutoring

The university provides free tutoring to all Tennessee Tech students. tutoring is available for any class or subject as well as writing, test prep, study skills, resumes. Appointments are scheduled. Please see the Learning Center website for more information.

Health and Wellness

Counseling Center

The Counseling Center offers brief, short-term, solution-focused therapeutic interventions for Tennessee Tech University students. The staff of the Counseling Center is available to assist students with their personal and social concerns in hopes of helping them achieve satisfying educational and life experiences. To learn more or schedule an appointment, visit the Counseling Center website.

Health Services

Health Services offers high-quality, affordable care that is accessible and promotes the health and wellness of our Tennessee Tech community. Visit the Health Services website to learn more.

COVID-19 University Protocols

1. Each student must take personal responsibility for knowing and following the university's COVID-19 protocols. Students are expected to follow all COVID-19 directives published by Tennessee Tech on its official COVID-19 webpage: www.tntech.edu/covid19.
2. As conditions related to the pandemic change, the university's COVID-19 protocols are also likely to change. Students are expected to monitor the university's official COVID-19 webpage to stay up to date on all university COVID-19 protocols.
3. If the university's COVID-19 protocols include the wearing of face coverings inside campus facilities, then face coverings must be worn covering the mouth and nose. Protocols will apply to all vaccinated and unvaccinated individuals.

4. Students who refuse to comply with university protocols will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19 to Tennessee Tech's Health Services by following the student link at the following website: www.tntech.edu/covid19/report.php . The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.
6. Students can get a COVID-19 vaccine on campus at Tech Health Services. Call ahead to schedule at (931) 372-3320. COVID-19 vaccines are given free of charge daily, as well as testing.
7. Per CDC guidelines, you are considered fully vaccinated:
   o Two weeks after your second dose in a 2-dose series, such as the Pfizer or Moderna vaccines, OR
   o Two weeks after a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine