

WASHINGTON ADVENTIST UNIVERSITY
Takoma Park, MD 20912
Department of Psychology
School of Graduate and Professional Studies

COURSE SYLLABUS
CLINICAL INTERNSHIP

Course Number: CPSY 699 A 3 hrs; CPSY B 3 hrs
CPSY C 3 hrs; CPSY D 3 hrs
August 28,2016- April 25, 2017

Instructor: Grant Leitma, Ph.D.
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Office Hours: 8:00 am-3:00 pm. Monday- Thursday
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Course Location & Time: See Class Schedule
Instructor: Grant Leitma, Ph.D., Clinical Internship Supervisor
Office Hours: Monday-Thursday, 8:00 am- 3:00pm

Course Description:

Students are permitted to start the Clinical Internship upon the successful completion of the Practicum. Students complete a supervised 600 hours internship in a clinical setting). Internships are supervised on site by licensed health professional and include a weekly meeting with the supervising instructor or clinical faculty member. This course provides opportunities for practical clinical/field experience with actual clients in community agency settings. The general goal is for Clinical Mental Health Counseling students to master skills learned in previous courses by effectively working with actual clients in individual and group counseling sessions as described in the CPSY 699A/B/C/D syllabus.

Prerequisites for registering for Internship:

Successful completion of the following courses:

Practicum CPSY 680A & CPSY 680B; CPSY 690 Advanced Counseling Techniques

GUIDELINES AND EXPECTATIONS FOR INTERNSHIP STUDENTS

The Internship course in the Clinical Mental Health Counseling program at WAU requires students to complete supervised clinical/field experiences which include individual and group counseling, that total 600 clock hours. Internship includes the following:

- A) A minimum of one hour per week of individual clinical supervision from the on-site supervisor.
- B) An average of one and one-half hours per week of group supervision with students in Internship (actual meeting times and dates will be determined and assigned by the University supervisor).
- C) Students are expected to adhere to American Counseling Association *Code of Ethics*

Required Texts:

American Counseling Association code of ethics: Section- A,C,F. (2014). American Counseling Association. Alexandria, VA. Retrieved from: <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4%20>

Course Objectives:

The objectives for this course are to:

1. Successfully complete a 600 hour internship at a mental health facility. [CACREP Standards 5C.2.m, 5C.3.a, 5C.2.c, 5C.2.d, 5C.3.b., 5C.3.e]

2. Gain the experience to become a competent counselor under the supervision of a licensed mental health professional.
[CACREP Standards 5C.2.k]
3. Know how to conduct and facilitate both face to face group counseling methods according to the standards of the counseling profession.
[CACREP Standards 5C.2.c]
4. Document the student's counseling experience for the State of Maryland LCPC application process.[CACREP Standards 5C.2.m]
5. Earn an outstanding evaluation by the supervising clinical instructor at the placement site by the completion of the internship.
[CACREP Standards 5C.2.d]
6. Satisfactorily pass the Counselor Preparation Comprehensive Exam (CPCE).
7. Engagement in approximately 18 hours per week of direct clinical contact[CACREP Standards 5C.2.c]
8. Observing assessment/counseling sessions (Initial phase of training)[CACREP Standards 5C.3.a]
9. Perform clinical activities with increasing levels of autonomy[CACREP Standards 5C.3.b]
10. Conduct culturally competent intakes, assessments, and therapy[CACREP Standards 5C.3.a, 5C.2.j]
11. Maintain individual case load consisting of individual, family, or couples therapy clients [CACREP Standards 5C.2.m, 5C.3.b]
12. Co-lead or lead group psychotherapy or psychoeducation sessions[CACREP Standard 5.C.3.b]
13. Intake/Assessment report writing [CACREP Standards 5C.3.a, 5C.2.m]
14. Enhancing diagnostic skills including prescribing diagnosis using DSM V.[CACREP Standards 5C.2.d]
15. Develop case conceptualization skills [CACREP Standards 5C.3.a, 5C.3.b]
16. Demonstrate the capacity to integrate and apply theoretically sound approaches to therapeutic interventions [CACREP Standard 5C.2.c]
17. Learn how to develop and implement treatment goals [CACREP Standard 5C.3.a,5C.3.b}
18. Demonstrate the capacity to communicate effectively orally and in writing[CACREP Standard 5C.2.m]
19. Give and receive feedback regarding clinical cases with supervisors [CACREP Standard 5C.2.c]
20. Engage in case presentations to the class and staff in team meetings at the clinical site. [CACREP 5C.3.d]
21. Attend educational seminars to supplement clinical knowledge if possible.
[CACREP Standard 5C.2.k]
22. Prepare to pass the National Counselor Exam [CACREP Standards 5.C.1.a, 5C.1.b,5C.2.b, 5C.2.c, 5C.2.d, 5C.2.j, 5C.3.b]
23. Describe a biblically based world view for counseling by utilizing various sources such as the King James Bible, Ministry of Healing, Education, Mind, Character and Personality, and Fundamentals of Christian Education.

Clinical Mental Health Counseling Program Objectives:

1. Students develop knowledge in the eight common core curricular experiences identified in CACREP standards. These include: professional orientation and ethical practice, social and cultural diversity, human growth and development, group work, assessment, helping relationships, research and program evaluation, and career development.
2. Theory and Research to Practice
Students develop an understanding of a range of counseling theories consistent with a developmental perspective. Students develop treatment plans and interventions consistent with their own theoretical orientation, a critical evaluation of the literature, client mental health needs and goals in counseling, diagnosis, and best practices in the profession.
3. Clinical Skill (Helping Relationships)
Students develop therapeutic communications skills, emphasize the client-counselor relationship, and facilitate and manage the counseling process with individuals, families, and groups.
4. Self as Counselor (Reflective Practitioners)
Students develop a strong awareness of their own values and worldviews, recognize their own competencies and limitations, maintain openness to supervision, and recognize/acknowledge/remediate personal issues that may impact client care.
5. Multicultural Competence
Students develop awareness of power, privilege, and difference and their own cultural attitudes, beliefs, and effects of social location, and learn strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.
6. Professional Counseling Identity
Students develop understanding of the history of professional counseling, knowledge of the philosophical foundations of the profession, knowledge of the roles and functions of counselors, professional pride/professional engagement, and knowledge and understanding of professional ethics. Students recognize the importance of career counseling as unique to the counseling profession, and recognize the value of career work in all counseling settings.
7. Ethical Practice
Students commit to and follow professional ethics consistent with the American Counseling Association ethical guidelines. They seek supervision/consultation to resolve ethical dilemmas and take personal responsibility in the event an ethical error is committed.
8. Mental Health Advocacy and Community Involvement
Students develop an ability to recognize the critical issues that affect physical, academic, career, economic, and mental well-being of individuals and learn skill sets to help clients resolve personal and family problems that have an impact on the society.

9. Research and Assessment

Students develop an understanding and skills in the use of research, assessment and program evaluation to inform and improve clinical practice.

10. Practice & Spirituality

Students develop a sensitivity to the client's emotional, spiritual, and physical health in order to facilitate the healing process by submitting a one page paper that describes their biblical worldview of counseling.

Learning Evaluation & Grading Scale

The student's final grade will be achieved by successfully completing the following five components:

1. **Clinical internship evaluation rating**: 4.0-3.5=A; 3.4-3.0=B; 2.9-2.5=C; 2.4-2.0=D
Supervisor evaluation rating is worth 50% of the final grade.
2. **Clinical hours completed** (CPSY 699 A,B,C, or D): 150-135=A; 134-120=B; 119-105=C. The clinical hours are worth 20% for the final grade.
3. **Weekly Progress Journal Report** = 10%; Students are to report counseling activity in terms of client session type, client issue, challenges/difficulties encountered, & outcomes. You are encouraged to meet with your supervisor to discuss any difficulties you are dealing with. Reports are to be submitted each week by email or in person during each personal conference. See the form as attached.
4. **Biblical Worldview for the Counseling Profession**: Each student will submit a one page typed paper describing what is their biblical worldview of counseling and how this will impact their counseling profession for CPSY 699D. The paper is a pass or fail. However, the student who fails this assignment must resubmit before a final grade is submitted.
5. **Client Case Conceptualization History Outline & Report**: 20% of final grade;
 - A. Client History
 - B. Presenting Concerns
 - C. Core Issues – DSM V
 - D. Long Term Goals
 - E. Short Term Goals
 - F. Course of Treatment & Intervention
 - G. Anticipated Outcomes of Counseling
 - H. Prognosis

Clinical Process meeting attendance: Monthly and/or weekly meetings per semester are required or as needed. Students come prepared to discuss their counseling progress, client issues, and treatment plans for clients. The case presentation and paper is worth 20% of the final grade. See last page for paper organization

Academic Honesty, Cheating, Destruction of Library Material, and Plagiarism

All students are expected to maintain a high level of responsibility with respect to academic honesty. Students engaged in cheating or academic dishonesty of any form will be subject to disciplinary penalties which include the possibility of failure for the course and/or dismissal from the University. Cheating, dishonesty, plagiarism, copying portions of another student's work are totally unacceptable and will be dealt with seriously. A minimum penalty will be a zero for the course work submitted. Further action may be taken at the instructor's discretion. In view of the fact that such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

Psychology Department's Statement of Faith and Learning

Washington Adventist University is a Seventh-day Adventist community of Christian scholars committed to preparing students for service to the world and for citizenship in the heavenly kingdom. Our department challenges students to develop a Christian character, so as future psychologists and counselors, they may share their faith to all communities throughout the world in preparation for the imminent return of Christ. Therefore, students are encouraged to understand the discipline of psychology and counseling from a biblically based worldview.

Disability Services

It is our purpose at Washington Adventist University to provide an equitable and exemplary education for all of our students. To that end, we strive to provide reasonable accommodations to students with disabilities to ensure their academic success. It is the student's responsibility to disclose any disabilities he/she wishes to have accommodated. Disability documentation must be within seven years of the student's application for assistance (unless in some instances where the evaluation was completed after the student was 18 years of age and the evaluation utilized appropriate adult standardized tests and is considered to adequately represent an individual's current functioning).

Documentation must be comprehensive, including history, diagnostic interview, test results (including standardized test scores when available), differential diagnosis, details regarding the student's functional limitations, and recommendations, which are appropriate in college.

All disability-related information is treated with the highest confidentiality and will only be provided to faculty, staff or other individuals with a student's permission, per a signed Release of Information form.

Reasonable accommodations provided to our students are:

- Readers
- Special registration services
- Note-takers
- Testing accommodation
- Physical modification of class set-up
- Assistive technology

For information, contact Fitzroy Thomas, Assistant Director of the Betty Howard Center and Disability Services Coordinator.

Disclaimer

The Department reserves the right to make adjustments to this course outline as deemed necessary.

| Course Objectives | Program Objectives | Institutional Objectives | CACREP & CMHC Standards | Assessments |
|--|---------------------------|---------------------------------|---|---|
| 1.Successfully complete a 600 hour internship at a mental health facility. | 1,2,3,4,6,7, 8,10 | 7 | 5.C.2.m 5.C.3.a;5. C.2.c 5.C.2.d, 5.C.3.b;5. C.3.e | 1. Clinical Log 2.Supervisor Rating Form 3.Weekly Clinical Report |
| 2.Gain the experience to become a competent counselor under the supervision of a licensed mental health professional. | 1,2,3,4,6,7, 8,10 | 7 | 5.C.2.k | 1.Supervisor Rating Form |
| 3.Know how to conduct and facilitate both face to face group counseling methods according to the standards of the counseling profession. | 1,2,3,4,6,7, 8,10 | 2,3,7 | 5.C.2.c | 1.Supervisor Rating Form 2.Weekly Clinical Report |
| 4.Document the student's counseling experience for the State of Maryland LCPC application process. | 1,2,3,4,6,7, 8,10 | 2,7 | 5.C.2.m | 1. Clinical Log |
| 5.Earn an outstanding evaluation by the supervising clinical instructor at the | 1,2,3,4,6,7, 8,10 | 7 | 5.C.3.d | 1.Supervisor Rating Form |

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| placement site by the completion of the internship. | | | | |
| 6. Satisfactorily pass the Counselor Preparation Comprehensive Exam (CPCE). | 6,1 | 2,3,7 | | 1.CPCE Results |
| 7.Engagement in approximately 18 hours per week of direct clinical contact | 1 | 7 | 5.C.2.c | 1.Weekly Clinical Report 2.Clinical Log |
| 8.Observing assessment/counseling sessions (Initial phase of training) | 1,3,7 | 3,7 | 5.C.3.a | 1.Supervisor Rating Form 2.Client Case History |
| 9.Perform clinical activities with increasing levels of autonomy | 1 | 3,2,5,7 | 5.C.3.b | 1.Supervisor Rating Form |
| 10.Conduct culturally competent intakes, assessments, and therapy | 5,6 | 3,4,7 | 5.C.3.a 5.C.2.j | 1.Supervisor Rating Form 2.Weekly Clinical Report |
| 11.Maintain individual case load consisting of individual, family, or couples therapy clients | 3 | 2,5,7 | 5.C.2.m 5.C.3.b | 1.Supervisor Rating Form |
| 12.Co-lead or lead group psychotherapy or psychoeducation sessions | 3 | 2,5,7 | 5.C.3.a 5.C.3.b | 1.Supervisor Rating Form |
| 13.Intake/Assessment report writing | 6 | 2,3 | 5.C.3.a 5.C.2.m | 1.Supervisor Rating Form |
| 14.Enhancing diagnostic skills including prescribing diagnosis using DSM V. | 7 | 2,3,7 | 5.C.2.d | 1.Supervisor Rating Form 2. Client Case History Conceptualization Report |
| 15.Develop case conceptualization skills | 3 | 2,3,5,7 | 5.C.3.a, 5.C.3.b | 1. Client Case History Conceptualization Report & Monthly Presentation |
| 16.Demonstrate the capacity to integrate and apply theoretically | 1,2 | 3,5,7 | 5.C.2.c;5.C.1.b | 1. Client Case History Conceptualization |

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| sound approaches to therapeutic interventions | | | | Report & Monthly Presentation |
| 17.Learn how to develop and implement treatment goals | 1,2 | 3,7 | 5.C.3.a 5.C.3.b | 1. Client Case History Conceptualization Report & Monthly Presentation 2.Supervisor Rating Form |
| 18.Demonstrate the capacity to communicate effectively orally and in writing | 1, 4 | 2 | 5.C.2.m | 1. Client Case History Conceptualization Report & Monthly Presentation 2.Supervisor Rating Form |
| 19.Give and receive feedback regarding clinical cases with supervisors | 1,4 | 2,3,5 | 5.C.2.c | 1. Supervisor Rating Form 2.Monthly Supervision and Weekly Individual Report Meeting |
| 20.Engage in case presentations to the class and staff in team meetings at the clinical site. | 1 | 2,5 | 5.C.3.d | 1. Supervisor Rating Form 2. Monthly Group & Individual Meetings |
| 21.Attend educational seminars to supplement clinical knowledge if possible. | 1,4,5,6, | 4 | 5.C.2.k | 1. Networker Symposium 2. D.C. Counselor Conference 3.Handbook encourages attending one annual conference |
| 22.Prepare to pass the National Counselor Exam | 1,2,3,4,5,6, 7,9,10 | 3,7 | 5.C.1.a 5.C.1.b 5.C.2.b 5.C.2.c 5.C.2.d 5.C.2.j 5.C.3.b | 1.Obtain Rosenthal's Encyclopedia of Counseling & Complete Review 2. Pass the CPCE during CPSY 699 |
| 23. Describe a biblically based world | 10 | 1 | | 1.Paper developed during MA program & |

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| view for the internship course. | | | | discussed and submitted in CPSY 699. |
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