PCC 960 A
Clinical Internship

Fall 2026 | Tuesdays, 10:45 a.m.-12:15 p.m. | Location: Online
Instructor: Rev. Dr. AHyun Lee, Ph.D., LCPC - Pronouns (she/her)
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COURSE DESCRIPTION

Clinical Internship is the culminating supervised clinical training experience in the MAPCC program. Building on Internship preparation, this course supports counselors-in-training in delivering counseling services with increasing competence and professional identity development at an approved clinical site. Students strengthen their ability to integrate counseling theory, ethical decision-making, cultural humility, and pastoral-theological reflection across the full arc of care—from initial contact and informed consent, to assessment, case conceptualization, diagnosis (as appropriate), treatment planning, intervention, documentation, referral coordination, and termination.

In Clinical Internship, students engage in ongoing clinical service delivery while receiving both site-based supervision and seminar-based group supervision/peer consultation. Supervision supports the development of conceptual and procedural clinical skills and attends to the counselor's "use of self," including intrapersonal processes (e.g., affect regulation, values, countertransference, spiritual formation) and interpersonal dynamics (e.g., boundaries, power, feedback, group process), particularly as these emerge in work with diverse clients and communities.

Clinical Internship includes direct client experiences in assessment and counseling (including, when available and appropriate, individual and group counseling), and exposure to professional activities beyond direct service (e.g., documentation, treatment planning, consultation, referral mapping, case coordination, trainings, and other site-based responsibilities). Students will practice a range of activities consistent with the role of a professional counselor within the scope of a supervised trainee and in alignment with site and program policies.

Hour requirement: A minimum of 600 clock hours is required during the internship period, including a minimum of one hour per week of ongoing supervision from the site supervisor (individual and/or triadic, as site/program guidelines specify).
(1.5 credits per semester; 3 credits total over the academic year.)

LEARTNING OUTCOMES

After successfully completing this course, students will be able to:

1. Demonstrate counseling skills and clinical presence (e.g., alliance building, empathic reflection, session structure/closure, goal collaboration) with procedural fidelity and cultural humility across diverse clients and clinical contexts.
2. Formulate a working case conceptualization in a clearly named theoretical orientation and translate it into a treatment plan that includes measurable goals, aligned interventions, and a basic progress-monitoring strategy.
3. Maintain timely, accurate clinical documentation consistent with site and program expectations, including appropriate use of documentation formats when applicable (e.g., informed consent documentation; (e.g., informed consent, SOAP= Subjective, Objective, Assessment, Plan/DAP=Data, Assessment, Plan/GIR = Goal, Intervention, Response, Plan).
4. Identify and respond to risk and safety concerns (e.g., suicide/self-harm, violence risk, abuse/neglect concerns, intimate partner violence, substance use, acute crises) using site-approved procedures and appropriate consultation with supervisors, and documenting actions in accordance with applicable law, site policy, and program protocols.
5. Use supervision intentionally and professionally by setting learning goals, preparing focused consultation questions and relevant session segments, integrating feedback into subsequent sessions, and reflecting on boundaries, ethics, self-care, and professional identity development.
6. Engage pastoral-theological reflection as a clinical competency by drawing on scripture/tradition/reason/lived experience (as appropriate), critiquing harmful theologies when relevant to client wellbeing, and articulating a pastoral-theological rationale for at least one clinical decision (e.g., an intervention choice, boundary practice, referral, or termination plan) in a case.

COURSE TEXTBOOKS

Required

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.; DSM-5-TR). American Psychiatric Association.
  (Students should have reliable access to DSM-5-TR in print or electronically. Only relevant sections will be assigned/used for cases; students are not expected to memorize the entire manual.)

  Access (library e-book or print):
  https://search.library.northwestern.edu/permalink/01NWU_INST/uoei1r/alma99819063 2040244
- American Counseling Association. (2014). *ACA code of ethics*. American Counseling Association.
  (We will reference this throughout the internship for clinical decision-making, documentation, boundaries, supervision, confidentiality, and professionalism. If ACA issues updated ethical standards during the year, we will use the most current version.)

Direct PDF: https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf

- American Counseling Association**.** (n.d.). *Practitioner's guide to ethical decision making*. American Counseling Association.
  (Used as the primary framework for ethical decision-making in case consultation. Students will complete the Ethics Decision-Making Worksheet prior to presentations.)
  PDF: https://www.counseling.org/docs/default-source/ethics/practioner-39-s-guide-to-ethical-decision-making.pdf
- Lee, AHyun. "Trauma-Informed Pastoral Theology: When Pastoral Caregivers Resist Abusive Theologies." In *Protestant Clergy Sexual Misconduct and Intercultural Pastoral Care: Invisible Mask*, 263–291. Cham, Switzerland: Palgrave Macmillan, 2025.

COURSE PROCEDURE

Course Structure and Expectations

1. Internship site commitment
   Students fulfill all internship responsibilities as outlined by the clinical site and program, including scheduling, professionalism, appropriate scope of practice for a counselor-in-training, and completion of required internship hours. Students are expected to follow site policies related to confidentiality, documentation, crisis protocols, and professional conduct.
2. Site supervision (individual and/or group)
   Students participate in ongoing supervision at their internship sites, including a minimum of one hour per week of supervision (as required by program and site expectations). Supervision approaches may vary based on the supervisor's theoretical orientation and supervisory model. Students are expected to:
   - arrive prepared with an agenda and focused questions,
   - bring appropriate clinical material (e.g., de-identified notes, session segments if permitted, treatment plans),
   - document supervision-related decisions as appropriate per site policy, and
   - integrate feedback into subsequent sessions.
3. Seminar/case conference (Garrett-Evangelical Theological Seminary)
   Students meet for case conferencing and seminar learning under the direction of the Garrett instructor. Sessions include case presentation/consultation, ethics and supervision skill-building, and integration of course themes (including GCORR Vital Conversations). Students must maintain strict confidentiality and use de-identified case material only.
4. Reading and clinical research (ongoing)
   Students complete assigned course readings and engage in independent clinical research relevant to their clients' presenting concerns. Students are expected to consult credible clinical sources (e.g., evidence-based practice guidelines, peer-reviewed literature,

DSM-5-TR where appropriate) and translate learning into case conceptualization, treatment planning, documentation, and supervision questions.

5. Written coursework and documentation (professional standard)
   Students complete all required written coursework and submit assignments on time following syllabus and Canvas instructions. Because this is a clinical training course, written work should demonstrate professional standards in:
   - ethical reasoning,
   - clinical clarity and organization,
   - cultural humility and contextual attunement, and
   - appropriate pastoral-theological reflection (client-centered; not imposed).

CONTACT INFORMATION

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If you email me, you can expect a reply from us in no more than 48 hours, except during weekends or holidays. If you haven't heard back from us, please feel free to resend your email. If you would like to schedule a meeting with us via Zoom, phone, or in-person, you can sign up for a 15- 30-minute session by sending us an email.

ACADEMIC POLICIES

All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

Writing

- **Academic integrity and plagiarism:** (See 25-26 Handbook, 13, 67-70) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- **Writing and citations:** The Turabian Manual for Writers and the Chicago Manual of Style footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available on the Canvas.
- Writing support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. For more detailed information, please visit https://www.garrett.edu/studentlife/student-services/Writing-Center

Attendance and Class Participation

- **Inclusivity/Diversity:** The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed....All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 25-26 Handbook,9-11)
- **Attendance and lateness policies:** Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (25-26 Handbook, 65)
- **Use of Electronic Devices:** Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all devices should be silenced during the whole of a class session.
- **Completing Assignments and Late Assignments:** Due dates help you manage your time well. Adhering to the suggested timeline will help achieve your desired grade for the course. Given the challenges and struggles in the current context we all are facing, please let me know as soon as possible if you need extra time to complete assignments for the course. If you submit your paper late, I won't give feedback on your assignment.
- **Incomplete Policy:** All course work must be submitted by the close of the semester. A grade of "I" denotes course work has not been completed due to an unavoidable emergency, which does not include failure to turn in course work or attending to church work or other employment. A request for an incomplete requires not only my approval but also the approval of the Registrar. See the current GETS Catalog for additional information.
- **Course Announcements:** Course announcements are sent via GETS email accounts and Canvas Announcement. Students are responsible for maintaining and checking these accounts.
- **Confidentiality:** We will occasionally deal with very personal and sensitive matters. Please remember that any personal information revealed during class time is confidential and should be confined to the class.

Academic Accommodations

- Garrett-Evangelical Theological Seminary is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact the Director of Academic Support and Student Thriving (melanie.baffes@garrett.edu or 847-866-3869) to get started with the established accommodation process. If you are a continuing student who has already established accommodations with Student Access, you should receive a copy of your access letter at the start of the semester when it is emailed to the faculty member of each course you are enrolled in. Please contact your instructors prior

to the first class session so the instructor can work with you to implement your disability accommodations. Disability information, including academic accommodations as part of a student's educational record, is confidential under FERPA regulations, so no one other than the access coordinator, Academic Affairs staff, and your professors will see your accommodation letter (25-26 Handbook, 38).

- **Extensions:** For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (25-26 Handbook, 65)

Course Information

- Syllabus Flexibility Clause: This syllabus is NOT a binding contract. The dates of lectures, exams, and assignments may be revised as the term progresses. All modifications to the syllabus will be announced in class or through email.
- Course Relation to the Curriculum: This is a required core course for many states licensing boards, including the Illinois LPC Board.

Technology Note

Minimum Technological Requirements:

- Internet Connection - Students must have regular, reliable access to a high-speed internet connection that is sufficient to run streaming video with no difficulty. Usually, cable or DSL would work. Modem dial-up cannot be sufficient. Courses will have regular deadlines that must be accomplished with online activity.
- Web Browser - Students must have the latest version of the web browser (Firefox, Internet Explorer, Safari, Chrome, etc.)
- Operating System – Students must have access to a reasonably up-to-date computer and operating system (Windows, Mac OS, etc.). Computers must play sound. The Styberg Library has a limited number of laptop computers available for check-out. The Northwestern University Library has a computer center as well.
- Canvas Learning Management System – Students should have access to the Canvas LMS and know how to access course materials as well as submit writing assignments on Canvas.
- File Format – Students must be able to work with files normal to the Microsoft Office environment, especially .doc/.docx. Many students with Apple computers can manage such files with the iWork suite of applications. Students without MS Office or Apple iWork might try the freely available OpenOffice applications: http://www.openoffice.org. Also available to students is the Google Drive suite to create documents and presentations (http://drive.google.com).

AI Policy

This course uses AI in the following ways:

Not Allowed	Allowed with appropriate acknowledgment	Allowed and no acknowledgement needed
Generative AI help with writing (paraphrasing, summarizing, generating language for assignments)	Language translation Language assistance for nonnative English speakers Editing, polishing, or revising paper drafts Proofreading Generative AI help with papers (generating topics, ideas, outlines, arguments)	Presentation design Citation generation Research Note-taking Generative AI help with reading (summarizing or outlining reading assignments)
You must consult the professor(s) for uses not mentioned above.		
To properly cite the use of AI in Chicago/Turabian style, access this link: https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html.		

A Note on Self-Care and Difficult Topics

Theological education invites our whole selves into the classroom and often demands a challenging integration of our emotional, intellectual, and bodily histories. It is not uncommon for students to confront painful issues as they engage with this kind of education, whether in terms of sexual trauma, domestic violence, the effects of racism, and other difficult topics. Students are encouraged in this class to attend carefully to selfcare around these issues and to note that while Garrett can suggest such care, neither the teaching team nor the school can provide therapeutic interventions or psychological counseling.

COURSE REQUIREMENTS

This course is practice-based and evaluated through attendance/participation, case consultation work, and an internship portfolio that documents clinical formation and readiness for supervised professional practice.

1) Attendance & Participation (26 points)
Show up consistently and engage respectfully in discussion, skills practice, and group supervision/peer consultation. See "*Attendance & Participation Guidelines*" for details.

2) Case Conceptualization Papers + Case Presentations (34 points total)
Write two fully de-identified case conceptualization papers (theory + DSM-5-TR as appropriate + treatment planning + multicultural/contextual reflection + pastoral-theological integration).
Present two cases live for group supervision using the course template.
See "*Case Conceptualization Papers & Case Presentations Guidelines*" for details.

3) Internship Portfolio (40 points)
Submit a single portfolio PDF containing the required items documenting clinical formation and accountability:

- supervision reflection,
- personal counseling reflection + attendance verification letter,
- signed clinical hours log with summary totals.
  See "*Internship Portfolio Guidelines*" for details.

4) Late work / professional readiness expectations
Because this is a clinical training course, late work affects the learning community and may limit supervision feedback. Late work follows the course late policy (see syllabus).

Grading: S / NR / NS (70 points = passing threshold)

Total points available: 100

- S = Satisfied (Pass)
  Earn 70–100 points and meet all must-pass requirements below. Work meets internship-level expectations for this stage of training: clinical reasoning is coherent, ethical standards are met, and the student demonstrates readiness to bring material into supervision responsibly.

- NR = Needs Revision (Revision Required)
  The student has earned points toward completion, but one or more course requirements must be revised or completed to demonstrate internship readiness (e.g., required revisions after feedback, missing verification letter, incomplete/unclear hours documentation, or other competency concerns). NR indicates "not yet satisfactory"—revision is required by the instructor/program deadline.
- NS = Not Satisfied (No Credit)
  Earn below 70 points, or fail any must-pass requirement, or demonstrate serious professional/ethical concerns such that competency is not demonstrated. Additional instruction/remediation may be required.

Must-pass requirements (applies regardless of points)

1. Attendance expectation
   Students should not miss more than 20% of class sessions.
   - If there are 14 class meetings, this means no more than 2 absences.
   - More than the allowed absences may result in NS, unless there is a documented emergency and an approved completion plan.
2. Clinical hours documentation and internship progress
   Submit a signed hours log and remain on track to meet internship hour requirements per program/site expectations, including:

- ≥600 total hours
- ≥240 direct client contact hours
- ≥1 hour/week of supervision documented (as applicable per program/site)

3. Ethical and professional conduct
   Maintain ethical and professional conduct consistent with site policy, program expectations, and counseling ethics (e.g., confidentiality, documentation integrity, consultation for mandated reporting/safety issues, boundaries, and professionalism). Serious ethical breaches—especially confidentiality violations—may result in NS regardless of points and may restrict case discussion in supervision until corrected.