



PCC 960A Clinical Internship

Fall 2024 | Tuesdays, 10:30 a.m.-12:00 p.m. | In-Person & Online | Location: TBA

Instructor:

Rev. Dr. AHyun Lee, Ph.D., LCPC - Pronouns (she/her)

ahyun.lee@garrett.edu

COURSE DESCRIPTION

Clinical Internship is designed to advance the beginning counsellor to effectively and practically apply the theories of the therapeutic process with outside clients. It will equip the student through case conceptualization, goal setting and intervention strategies, in all phases of treatment, from initial client contact to termination.

In **Clinical Internship students** advance from microskills training and role plays to supervised counselling experience with outside clients in an agency setting. Individual supervision and peer group conferencing will assist students to develop conceptual and procedural skills and facilitate personal and professional development. Special emphasis will be placed on the intra- and inter-personal experience of the students and their individual functioning as counsellors, as observed within the group setting.

Clinical Internship provides direct client experiences in assessment, individual counseling and group counseling, as well as opportunities to become familiar with a variety of professional activities other than direct service (e.g., referral sources, case histories and progress notes, data management, etc.). The internship also provides an opportunity for a student to perform a variety of activities that a Licensed Clinical Professional Counselor would be expected to perform. A minimum of 600 clock hours with a minimum of 1 hour per week of supervision is required during the internship. (1.5 Credits per semester for a total of 3 Credits over the course of the academic year).

Student Learning Outcomes

After successfully completing this course, students will be able:

- A. To help the students learn the skills of assessing and evaluating the dynamics of counseling through group and individual supervision.
- B. To help students advance from a core level of proficiency to become competent practitioners through developing a collaborative helping-relationship with outside clients.

- C. To help students understand their clients' problems and to use this conceptualization to start formulating tentative treatment plans and intervention strategies that would improve their efficacy as Pastoral therapists.
- D. To help the students apply explanatory (assessment) models through supervised case conceptualization and case management.
- E. To help the students integrate different theoretical orientations into a pragmatic approach to helping as they develop their own professional identity as Pastoral counselors and pastoral theologians.
- F. To provide sufficient opportunity for applying theory and skills in praxis as to facilitate the student's progression to subsequent pastoral counseling practicums and eventual practice as a pastoral counselor and theologian.

COURSE TEXTBOOKS

- Zuckerman, E. L. (2010). *Clinician's thesaurus : the guide to conducting interviews and writing psychological reports* (7th ed.). Guilford Press.
- Cooper-White, P. (2004). *Shared wisdom: use of the self in pastoral care and counseling*. Fortress Press.
- *Diagnostic and Statistical Manual of Mental Disorders*, Fifth Edition, Text Revision (DSM-5-TR™) American Psychiatric Association, 2022. ISBN 978-0-89042-576-3 - https://search.library.northwestern.edu/permalink/01NWU_INST/uoel1r/alma9981906320402441
- American Counseling Association. (2014). *ACA Code of Ethics*. Alexandria, VA: American Counseling Association. [www.counseling.org] <https://www.counseling.org/knowledge-center/ethics#2014code> (available in PDF via Moodle)

COURSE PROCEDURE

1. Internship
Fulfill commitment as an internship student as outlined or arranged with the counseling agency.
2. Individual and Group Supervision with Site Supervisor
Student-counselors will participate in individual and group supervision in their internship placements. Methods used in supervision will vary according to the preferences, theoretic models, and philosophies of the site supervisor.
3. Case Conference with Garrett-Evangelical Theological Seminary
Student-counselors will participate once a week for case-conferencing and lectures under the direction of the Garrett instructor.
4. Reading and Research
Student-counselors must read the prescribed textbooks in its entirety, and do independent research applicable to their client's presenting problems and/or disorders.
5. Written Course work
Student-counselors must research and complete all the course work required in the syllabus.

GRADING

Counseling Internship is outcome-based. Students are required to meet the criteria for the critical outcomes desired, demonstrating an adequate capability at an acceptable standard of competence.

1. **Capabilities:** Demonstration of underlying abilities, applied to achieve a desired purpose, as they relate to content, context, and value frameworks, where the focus is more on the performer than on the task.
2. **Standards:** Description of the capabilities required within identified roles, functions or learning activities at specified levels of competence. Standards are desired education and training outcomes and their associated assessment criteria.
3. **Competence:** The capacity for continuous performance resulting from the integration of capabilities within the specified context. Foundational competence demonstrates understanding of what the learner is doing and why, practical competence demonstrates the ability to perform a set of tasks in authentic context, and reflective competence demonstrates the ability to integrate performance with understanding so as to show that the learner is able to adapt to changed circumstances appropriately and responsibly.

A pass/extension/fail system is used for course evaluation, and no letter grade will be awarded.

- **Pass** would mean that you have acquired and mastered the counseling micro-skills and applied praxis on a therapeutic acceptable level and the desired education and training outcomes have been met.
- **Incomplete** would mean that, for some reason, you could not complete the course and would have to register for it again, but it would not be recorded as a Fail on your transcript.
- **Fail** would mean that you have failed to meet the minimum required outcomes to proceed to a clinical internship.
- **Extension** would mean that you could proceed to the clinical internship by doing additional prescribed coursework at the desired outcome level before the commencement of the clinical internship. Rather than getting a grade on your group participation, counseling, and assignments, you will get regular feedback that would interact with you as a counselor in the experiential learning process.

The student's work over the academic year will be discussed specifically and a Pass/Extension/Fail grade will be given and handed in to the Registrar.

COURSE REQUIREMENTS

1. Pre-Class Assignments
 - a. Obtain a copy and read the Syllabus and Clinical Track Information (found in [the Clinical Track Moodle Course](#))
 - b. Print off or save an electronic version of the ACA Code of Ethics (2014) and any other relevant ethical codes available to your site.
 - c. Print off or save an electronic version of the Multicultural & Social Justice Competencies: The [Multicultural and Social Justice Counseling Competencies](#) (MSJCC), developed by a committee consisting of Manivong J.

2. Case Conference Attendance

- a. *Assessment Criteria:* Attend all case conference sessions, demonstrate knowledge of the counselling process, and give evidence of intrapersonal openness, and inter-personal communication skills Each student must attend all case conference sessions and actively participate in class.
- b. *Internship Assessment Criteria:* Student-counsellors must complete the required hours of supervised counselling experience to the satisfaction of the site supervisor and course instructor (minimum of 240 hours of direct client contact accumulated the year, from September to May).

Through supervision and consultation (with site supervisor and course instructor) studentcounsellors must demonstrate the following characteristics, abilities and skills in their counselling:

- i. Display high levels of therapeutic competency.
- ii. Being able to enter into a helping relationship with counselees without becoming enmeshed.
- iii. Display high levels of case conceptualization (applying exploratory models and diagnostic criteria) and choosing applicable intervention models and using them appropriately in counselling.
- iv. Display high levels of case management skills and demonstrate the ability to manage the counselling caseload effectively.
- v. Being aware of your own underlying assumptions and pre-suppositions that effect the counselling relationship.
- vi. Being aware of own limitations and displaying an openness to gain additional insight or make referrals as applicable.
- vii. Displaying an ability to develop an open, honest and accountable relationship with the supervisor.
- viii. Being open and accepting of own feelings and experiences, and displaying a self-awareness of own values and beliefs - Being able to be transparent, vulnerable and prepared to take 'risks'.
- ix. Being able to accept personal responsibility for own behaviour, cognition and affect.
- x. Displaying a sense of humour and not being overwhelmed by the counselling and/or supervision.

3. Case Conceptualization Paper & Presentation

Each week one student is to submit a written case conceptualization paper and facilitate a case review for a current client based on their concentration area of clinical mental health and pastoral counseling context. Presentation dates will be decided on the first date of class.

Each student will complete a case conceptualization each semester they are enrolled in internship. A concentration-specific case conceptualization format is provided in the class to utilize as a template for the paper. The completed case report form must be sent to the entire class A DAY BEFORE class meeting.

Case presentations must:

- a. Pertain to your personal on-site experience (i.e., not about someone or something you heard about from some at your site).
 - b. Protect student/client confidentiality and privacy (e.g., using an alias, changing minor demographic information).
 - c. Contain all information on the “Case Presentation Template”, multicultural considerations, treatment (evidenced-based), and any information you are required to include as part of your site work.
 - d. Be of a student/client different than the ethical dilemma.
 - e. Be brought to group supervision for the purposes of asking the group a question related to the student/client (e.g., goal setting, diagnosis, treatment, ways to interact, etc.).
 - f. Be done the day agreed upon by the sign-up sheet (the only accepted exception is if you have switched days with another student – and previously notified the instructor of the change).
4. Ethical Dilemma OR Current Issues Discussion:
- a. Each week one student will provide a minimum of one ethical dilemma or one current event discussion to the class and facilitate a verbal group discussion surrounding it.
 - b. The student will submit a written document of the case or event (you should use it as a guide for yourself to include all appropriate information).
 - c. Each student will complete an ethical dilemma OR current issues discussion presentation each semester they are enrolled in internship.
 - d. A format is provided in the Moodle to utilize as a template for the paper. More information can be found within the “Ethical Dilemma/Discussion” tab in the Moodle.
 - e. The completed case report form must be sent to the entire class A DAY BEFORE class meeting.
 - f. Ethical dilemmas must:
 - i. Protect student/client confidentiality and privacy (e.g., using an alias, changing minor demographic information).
 - ii. Contain all information relevant to how/why it is/was an ethical dilemma for you, how you approached it, any ethical decision-making model (EDMM) you used, what ethical codes you used in guiding your decision.
 - iii. Be of a student/client different than the case presentation.
 - iv. Be brought to group supervision for the purposes of asking the group a question related to the student/client or the situation (e.g., other ethical considerations, ways to interact, etc.), and if the situation has been resolved what you and your supervisor did.

- v. Be done the day agreed upon by the sign-up sheet (the only accepted exception is if you have switched days with another student – and previously notified the instructor of the change).
5. Supervision Reflection
- a. Reflection Paper
 - i. (PCC960 A- First Semester of Internship) Supervision is an essential function of the profession. After the mid-term evaluation within their first semester of internship, students will read one article about supervision and then reflect on their own supervisory process through a 2- page, APA formatted paper.
 - ii. (PCC960 B - Final Semester of Internship) Students will complete a 2- page, APA-formatted paper to provide their final thoughts about the supervision they have received, both from their peers/instructor and from their site supervisor.
6. *Personal Counselling Assessment Criteria*: Attend individual therapy, give evidence of intra-personal openness, and demonstrate insightful self-reflection. Participate in non-graded individual therapy of your choice for a minimum of six sessions. - After completion of the six sessions, prepare and submit a 1000-word report about your experience as a client. Include a letter from your counselor confirming the dates and completion of the required sessions.
7. *Practicum Portfolio*: Students will upload all documentation, papers, and hours logs into Moodle. Program faculty have identified specific assignments to use as a gauge of student learning. Data are reviewed regularly to determine the effectiveness of programs in meeting required standards of Degree and to make adjustments in programs when gaps are identified. (CACREP)

Technology Notes

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.
- Moodle Learning Management System – Students should have access to the Moodle LMS and know how to access course materials as well as submit writing assignments on Moodle.

- 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>).

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.

Course Policies: The following policies are of particular importance to the successful completion of one's coursework:

Writing

- Academic integrity and plagiarism: see the 2020-2021 Handbook, pages 12, 76-82. 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 online here. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (2019-2020 Handbook, page 84)
- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/student-life/student-services> "Writing Center" for more detailed information.

Course Policies

- 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.
- Attendance and Tardiness
Attendance is required and essential for understanding and processing the material. If you miss more than 2 classes without an emergency or discussing it with the professor beforehand, it is likely that you will fail the course.
- 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 current pandemic we all are facing,

please let us know as soon as possible if you need extra time to complete assignments for the course.

- **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. 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.