

"Reflective Professionals Building Learning Communities"

COURSE TITLE

COUN 474: Internship II in Community Counseling

INSTRUCTOR INFORMATION

name
office and phone
email

COURSE DESCRIPTION

A continuation of COUN 464 which further involves the intern in the implementation of the role of the counselor in a community service program, family guidance clinic, mental health center, hospital, substance abuse treatment program, aging center or court services center. Supervision provided by a site supervisor and a Counselor Education staff person. Requires 300 hours of field-related activities, including participation in an on-campus seminar every other week.

PREREQUISITE

COUN 464 Internship I in Community Counseling

RECOMMENDED TEXT

Corey, G., Corey, M.S., & Callahan, P. (2006). *Issues and ethics in the helping professions* (7th ed.). Pacific Grove, CA: Brooks/Cole.

MODE OF INSTRUCTION

Experiential, lecture, discussion, video, case consultation and supervision

COURSE OBJECTIVES

The objectives of this course support the NCATE College of Education Performance Standards #9 Assessment, #10 Professional Development, #11 Collaboration, #13 Diversity, and #14 Leadership. The objectives also support relevant CACREP standards and are designed to help students to

1. enhance skills in individual counseling with clients in community settings;
2. enhance skills in group work with clients in community settings;
3. participate in indirect service activities, including record keeping, supervision, information and referral, in-services, and staffings.
4. gain expertise in the use of professional resources, including assessment instruments, technologies, print and non-print media, and professional literature and research.
5. seek opportunities for consultation and collaboration with professionals in various settings;
6. work with clients who represent ethnic and demographic characteristics of their community.
7. undergo a formal evaluation by the faculty and site supervisors at the end of the internship experience.

REQUIRED PROJECTS

All students will fulfill these requirements:

1. complete 180 hours of indirect services in a community setting.
2. complete 120 hours of direct service to clients in a community setting (includes individual counseling and group work).
3. receive 1 hour per week of supervision from the site supervisor.
4. receive 3 individual or triadic supervisory sessions from the University supervisor.
5. participate in a group supervision seminar every other week.
6. write a reflection paper focusing on the learning experiences that have occurred during the practicum/internship.
7. submit a formal evaluation by the site supervisor at the end of the semester.
8. write 3 reflection papers on clients or readings.
9. submit a minimum of 3 audiotapes of counseling sessions.

STUDENT EVALUATION AND GRADING POLICY

Personal and interpersonal behaviors of students will be observed during supervision sessions.

Students are expected to

1. be motivated and self-initiating.
2. be open to supervisor feedback.
3. be flexible in making changes in response to feedback.
4. be aware of and demonstrate behaviors consistent with the ethical standards of ACA.

Grades will be determined on the basis of:

- | | |
|---|-----|
| 1. participation in group supervision seminars | 10% |
| 2. evaluation form submitted by site supervisor | 40% |
| 3. reflection papers | 10% |
| 4. practicum/internship reflection paper | 40% |
| 5. audiotapes (not graded). | |

Note: Students must earn a grade of A or B to successfully complete Internship II.

INFORMED CONSENT

In compliance with the American Counseling Association's Code of Ethics regarding counselor training, and because the Department of Counselor Education at Northeastern Illinois University is a clinical training program as well as a graduate degree program, admission to this department indicates that an admitted student agrees to self-disclosure of personal information in papers, journals, discussions and other assignments for the purposes of self-reflection and awareness and improvement of interpersonal skills.

ASSESSMENT OF LEARNING (FEEDBACK LOOP)

Assessment of learning begins in the initial class session and is on-going throughout the course. Data from the specific assessment tools will be analyzed and the results used to improve instruction and facilitate increased student learning. This feedback may be used to make adjustments in the course as it progresses and to implement future changes.

STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the University provides reasonable accommodations for both employees and students with disabilities. Students seeking reasonable accommodations in the classroom should contact the Accessibility Center/HELP Office, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499). The University policy on services for students with disabilities may be found at <http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf>. Students should feel free to meet with the instructor at any time to discuss any reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course.

STUDENT RESPONSIBILITIES

Students are expected to attend all class sessions, read assigned materials, participate in class discussions, submit a practicum/internship reflection paper, and engage in supervision of counseling activities. Excessive class absences (2 or more) will compromise the student's ability to earn a satisfactory grade in the course.

BIBLIOGRAPHY

- Arrendondo, P., Shealy, C., Neale, M., & Winfrey, L.L. (2004). Consultation and interprofessional collaboration. *Journal of Clinical Psychology, 60*, (7), 787-800.
- Baird, B.N. (2004). *Internship, practicum, and field experience handbook: A handbook for helping professionals* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Bernard, J.M. & Goodyear, R.K. (2003). *Fundamentals of clinical supervision* (3rd Ed.). Boston: Allyn & Bacon.
- Borders, L.D. & Brown, L.L. (2005). *The new handbook of counseling supervision*. Alexandria, VA: American Counseling Association.
- Campbell, J.M. & Herlihy, B. (2005). *Essentials of clinical supervision*. New York: John Wiley & Sons.
- Capuzzi, D. (Ed.). (2004). *Suicide across the life span*. Alexandria, VA: American Counseling Association.
- Corey, G., Corey, M.S., & Callahan, P. (2006). *Issues and ethics in the helping professions* (7th ed.). Pacific Grove, CA: Brooks/Cole.
- Deitch, I. & Howell, C.W.(Eds.). (1996). *Counseling the aging and their families*. Alexandria, VA: American Counseling Association.
- Dinkmeyer, D. Jr., (2006). School consultation using individual psychology. *Journal of Individual Psychology, 62*, (2), 180-187.
- Echterling, L., Presbury, J., & McKee, J.E. (2004). *Crisis intervention: Promoting resilience and resolution*. Alexandria, VA: American Counseling Association.
- Herlihy, B. & Corey, G. (2006). *ACA ethical standards casebook* (6th Ed.). Alexandria, VA: American Counseling Association.
- Kelly, V. & Juhnke, G. (Eds.). (2005). *Critical incidents in addictions counseling*. Alexandria, VA: American Counseling Association.
- Neufeldt, S.A. (2007). *Supervision strategies for the first practicum* (3rd ed.). Alexandria, VA: American Counseling Association.
- Robbins, S.P., Tomkins, G., & Decenzo, D.A. (2006). *Supervision today* (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.

- Robinson, J.E., Rotter, J.C. et al. (2004). *Fears, stress, and trauma: Helping children cope*. Alexandria, VA: American Counseling Association.
- Stevens, P. & Smith, R.L. (2004). *Substance abuse counseling: Theory and practice* (3rd ed.). Alexandria, VA: American Counseling Association.
- Thomas, S.R. (2005). The school counselor peer alumni consultation group. *Counselor Education and Supervision*, 45, (1), 16-29.
- Vernon, A. & Clemente, R. (Eds.). (2004). *Assessment and intervention with children and adolescents*. Alexandria, VA: American Counseling Association.
- Walz, G. & Kirkman, C. (2002). *Helping people cope with tragedy*. Greensboro, NC: CAPS Press.

APPENDIX: TABLE OF STANDARDS

The course objectives for Coun 474 Internship II in Community Counseling are designed to support the College of Education/NCATE Performance Outcomes as well as relevant CACREP standards.

1. enhance skills in individual counseling with clients in community settings;
COE #10 Professional Development
CACREP II K 1 h, 5 a,b,c,d,e,f,g, 7 f, h
CACREP III.H.1
CACREP Standard for community counseling D
2. enhance skills in group work with clients in community settings;
COE #10 Professional Development
CACREP II K 6 d,e,
CACREP III.H.1
CACREP Standard for community counseling D
3. participate in indirect service activities, including record keeping, supervision, information and referral, in-services, and staffings.
COE #10 Professional Development, #14 Leadership
CACREP III.H.2, 3, 4
CACREP Standard for community counseling D
4. gain expertise in the use of professional resources, including assessment instruments, technologies, print and non-print media, and professional literature and research.
COE #9 Assessment, #x Technology CACREP II K 5 f, 7 f,h
CACREP III.H.6
CACREP Standard for community counseling D
5. seek opportunities for consultation and collaboration with professionals in community settings;
COE #11 Collaboration CACREP II K 5 e
CACREP III.H.5 CACREP Standard for community counseling D
6. work with clients who represent ethnic and demographic characteristics of their community.
COE #13 Diversity
CACREP II K 2 c
CACREP III.K
CACREP Standard for community counseling D
7. undergo a formal evaluation by the faculty and site supervisors at the end of the internship experience.
COE #9 Assessment CACREP III.H.7
CACREP Standard for community counseling D

Week 8 **Week 9**

4

4

5

5

Week 10 **Week 11**

4

4

5

5

6

6

Week 12 **Week 13**

4

4

5

5

Week 14 **Week 15**

4

4

5

5

6

6