



**CED 684: INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING
COURSE SYLLABUS – FALL 2019**

TEMPE CAMPUS | MONDAY | 4:30 – 7:15 PM | PAYNE HALL, ROOM 444

This course is offered by the [College of Integrative Sciences and Arts](http://cisa.asu.edu/). For more information about the college, visit our website: cisa.asu.edu/. If you have questions or concerns about this course please speak with your instructor. If your instructor is unable to address your concerns, please send your inquiry to cisa@asu.edu.

Instructor:

Meredith Van Tine, Psy.D., J.D.

Email: meredith.vantine@asu.edu

Phone: 480-773-6717

Office hours: M 1:30-4:30 PM;
videoconference by appointment.

Doctoral Student Case Facilitators:

Amber Schaefer (Teaching Assistant)

Amber.Schaefer@asu.edu

Christina Lam (Teaching Assistant)

clam3@asu.edu

Roberto Renteria

rrenter3@asu.edu

I. COURSE INFORMATION

Course Meeting Schedule and Format:

In-person, weekly meetings on Tempe Campus (M, 4:30-7:15 PM).

Course Overview (Classroom Activities & External Site Activities):

All students in the program are required to complete a 20-25 hour weekly clinical mental health counseling internship wherein students attain the core clinical competencies set forth by the Program. The Clinical Internship in Mental Health Counseling is designed to synthesize the student's learning and enhance the student's professional skills through exposure to a variety of direct and indirect professional activities, including a broad array of cross-cultural experiences, conducted under staff supervision in an applied setting (i.e., cooperating community agencies and educational institutions).

Students are required to register for Clinical Internship units in every semester in which they participate in formal clinical internship training. *Registration in CED 684 also includes participation in this Internship Forum Seminar Course, which provides opportunities for discussion and integration of external internship experiences with content in other elements of the Program.* In addition, this Internship Forum Seminar Course is specifically designed to fulfill group supervision requirements set forth by the Program. As such, attendance at this forum is *mandatory* in order to receive a passing grade in Clinical Internship. Additional information regarding the requirements of Clinical Internship and this Internship Forum Course may be found in the Master of Counseling Program Handbook and the Master of Counseling Internship Program Handbook.

Course Pre-requisites:

1. Student has completed CED 680 Practicum and has been approved by faculty to enroll in CED 684 Internship.
2. To register for this Internship Class, students must apply to an internship site from the list of approved sites and make appointments with site supervisors for interviews to select an appropriate placement. These steps must be completed during the semester prior to this internship class.
3. *Prior to starting internship*, students must submit to the Counseling Program Coordinator documentation of registration as a member of the American Counseling Association, as this membership includes personal liability insurance and professional development benefits. This is required in addition to the liability insurance provided through the University while enrolled in CED 684.

II. COURSE REQUIREMENTS

1. **Course Registration Requirements:** Students must register for 3 internship units each semester, for a total of 6 units throughout Internship.
2. **Paperwork Requirements:**
 - a) *Prior to starting internship*, Students must submit to the Counseling Program Coordinator documentation of registration as a member of the ACA, including a document demonstrating proof of liability insurance.
 - b) Students who are continuing at the same site must submit a new Internship Application & Letter of Agreement each semester.
 - c) Students who are starting at a new site must receive prior approval from the Internship Coordinator, and must then complete and submit a new Internship Application and Letter of Agreement to the Coordinator.
 - d) Students must provide site supervisors with a copy of this syllabus.
 - e) Students must maintain *weekly hour logs*. *These logs must be submitted to the site supervisor for signature on a weekly basis*. Students must upload these weekly logs to Canvas at routine intervals throughout the semester (see schedule).
 - f) Students must submit midpoint and final student evaluations, completed and signed by the site supervisor. Students should remind site supervisor of the due date for these evaluations well in advance, to allow ample time for supervisor to observe your session and complete the required forms. Students must obtain these completed forms and upload to Canvas by the assigned due dates.
 - g) Students must immediately report certain types of important information to the Instructor and Clinical Coordinator (as described in the accompanying program and internship handbooks).
 - h) Electronic final document portfolio *must* be submitted in both electronic and hardcopy format.
 - i) Students must retain personal copies of all documentation submitted to the program.
3. **Clinical Hours Requirements:**
 - a) As detailed in the accompanying Program Handbook, all students must complete 600 cumulative internship hours over a period of two semesters, with 240 of those hours as direct service hours.
 - b) Thus, the requirements *for each semester* include **300 cumulative semester hours**, with at least **120 of those hours as direct service, and at least 180 of indirect service**. Examples of direct and indirect services are provided in Table 1 (see below).
 - c) In addition, students must receive at least one hour *per week* of individual or triadic supervision (for purposes of this experience, “triadic supervision” is defined as including one supervisor and no more than two student interns), face to face supervision from the site supervisor who is who is an LPC, LMSW, LMFT, or a Licensed Psychologist, in addition to at least 1.5 hours per week of group supervision, which may be provided by the ASU MC Program Faculty and/or Doctoral Students.
 - d) In addition, students must meet any site specific training and supervision hours requirements.

Table 1: Categorization of Direct Client Services Versus Indirect Services

Direct Client Services	Indirect Services
Total Direct Hours Required: 240 Per Semester Direct Hours Required: 120	Total indirect hours required: 360 Per semester indirect hours required: 180
• Individual & Group Counseling • Couples & Family Counseling • Crisis Counseling • Delivery of Psychoeducational Programs / Workshops (with clients present) • Testing Administration & Delivery of Feedback to Client	• Staff Meetings • Case Notes • Individual & Group Supervision* • Training Activities (not face to face) • Clinical Readings / Review of Literature • Test Interpretation & Diagnosis in Applied Setting • Administration
	*See supervision requirements detailed below in Table 2, "Internship Hours Requirements."

Table 2: Internship Hours Requirements

TOTAL INTERNSHIP HOURS REQUIRED (Completed Over 2 Semesters):			
Total Direct Service Hours:		240	
Total Cumulative Hours:		600	
Individual Supervision Hours:		1/week	
Total Supervision Hours:		2.5/week	
SEMESTER 1:		SEMESTER 2:	
Direct Service Hours:		Direct Service Hours:	
120		120	
Total Semester Hours:		Total Semester Hours:	
300		300	
Individual Supervision Hours:		Individual Supervision Hours:	
1/week		1/week	
Total Supervision Hours:		Total Supervision Hours:	
2.5/week		2.5/week	

4. Types of Clinical Experiences Required:

Overall, interns are expected to obtain the following experiences at their internship sites: individual and group counseling, couples and family counseling, delivery of psychoeducational training and/or workshops, both formal (e.g. suicide, depression, alcohol dependency) and informal assessments, DSM-5 diagnosis, access to diverse ethnic and cultural groups, crisis counseling, test administration, case conceptualization, and other experiences requested by the site supervisor.

5. External Site Supervision Requirements:

a) **All hours supervised and documented on weekly logs:**

- All internship hours each week must be supervised by your site supervisor and verified by the site supervisor. All supervisor initials and signatures *must be handwritten* (typed signatures/initials will not be accepted).

- ii. *Signed weekly logs* are **required documentation** and these must be complete in order for you to count hours for every week you are at your site.
- b) **Approved site supervisor:**
 - i. Direct and indirect hours must be supervised by the *same site supervisor who is identified on your Application for Internship and Letter of Agreement* paperwork.
 - ii. Site supervisors should be AZBBHE Board Licensed Professional Counselors, Social Workers, Marriage and Family Therapists, or Arizona Board of Psychologist Examiners Licensed Psychologists. See Internship Program Handbook for specific requirements.
- c) **Weekly individual supervision hours requirements:**
 - i. Students must receive from external site supervisor at least **1 hour of regularly scheduled individual or triadic supervision per week.**
 - ii. Weekly individual supervision sessions should include student self-report of cases and exploration of student interactions with clients.
 - iii. Individual supervision hours must be documented on the student's weekly hour logs (signed by site supervisor).
 - iv. Students must work with the site supervisor to **document a contingency plan for backup supervision** in the event that the site supervisor is unavailable for regularly scheduled supervision.
- d) **Site supervisor evaluation requirements:**
 - i. Site supervisors must complete formal student evaluations twice per semester (the *midterm and final evaluations*) using the **ASU Master of Counseling Clinical Evaluation Form/MC Practicum and Internship Evaluation Form.**
 - ii. It is strongly recommended that these evaluations be based on supervisor review of audio/video recording and/or live observation of the student interacting with a client/group.
 - iii. By appointment, interns or internship coordinators may choose to request additional individual or small group meetings and review of recorded sessions. Moreover, the internship instructor will consult with the internship sites and site supervisors through site visits or phone conversations to ensure students' clinical progress and development, as per American Counseling Association (ACA) ethical standard F.6. Counseling Supervision, Evaluation, Remediation, and Endorsement (ACA, 2014).

6. **Weekly Internship Forum Seminar:**

In addition to performing clinical activities at the external site, students are required to attend this Internship Forum Seminar. The seminar fulfills multiple program requirements, including group supervision requirements.

Required Seminar Course Readings:

No textbook is required for this internship course. Reading materials will be provided in-class or via Canvas. Students will work with the instructor to select and present articles in areas of interest relevant to clinical training and professional development.

Recommended Course Readings:

Students may wish to consult the following resource for additional information regarding theoretical orientation and case conceptualization:

Halbur, D.A. & Halbur, K.V. (2019). *Developing your theoretical orientation in counseling and psychotherapy* (4th ed.). Boston, MA: Pearson. ISBN-10: 0134805720; ISBN-13: 9780134805726.

Tentative Weekly Agenda

4:30-5:50	Breakout Supervision Groups: <i>Group Supervision, Case Conceptualization Presentations, Professional Development</i>
5:50-6:00	Break
6:00-6:10	Full Class Admin: <i>Site questions, hour logs, self-care</i>
6:10-6:50	Lecture or breakout reading synopsis and case discussion (20 min. per presentation)
6:50-7:15	Site specific questions and consultation

CED 684 Course Schedule – Fall 2019

Week	Activities / Topic(s)	Assignments
Week 1 8/26/19 <u>Hours:</u> <i>By the end of this week, aim for at least:</i> 9 Direct 20 Total 1 Site Sup.	<u>Full Class Meeting:</u> Introductions and expectations. Forms: Hours logs, Site Agreements, Insurance Proof, Evaluations. Professional Development Topic: <i>AZ Licensure Requirements & Required Program Competencies.</i> <i>Nature and Purpose of Supervision.</i>	Bring laptops to class meetings. <u>Due 8/31/19 @ 9pm:</u> 1. Initial Student Info Survey/Week 1 Progress Survey (Access link via Canvas). 2. Upload site agreement letter including copy of supervisor license and documentation of supervision training (Canvas). Sign the site agreement form and place hardcopy in instructor's box. 3. Upload proof of liability insurance (Canvas). 4. Visit AZBBHE Website, review rules/statutes, licensure requirements, supervision requirements. 5. Provide syllabus and class forms to site supervisor during initial site supervision meeting. 6. Request written "backup supervision plan" including names of licensed individuals who will be on site and "on call" in the event of unexpected supervisor absence.
Week 2 9/2/19 17 Direct 40 Total 2 Site Sup.	No Class – Labor Day	<u>Due 9/7/19 @ 9pm:</u> 1. Read supervisor evaluation form and submit self-assessment assignment (Canvas). 2. Week 2 Progress Survey (Canvas). 3. Upload copy of "backup supervision plan" (Canvas).
Week 3 9/9/19 26 Direct 60 Total 3 Site Sup.	<u>Breakout Supervision Groups:</u> Introductions, structure, initial assessment, case conceptualization sign up. <u>Full Class Meeting:</u> Admin & Check in. Sign up for reading synopsis presentations. <i>Class Activity: Strategies to Find your Theoretical Orientation</i>	<u>Due 9/14/19 @ 9pm:</u> 1. Week 3 Progress Survey (Canvas). Recommended: <i>AZBBHE Board Meeting – Regular Meeting.</i> <i>Friday, September 13th @ 9:00 a.m.,</i> <i>1740 W. Adams St., Room C.</i>
Week 4 9/16/19 34 Direct 80 Total 4 Site Sup.	<u>Breakout Supervision Groups:</u> Supervision, Case Conceptualizations, Professional Development. <u>Full Class Meeting:</u> Admin & Check in. <u>Reading Synopsis & Case Consultation.</u>	<u>Due 9/21/19 @ 9pm:</u> 1. Week 4 Progress Survey (Canvas).

Week	Activities / Topic(s)	Assignments
Hours Benchmark Note: By this point, aim for 34+ direct hours and 80+ total cumulative hours (for this semester only).		
Week 5 9/23/19 <i>43 Direct</i> <i>100 Total</i> <i>5 Site Sup.</i>	<u>Breakout Supervision Groups:</u> Supervision, Case Conceptualizations, Professional Development. <u>Full Class Meeting:</u> Admin & Check in. <i>Risk Assessment: The Interpersonal Theory of</i> <i>Suicide</i>	Due 9/28/19 @ 9pm: 1. Week 5 Progress Survey (Canvas). 2. Signed hour log submission #1 (upload to Canvas). Recommended: <i>Friday, September 27th @ 9:00 AM,</i> <i>AZBBHE Academic Review Committee Meeting (1740 West</i> <i>Adams St, Board Room C, Phoenix, AZ 85007).</i>
FIRST HOUR LOG SUBMISSION DUE: SATURDAY, SEPTEMBER 28th @ 9:00 PM. Scan and upload signed hour log to Canvas. <i>Must contain weekly entries, and each week must have site supervisor signature present.</i>		
Week 6 9/30/19 <i>52 Direct</i> <i>120 Total</i> <i>6 Site Sup.</i>	<u>Breakout Supervision Groups:</u> Supervision, Case Conceptualizations, Professional Development. <u>Full Class Meeting:</u> Admin & Check in. <u>Reading Synopsis & Case Consultation.</u>	Due 10/5/19 @ 9pm: 1. Week 6 Progress Survey (Canvas). 2. Remind site supervisor to complete midpoint evaluation week of 10/7/19-10/11/19.
Week 7 10/7/19 <i>60 Direct</i> <i>140 Total</i> <i>7 Site Sup.</i>	<u>Breakout Supervision Groups:</u> Supervision, Case Conceptualizations, Professional Development. <u>Full Class Meeting:</u> Admin & Check in.	Due 10/12/19 @ 9pm: 1. Week 7 Progress Survey/Midpoint Class Feedback Survey/Action Plan Survey (link via Canvas). 2. Midpoint Supervisor Evaluation (sign and upload to Canvas).
MIDPOINT SUPERVISOR EVALUATION DUE: OCTOBER 12th @ 9:00 PM (Canvas upload)		
Hours Benchmark Note: By this point, aim for 60+ direct hours and 140+ total hours (for this semester only).		
Week 8 10/14/19 <i>69 Direct</i> <i>160 Total</i> <i>8 Site Sup.</i>	No Class – ASU Fall Break [10/12/19 - 10/15/19]	Due 10/19/19 @ 9:00pm: 1. Week 8 Progress Survey (Canvas).
Week 9 10/21/19 <i>77 Direct</i> <i>160 Total</i> <i>8 Site Sup.</i>	<u>Breakout Supervision Groups:</u> Supervision, Case Conceptualizations, Professional Development. <u>Full Class Meeting:</u> Admin & Check in.	Due 10/26/19 @ 9pm: 1. Week 9 Progress Survey (Canvas). Recommended: <i>Friday, October 25th, AZBBHE Meeting:</i> <i>General Board Meeting & Academic Review Committee</i> <i>Meeting (shared session).</i>
Week 10 10/28/19 <i>86 Direct</i> <i>200 Total</i> <i>10 Site Sup.</i>	<u>Breakout Supervision Groups:</u> Supervision, Case Conceptualizations, Professional Development. <u>Full Class Meeting:</u> Admin & Check in.	Due 11/2/19 @ 9pm: 1. Week 10 Progress Survey (Canvas).

Week	Activities / Topic(s)	Assignments
Hours Benchmark Note: By this point, aim for 86+ direct hours and 200+ total hours (for this semester only).		
Week 11 11/4/19 <i>94 Direct</i> <i>220 Total</i> <i>11 Site Sup.</i>	<u>Breakout Supervision Groups:</u> Supervision, Case Conceptualizations, Professional Development. <u>Full Class Meeting:</u> Admin & Check in. Reading Synopsis & Case Presentations <u>Reading Synopsis & Case Consultation.</u>	Due 11/9/19 @ 9pm: 1. Week 11 Progress Survey (Canvas). 2. Signed hour log submission #2 (upload to Canvas).
SECOND HOUR LOG SUBMISSION DUE: NOVEMBER 9th @ 9PM Scan and upload current hours log to Canvas. <i>Must contain weekly entries, and each week must have site supervisor signature present.</i>		
Week 12 11/11/19 <i>103 Direct</i> <i>240 Total</i> <i>12 Site Sup.</i>	No Class – Veteran’s Day	Due 11/16/19 @ 9pm: 1. Week 12 Progress Survey (Canvas). Recommended: <i>Friday, November 15th, AZBBHE Meeting: (MFT Academic Review & General Board Meeting).</i>
Remind Site Supervisor: Final student evaluation, supervisor survey, final signed hours logs, and total clinical hours for licensure form must be signed <u>before</u> Saturday, December 6, 2019.		
If applicable, use Week 13 Survey inform instructor of possible need to apply for an incomplete. <i>You must receive prior approval from Dr. Van Tine before submitting an Incomplete Request Form.</i>		
Week 13 11/18/19 <i>111 Direct</i> <i>260 Total</i> <i>13 Site Sup.</i>	<u>Breakout Supervision Groups:</u> Supervision, Case Conceptualizations, Professional Development. <u>Full Class Meeting:</u> Admin & Check in. TA Check in: Cumulative Hours.	Due 11/16/19 @ 9pm: 1. Week 13 Progress Survey/Request to Apply for Incomplete Survey (link via Canvas). 2. Begin Collecting Documents for Final Paperwork Portfolio. 3. Remind site supervisor: Final Evaluation & Supervisor/Employer Survey Due <i>prior</i> to 12/6/19. Provide site supervisor with final forms.
INCOMPLETE REQUEST FORM DUE NOVEMBER 25th, 2019 (upload to Canvas, also submit hardcopy at beginning of class). <i>This form may only be submitted if you have already received prior approval from the instructor.</i>		
Week 14 11/25/19 <i>120 Direct</i> <i>280 Total</i> <i>14 Site Sup.</i>	<u>Breakout Supervision Groups:</u> Supervision, Case Conceptualizations, Professional Development. <u>Full Class Meeting:</u> Collect hardcopy incomplete request forms. Admin & check in. [Thanksgiving Holiday 11/28/19 – 11/29/19]	Due 11/25/19 (beginning of class): Submit hardcopy “Request For Incomplete” form. Due 11/30/19 @ 9pm: 1. Week 14 Progress Survey/Request to Continue During Intersession Survey (Combined)(Canvas). 2. If applicable, upload “Request for Incomplete” form (Canvas).
Week 15 12/2/19 <i>120+</i>	FINAL CLASS MEETING <u>Breakout Supervision Groups:</u> <i>Wrap up, Review of Professional Development</i>	Due 12/2/19: 1. Laptops to class. 2. Recommended: If final paperwork packet is complete, upload to Canvas and submit hardcopy during final class

Week	Activities / Topic(s)	Assignments
<i>Direct 300+ Total 15 Site Sup.</i>	<u>Full Class Meeting:</u> 1. Wrap up and review. 2. Planning for the future.	meeting. <u>Due 12/7/19 @ 9:00 pm:</u> 1. Week 15 Progress Survey/Final Student Feedback Survey (link via Canvas). 2. Upload electronic version of final paperwork portfolio to Canvas (internship coordinator signature not necessary on electronic version). 3. Place hardcopy final paperwork portfolio in Dr. Van Tine's mailbox (copy room) <i>prior to</i> Monday, 12/9/19 @ 12:00(noon).
ALL REQUIRED HOURS FOR THIS SEMESTER MUST BE OBTAINED BY: FRIDAY, DECEMBER 6th (End of day).		
FINAL HARDCOPY PAPERWORK PORTFOLIO DUE: MONDAY, DECEMBER 9th @ 12:00 NOON. <i>Place packet in instructor's mailbox (copy room). Late paperwork will not be accepted.</i> PACKET TO INCLUDE: 1. Signed logs from each week of internship (one running document is sufficient); 2. Final evaluation (signed by student and site supervisor); 3. Evaluation of site and your site supervisor (completed by you about your site and supervisor); 4. Total Clinical Hours for Licensure Form; 5. Supervisor/Employer Survey.		
FINAL DAY PERMITTED TO WORK AT EXTERNAL SITE: Friday, December 6th, 2019 (close of business). It is your responsibility to clearly inform your external site supervisor of this date. You may remain physically present at your site until end of day on Friday, 12/6/19. <u>EXCEPTION:</u> If you meet ALL of the following criteria, you may request permission (through Week 14 progress survey) to continue working at your site during the intersession to accrue hours toward the upcoming Spring 2020 semester requirement: 1) You have successfully met the full hours requirement for Fall 2019 CED684; 2) You have submitted (or are on track to submit) the Fall 2019 final paperwork portfolio by the class deadline; 3) You are enrolled in Spring 2020 CED684 Internship Class ; 3) You have received approval from your site supervisor to continue working at your site between semesters; 4) You have arranged for continued weekly individual <u>and</u> group supervision during the between-semester period; 5) You have submitted to Dr. Van Tine a formal, written request to continue working at your site between semesters (through the Week 14 progress survey), and you have been formally approved.		
12/9/19 – 12/16/19	Final grades due for the semester.	

III. ASSIGNMENTS & GRADING:

Assignments:

1. Submit Copy of Certificate of Professional Liability Insurance:

Students will submit a .pdf version of the “ACA Student Policy Evidence of Insurance” certificate demonstrating coverage *throughout the internship semester*. Policy information may be accessed at www.counseling.org. If you are unable to access the certificate, contact the ACA Membership Relations Department to obtain a duplicate certificate of insurance toll free at 1-800-347-6647, ext. 222 M-F, 8am-6pm., ET. A submitted policy that does not cover the span of this semester of internship will result in student suspension from the internship site until a valid policy document is provided to the instructor.

Submit updated Site Application/Agreement Letter (with copy of supervisor license and documentation of supervision training):

Students will upload a signed copy of this document. Include copy of site supervisor’s license and documentation of site-supervisor’s training in clinical supervision. Also submit hardcopy version of these documents to instructor. Instructor will obtain internship coordinator’s signature, place a copy of the completed form in the student’s file, and return the form to the student’s mailbox.

2. Upload Backup Supervision plan:

Students will upload a copy of the backup supervision plan provided by site supervisor, including the name(s), qualification(s), and specific availability of one or more backup supervisors who have agreed to be “on call” in the event of an unexpected supervisor absence. These individuals agree to provide temporary individual or triadic supervision services to ensure that the student continues to meet weekly supervision requirements in accordance with legal and ethical guidelines.

3. Complete Self-Assessment Assignment:

Students will read the Midpoint/Final Clinical Evaluation Form and submit a brief self-assessment of current clinical strengths and areas for improvement (link available via Canvas).

4. Signed Weekly Hour Logs: Students must maintain weekly hour logs. These logs must be signed by the site supervisor on a weekly basis and uploaded to Canvas in .pdf format at routine intervals. Please note that if the student has not accrued the minimum number of hours associated with the minimum 20-30 hour/week of internship activity trajectory, the student will be required to submit a written summary outlining a strategy to make up missing hours. Note that a pattern of failure to submit weekly surveys and/or logs in Canvas may result in a failing grade.

5. Midterm Evaluation from Site Supervisor: Students will sign and upload to Canvas a copy of the midterm evaluation completed by the site supervisor. See Course Requirements (above) for full information regarding this assignment. Students will also complete a midpoint action plan survey (Canvas) describing goals for improvement during second half of the semester.

6. Case Conceptualization Paper and Presentations: Throughout the semester, students will present 1-2 cases in the breakout case conceptualization groups. Verbal presentations should be concise (i.e., no more than 10 minutes long, as monitored by group supervisors). Presentations will be followed by group discussion/conceptualization. In addition to the verbal presentation, students will prepare a two-page (single space, typed) written conceptualization of the client to be distributed to other group members. Please print enough copies for all members of your small group. The grading rubric for this assignment is available on Canvas. Your written conceptualization must include all criteria outlined on the rubric, whereas your verbal presentation should be more concise. Additional information is provided on the case conceptualization assignment handout, available on Canvas.

7. Peer Consultation Practice: Article Synopsis and Case Consultation: Throughout the semester, each student will present a reading synopsis accompanied by a brief clinical case presentation for class discussion. Prior to the presentation, the student will select at least 1-2 research article(s) on a clinical topic that is relevant to a current case at the external site. A list of suggested topics and readings will be posted on Canvas,

however, students may feel free to select any topic that is relevant to current clinical work. These articles should be uploaded to the appropriate Canvas discussion forum at least 1 week prior to the assigned presentation date to allow for timely review by other class members. Each student will prepare a brief presentation including the following components: 1) Present a brief (no more than 5 minutes) synopsis of the reading(s); 2) Present a brief (no more than 5 minutes) clinical case presentation relevant to the selected article/discussion topic, including a brief treatment summary as well **as *specific questions for the Forum to provide feedback about the case***. The Forum at large will participate in discussing assigned readings and the case presentation. Note that this discussion component is critical to the presentation. Be prepared to pose questions to your peers, especially with regard to any stuck points in treatment **as *they relate to the selected topic and readings***. **Due date for presentation TBD by sign up (available via Canvas).**

8. Final paperwork portfolio: Students must upload the following packet to Canvas **by Saturday, 12/7/19 before 9pm**. The portfolio must be accompanied by the cover sheet provided in Canvas. The following documents **must** be included:

- a. Cover page (available on Canvas)
- b. Signed logs from each week of internship (one running document is sufficient);
- c. Final evaluation (signed by student and site supervisor);
- d. Evaluation of site and your site supervisor (completed by you about your site and supervisor);
- e. Total Clinical Hours for Licensure Form;
- f. Supervisor/Employer Survey.

Grading:

This course uses a Pass/Fail grading system. In order to receive a passing grade, students will be responsible for meeting course requirements as described herein, including the timely submission of all paperwork by the assigned due dates, timely completion of assignments included in this syllabus, and student attendance and class participation. The final course evaluation will reflect your demonstrated professional disposition to complete all assigned work. ***All assignments requiring Canvas submission must be uploaded in .pdf format.*** Should you choose to not complete and/or submit any assignments or paperwork, you will receive a failing grade for the course. Note that final grades for the course are determined in consultation with your site supervisor.

Ratings on student Midterm and Final Evaluations must reflect that the student has demonstrated the program-expected level of competence (on the final evaluation, *mean scores in each domain must be 3 or higher*). All work is to be completed as assigned. If the student does not finish the required work/assignments before the final day of the class, the student will earn a failing grade (E).

Breakdown of Points

Copy of Insurance Certificate, Site Agreement Documents, Backup Supervision Plan	1 point
Signed Weekly Hour Logs, Weekly Survey Completion	14 points
Mid-Term Site Supervisor Evaluation/Action Plan Narrative/Self-Assessment	20 points
Case Conceptualization Write-up and Presentation	25 points
Final Paperwork Portfolio	20 points
Class Attendance & Participation/Reading Synopsis Assignment	20 points
Total	100 points

Grade Scale

Grades will be determined according to the following scale:

Y	80-100%	Satisfactory / Pass
E	<80	Fail
Z	--	Incomplete
XE	--	Failure due to Academic Dishonesty

Grade Appeals

Students must first speak with the class instructor regarding any disputed grades. If resolution is not achieved through this step, students may proceed with the formal appeal process. Student grade appeals must be processed during the regular semester immediately following the issuance of the disputed grade (by commencement for fall or spring), regardless of whether the student is enrolled at the university. Complete details are available in the [ASU Grade Appeals policy](#).

IV. COURSE POLICIES

Attendance

1. Note that this Internship Forum Seminar is specifically designed to fulfill clinical group supervision hours requirements set forth by the Program. As such, weekly attendance at this forum is **mandatory** in order to receive a passing grade in Clinical Internship. **If you are unable to attend any regularly scheduled class meeting, please notify the instructor and TAs via email**, and complete any applicable **make-up assignment**, as determined by the instructor. If a student misses more than one class meeting, upon the next unexcused absence that student will be responsible for submitting to the instructor a **short synopsis paper pertaining to importance of professional responsibility in clinical practice**. This make-up assignment must be submitted by 9:00 pm on the Saturday prior to the next class meeting. Note that arriving late, leaving early, and missing more than one class will be considered a pattern of behavior requiring additional program attention, to include a program-specific professional performance/remediation plan. More than one (1) unexcused absence may result in a failing grade for the course.
2. Students must adhere to university policies for the observance of religious practices in accordance with policy [ACD 304–04](#), “Accommodation for Religious Practices.” Additionally, students who wish to obtain an excused absence(s) for university sanctioned events/activities must follow policy [ACD 304–02](#), “Missed Classes Due to University-Sanctioned Activities.”
3. Students who participate in required line-of-duty activities shall, without penalty, be allowed to complete make-up assignments for graded coursework missed due to these duties. See university policy: ACD304-11; SSM 201–18: Accommodating Active Duty Military <https://www.asu.edu/aad/manuals/ssm/ssm201-18.html> for full details. Students should discuss individual concerns with the course instructor.

Late or Missed Assignments:

Absent extenuating circumstances (i.e., unforeseen accidents, illness, deaths in the family), late assignment submissions will not be accepted.

Incomplete Policy:

If you have insufficient hours to meet program requirements by the end of this semester, you must request approval from the instructor to continue at your site. Please first speak with the instructor regarding your situation and request permission to complete a “Request for Incomplete” form. Your instructor will provide guidance regarding the information that you will need to include on the form. After receiving this approval, you may submit a completed **“Request for Incomplete”** form to the instructor **via Canvas upload and hardcopy submission by the above stated deadline (see schedule)**. An incomplete due to insufficient hours will only be granted if you are otherwise meeting program competencies and doing acceptable work at your external site. You may continue accruing hours at your site **only after receiving formal approval** from both your site-supervisor and the course instructor. **You must finish your required hours no later than one week before the first day of the following semester.** See the accompanying program handbooks for further information.

II. STUDENT LEARNING OUTCOMES

Through weekly readings, case-presentations, and written assignments related to concurrent participation external internship site activities, students will demonstrate knowledge and application of the following key competencies:

1. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (formally assessed through case conceptualization write-up and site supervisor evaluations).
2. Multicultural counseling competencies (formally assessed through case conceptualization write-up and site supervisor evaluations).
3. Theories and etiology of addictions and addictive behaviors (Formally assessed through site supervisor evaluations); effects of crises, disasters, and trauma on diverse individuals across the lifespan (Formally assessed through site supervisor evaluations).
4. Ethical and culturally relevant strategies for establishing and maintaining therapeutic relationships (Formally assessed through case conceptualization write-up).
5. Essential interviewing, counseling, and case conceptualization skills (Formally assessed through case conceptualization write-up and site supervisor evaluations).
6. Developmentally relevant counseling treatment or intervention plans (Formally assessed through case conceptualization write-up).
7. Strategies to promote client understanding of and access to a variety of community-based resources (Formally assessed through case conceptualization write-up and site supervisor evaluations).
8. Ethical and culturally relevant strategies for designing and facilitating groups (Formally assessed through site supervisor evaluations).
9. Use of assessment results to diagnose developmental, behavioral, and mental disorders (Formally assessed through site supervisor evaluations).
10. Professional values and dispositions consistent with the American Counseling Association (Formally assessed through site supervisor evaluations).
11. Theories and models related to Clinical Mental Health Counseling and Counseling (Formally assessed through the case conceptualization write-up and site supervisor evaluations).
12. Diagnostic process including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the international Classification of Diseases (ICD) (Formally assessed through the case conceptualization write-up and site supervisor evaluations).
13. Techniques and interventions for prevention and treatment of a broad range of mental health issues (Formally assessed through case conceptualization write-up and site supervisor evaluations).

The following additional program requirements are met through this course:

1. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
2. Supervision of practicum and internship students includes program-appropriate observation methods, including audio/video recordings and/or live supervision of students' interactions with clients, as appropriate.
3. Formative and summative evaluation of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
4. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.

V. UNIVERSITY POLICIES

Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing this course schedule, however, the instructor reserves the right to make changes to the syllabus as deemed necessary. Students shall be notified of any changes to this syllabus in a timely manner.

Academic Integrity

Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity. Cheating and plagiarism are not tolerated. Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original

work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, college, and/or dean. Academic dishonesty includes, but is not limited to, cheating on an academic evaluation or assignment, [plagiarizing](#), academic deceit (such as fabricating data or information), or falsifying academic records. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying another individual's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for explicit permission to do so.

If you have any doubt as to whether the form of work you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using plagiarism detection software, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: <https://provost.asu.edu/academic-integrity/resources/students>. If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor or TA in advance of submitting an assignment.

Students with Disabilities

Please inform the instructor during the first week of class if you require academic accommodations or special consideration of any kind in order to enhance your learning experience in this course. If you have a disability and you need a reasonable accommodation for equal access to education at ASU, please call Disability Resources for Students (DRC). The site can be found here: eoss.asu.edu/drc. Instructors cannot provide accommodations without authorization from the DRC:

Downtown Phoenix Campus Post Office Building, Suite 201 Phone: 602.496.4321 E-mail: DRCDowntown@asu.edu	Tempe Campus Matthews Center building, 1st floor Phone: 480.965.1234 E-mail: DRCTempe@asu.edu
Polytechnic Campus Sutton Hall - Suite 240 Phone: 480.727.1039 E-mail: DRCPoly@asu.edu	West Campus University Center Building, Room 130 Phone: 602.543.8145 E-mail: DRCWest@asu.edu

Mental Health

ASU Counseling Services (eoss.asu.edu/counseling) provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same

day appointment to discuss any personal concern. In addition, any student may receive crisis consultation by calling ASU's 24/7 dedicated crisis line (480-921-1006).

Student Code of Conduct

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at students.asu.edu/srr/code and the ACD 125: Computer, Internet, and Electronic Communications available at asu.edu/aad/manuals/acd/acd125.html.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 asu.edu/aad/manuals/ssm/ssm201-10.html. An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor with any concerns regarding online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at sexualviolenceprevention.asu.edu/faqs.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

Informed Consent:

Students should anticipate that course content may, at times, prove difficult, uncomfortable, or challenging to experience and process. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing sensitive material. Please note that feeling uncomfortable is not an excuse for failure to complete assignments or

failure to attend class. If you have any questions or concerns, please contact me at Meredith.VanTine@asu.edu, or contact the faculty head, Dr. Lisa Spanierman, at lspanier@asu.edu.

Classroom Behaviors:

We want to build an open and inclusive classroom environment that is conducive to exploration and learning. To this end, it is critical that all participants: (1) display respect for all members of the classroom – including the instructor and students; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper, surfing the Internet, doing work for other classes, making/receiving phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents a sampling of behaviors that may have a dramatic impact on the overall class environment and learning experience. Your final grade may be reduced by 5% each time you engage in these sorts of behaviors.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02 of the Student Services Manual](#), students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Email Communication

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. *All instructor correspondence will be sent to your ASU email account.* For assistance with your email go to: MyASU > Service > Live Chat OR New Ticket.

Prohibition of Commercial Notetaking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Campus Resources

ASU students have access to many on-campus resources, including tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship assistance, and opportunities to participate in student clubs and organizations.

APPENDIX A: CASE CONCEPTUALIZATION ASSIGNMENT GRADING RUBRIC

- I. Theoretical orientation:
- (4) – (Above expected level of competency) Demonstrates consistent and advanced (i.e., exploration and deliberation) knowledge of theories and models related to clinical mental health counseling
 - (3) – (Expected Level of competency) Demonstrates consistent knowledge of theories and models related to clinical mental health counseling
 - (2) – (Developing Competency) Demonstrates developmentally appropriate knowledge of theories and models related to clinical mental health counseling
 - (1) – (Insufficient Competency) Demonstrates limited knowledge of theories and models related to clinical mental health counseling
- Measure:**
Written feedback:
- II. Multicultural considerations of the client AND the counselor and how this impacts the counseling process:
- (4) – (Above expected level of competency) Demonstrates consistent and advanced (i.e., exploration and deliberation of) knowledge and skills in addressing ethical and culturally relevant strategies for establishing and maintaining therapeutic relationships
 - (3) – (Expected Level of competency) Demonstrates consistent knowledge and skills in addressing ethical and culturally relevant strategies for establishing and maintaining therapeutic relationships
 - (2) – (Developing Competency) Demonstrates developmentally appropriate knowledge and skills in addressing ethical and culturally relevant strategies for establishing and maintaining therapeutic relationships
 - (1) – (Insufficient Competency) Demonstrates limited knowledge and skills in addressing ethical and culturally relevant strategies for establishing and maintaining therapeutic relationships
- Measure:**
Written feedback:
- III. Diagnostic process:
- (4) – (Above expected level of competency) Demonstrates consistent and advanced (i.e., exploration and deliberation of) knowledge and skills in including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
 - (3) – (Expected Level of competency) Demonstrates consistent knowledge and skills in including differential diagnosis and the use of current diagnostic classification systems, including the DSM and the ICD
 - (2) – (Developing Competency) Demonstrates developmentally appropriate knowledge and skills in including differential diagnosis and the use of current diagnostic classification systems, including the DSM and the ICD
 - (1) – (Insufficient Competency) Demonstrates limited knowledge and skills in including differential diagnosis and the use of current diagnostic classification systems, including the DSM and the ICD
- Measure:**
Written feedback:
- IV. Case conceptualization skills:
- (4) – (Above expected level of competency) Demonstrates consistent and advanced (i.e., exploration and deliberation of) knowledge and skills in essential interviewing, counseling, and case

conceptualization

- b. (3) – (Expected Level of competency) Demonstrates consistent knowledge and skills in essential interviewing, counseling, and case conceptualization
- c. (2) – (Developing Competency) Demonstrates developmentally appropriate knowledge and skills in essential interviewing, counseling, and case conceptualization
- d. (1) – (Insufficient Competency) Demonstrates limited knowledge and skills in essential interviewing, counseling, and case conceptualization

Measure:

Written feedback:

V. Developmentally relevant counseling treatment or intervention plans for the prevention and treatment of mental health issues:

- a. (4) – (Above expected level of competency) Demonstrates consistent and advanced (i.e., exploration and deliberation of) knowledge and skills in developmentally relevant counseling treatment or intervention plans including techniques and interventions for the prevention and treatment of mental health issues
- b. (3) – (Expected Level of competency) Demonstrates consistent knowledge and skills in developmentally relevant counseling treatment or intervention plans including techniques and interventions for the prevention and treatment of mental health issues
- c. (2) – (Developing Competency) Demonstrates developmentally appropriate knowledge and skills in developmentally relevant counseling treatment or intervention plans including techniques and interventions for the prevention and treatment of mental health issues
- d. (1) – (Insufficient Competency) Demonstrates limited knowledge and skills in developmentally relevant counseling treatment or intervention plans including techniques and interventions for the prevention and treatment of mental health issues

Measure:

Written feedback:

VI. Strategies to promote client understanding of and access to a variety of community-based resources:

- a. (4) – (Above expected level of competency) Demonstrates consistent and advanced (i.e., exploration and deliberation of) knowledge and skill in promoting client understanding of and access to a variety of community-based resources
- b. (3) – (Expected Level of competency) Demonstrates consistent knowledge and skill in promoting client understanding of and access to a variety of community-based resources
- c. (2) – (Developing Competency) Demonstrates developmentally appropriate knowledge and skill in promoting client understanding of and access to a variety of community-based resources
- d. (1) – (Insufficient Competency) Demonstrates limited knowledge and skill in promoting client understanding of and access to a variety of community-based resources

Measure:

Written feedback:

VII. ACA Code of Ethics

- a. (4) – (Above expected level of competency) Demonstrates consistent and advanced (i.e., exploration and deliberation of) knowledge of the ACA Code of Ethics
- b. (3) – (Expected Level of competency) Demonstrates consistent knowledge of the ACA Code of Ethics
- c. (2) – (Developing Competency) Demonstrates developmentally appropriate knowledge of the ACA Code of Ethics

- d. (1) – (Insufficient Competency) Demonstrates developmentally appropriate knowledge of the ACA Code of Ethics

Measure:

Written feedback:

- VIII. Adherence to time (i.e., concise verbal presentation) and space (i.e., written document page limit) criteria (2 points MAX):

Measure: