

Internship

COUN-6500

S2 2022 Section BH 1.5 Credits 03/21/2022 to 05/20/2022 Modified 01/28/2022

Meeting Times

Term: Spring II 2022 - March 21, 2022 - May 20, 2022

6:00pm - 10:00pm

First Day of Class will meet on Wednesday, March 23, 2022

Location - The Soldiers Development Center (SDC)

BLDG - 2-1728, on the corner of Macomb and Armistead

Contact Information

Instructor: Dr. Myra N. Robinson., PhD., LCMHCS

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Office Hours: Upon Request

Description

Internship is an intensive counseling experience that provides the student with the opportunity to perform a variety of counseling activities expected of a professional mental health counselor (e.g. intake, application of diagnostic and therapeutic skills, documentation, information and referral techniques, staff meetings, and weekly supervision). Interns are required to experience a variety of counseling experiences including individual counseling and complete a minimum of ten hours of group facilitation as part of the total Internship experience. Sites are required to provide a comprehensive experience. Sites that only provide one type of counseling experience (such as group facilitation or intake activities) will not be approved.

This course is time-consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Students will be required to meet weekly for a minimum of 60 consecutive minutes of uninterrupted time with their site supervisor; and to meet weekly for a minimum of 90 minutes (or more) of group supervision with the Internship class. Weekly skill evaluation and activity logs are a critical component of this course. Self-growth experiential activities are associated with this course content. Students are required to complete Internship in conjunction with their Counseling curriculum. Acceptance into a section of Internship (COUN 6500) depends on the approval of the licensed faculty supervisor of the course. Hence, enrollment in this course requires permission of the faculty supervisor.

The site supervisor is required to be a licensed mental health professional with a minimum of two years of experience supervising counselors in training. A formal Professional Field Experience Agreement must be completed by the student and the Internship site supervisor and submitted to the faculty supervisor and/or counseling program coordinator prior to the initial class meeting when the

Internship site is different than the Practicum site (see counseling program coordinator or 6500 Instructor for more information). Students are required to abide by the ACA Code of Ethics (2014) in their Internship experience. Students are required to purchase professional liability insurance and taping equipment in this course. Students must provide evidence of professional liability insurance prior to seeing clients. No school settings may be used for an internship site at this time for the Clinical Mental Health track.

If your site has changed since last term, a new Professional Field Experience Agreement and related appendices must be signed and submitted to the faculty supervisor before first week of class in addition to a new student contact sheet.

Content Areas: professional practice, professional identity, helping relationships, professional orientation and ethical practice, diagnosis, assessment, social and cultural diversity

Outcomes

Outcomes	Corresponding assignments
Demonstrate comprehension of a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision (2009 CACREP standard CMHC A. 5; 2016 standard III. A.5.)	Case conceptualization (CC); CC presentations; group supervision
Develop a personal model of counseling (2016 standard 2.F.5.n.)	Case conceptualization
Develop measurable outcomes for clients (2016 standard 2.F.5.i.)	Site super (SS) PSE and Faculty (F) PSE; group supervision
Define principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning (2009 CACREP standard CMHC C. 6; 2016 standards III.C.7.; 5.C.1.c.; 5.C.3.a.; 2.F.5.h)	Case conceptualization
Conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals (2009 CACREP standard CMHC III. L.2.) (2016 standard 2.F.5.j.)	Case conceptualization; SS consultation; SS and F PSE; group supervision
Apply and adhere to ethical and legal standards in clinical mental health counseling (2009 CACREP standard CMHC B.1.)	SS and F PSEs
Use the principles and practices of diagnosis, treatment, referral, and prevention of mental health and emotional disorders to initiate, maintain, and terminate counseling (2009 CACREP standard CMHC D.1.); (2016 standard 5.C.2.d.)	SS and F PSEs; SS consultation; group supervision
Apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders (2009 CACREP standard CMHC D.2.); (2016 standard 5. C. 3. b.)	SS and F PSEs; SS consultation; group supervision
Promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities (2009 CACREP standard CMHC D.3.);	SS and F PSEs; advocacy check-in in group
Apply effective strategies to promote client understanding of and access to a variety of community resources (2009 CACREP standard CMHC D.4.); (2016 standard 2.F.5.k.)	SS and F PSEs; Referral list
Appropriately use culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling (2009 CACREP standard CMHC D.5.)	SS and F PSEs; consultation with SS; group supervision
Maintain information regarding community resources to make appropriate referrals (2009 CACREP standard CMHC F.1.)	Referral list
Advocate for policies, programs, and services that are equitable and responsive to the unique needs of clients (2009 CACREP standard CMHC F.2.); and (2016 standard 5.C.3.e)	Referral list; advocacy check-in; group supervision

Modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (2009 CACREP standard CMHC F.3.)	SS and F PSEs; Case conceptualization; group supervision
Screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders (2009 CACREP standard CMHC H.3.)	Group supervision; F and SS PSEs
Promote a general framework for understanding and practicing consultation (CACREP standard G. II. 5. f); and implements strategies for interfacing with integrated behavioral health care professionals (2016 standard 5.C.3.d).	SS and F PSEs; Referral list; LPC consultation interview

Materials

The counseling practicum and internship manual: A resource for graduate counseling students

Author: Hodges, S.

Publisher: Springer

Recording device

Purchase, rent, or borrow video or audio equipment for the required taping of client sessions. Ensure that you use the provided informed consent form for taping—TAPED SESSIONS MUST INCLUDE AN INFORMED CONSENT SIGNED BY THE CLIENT AND AGREED TO BY THE SITE SUPERVISOR. If you have any questions related to this practice, see the professor prior to taping. Recorded sessions should be stored securely under a lock or a password and should be erased after both site and faculty supervisors evaluate them.

The counselor and the law

Author: Wheeler & Bertram

Publisher: John Wiley & Sons

Edition: 7

Optional

Strongly recommended

Making changes last

Author: Kottler

Publisher: Taylor & Francis

Optional

Clinician's thesaurus: The guide to conducting interviews and writing psychological reports

Author: Zuckerman

Publisher: Guilford

Edition: 7

Optional

The psychotherapy documentation primer

Author: Wiger

Publisher: John Wiley & Sons

Optional

Deliverables

Clinical field placement hours

- Students are required to evidence procurement of professional liability insurance prior to interacting with practicum/internship clients. If you have turned this into your Practicum faculty supervisor, we have a copy; if not, turn it in before seeing any clients. Pay attention to expiration date for this document.
- Students must complete supervised Internship experience that totals a minimum of 150 clock hours per 9-week term.
- At least 60 of those 150 clock hours must be direct service with clients that contributes to the development of counseling skills. Direct hours are to be a combination of group, individual hours, and intake. Intake and group hours cannot total more than 60% of total direct hours.
- Document weekly practicum/internship activity on the Weekly Activity Log that is submitted to the faculty supervisor/instructor. Have your site supervisor sign weekly. Maintain your own copies of the logs.
- A minimum of 50 consecutive minutes of individual and/or triadic supervision is required per week by your licensed site supervisor who is working in consultation with a program faculty supervisor in accordance with the supervision contract.
- A minimum of 1.5 hours of group supervision per week must be provided on a regular schedule throughout the internship course by the faculty supervisor.
- Evaluation of the student's counseling performance throughout the Internship is required by both site and faculty supervisors, including documentation of a formal evaluation using the PSE in each 9 week-term.
- For all clients, each student intern is required to:
 - o Conduct an intake interview with both written and verbal informed consent and statement of confidentiality
 - o Write a case note immediately after every session
 - o Review case notes immediately prior to each session
 - o Make and maintain weekly appointments with clients
 - o Be punctual and reliable to the site and clients
 - o Make and maintain weekly appointments with clinical site supervisor
 - o Write a treatment plan after at least the third session once goals with that client are established
 - o Write a treatment summary after the termination of each client and turn in with end of term log (this must be done also in case of referral)

Any of the above points not occurring on site must be reported to the faculty supervisor as soon as possible.

Self-care

Burnout is a common occurrence among mental health professionals. Self-care practices include weekly (or more) occurrences of relaxation exercises by the counselor trainee. The practice of relaxation is meant to self sooth from clinical work and create a schema for accessing relaxation wholly and quickly for better health and focus with clients; and to use as a tool with clients. Examples include but are not limited to: breathing exercises, meditation, prayer, visualization. Note that watching comedies, spending time with people who make you feel good, and exercise, are in addition to a self-care relaxation practice and not in place of. You are strongly recommended to implement a preferred self-care strategy throughout the term. At mid term, you will write a brief evaluations indicating how the practice of self-care/relaxation affected your clinical experience and what you would change about it in the future.

Weekly Activity Logs

Keep track of your clinical activities on a weekly basis using the Weekly Activity Log. You will 1) give these to your site supervisor at the end of each week to be reviewed and signed; and 2) turned into the faculty supervisor at various dates throughout term. 3) Write the logs in ink as pencil lead dissipates over time. 4) Ensure that you make a copy of each log and keep in a secured location for your future record (license) keeping. IN TOP RIGHT HAND CORNER OF COVER LOG, TOTAL THE DIRECT AND INDIRECT HOURS INCLUDED IN THAT BATCH OF LOGS; SEPARATE DIRECT LOGS INTO GROUP AND INDIVIDUAL HOURS. On the top of each form, record the week for which that form accounts. Electronic copies are not accepted.

Group supervision

Group supervision will take place during each class period. Group supervision will occur once per week for a minimum of 1.5 hours and will involve group check in and student case presentations. The class may last longer depending on class size and intern needs. You will sign up for a case presentation, which will consist of introducing your theory and a case which may be accompanied by a segment of your recorded session.

You also will present one tape in an individual session with the faculty

supervisor outside of class time during the term/semester.

***Students must demonstrate/verbalize advocacy efforts on behalf of clients. Each week in group supervision, commenting students will be responsible for describing specific actions that advocate for client(s). These can include working with outside community agencies on CL behalf, psychoeducation with CL, feminist theory strategies toward self-help in community; specific reading/review of literature by CIT on behalf of CLs, etc. Consult with instructor for review of acceptable advocacy practices with clients.**

Non-defensive openness to group and supervisor feedback is critical as is providing constructive, non-threatening feedback to others. Use your counseling and interpersonal skills when providing feedback to a counselor trainee. You will be evaluated on providing feedback and receiving feedback. Group supervision is about providing feedback regarding skills to the counselor trainee and not about co-therapy. In other words, group supervision is not about assisting the counselor trainee in determining client outcome but in assisting the counselor trainee in developing competent skills. (see Classroom Safety and Notes)

Case Conceptualization

Case conceptualization is limited to 45 minutes, one per semester --strongly adhered to so practice your session to be fair to your peers. Demonstrate and articulate your theoretical orientation to the class through your case presentation. The following applies:

- a. Present your theory to the class. Briefly discuss (no more than 5 minutes) techniques, key tenets, role of counselor, nature of change, client counselor relationship, empirical support, perspective on cultural diversity, and contemporary proponents of the theory - to help with time limit, you can put the more detailed information in the handout and summarize the main points only.
- b. Place the above in a handout and provide a copy to instructor and peers.
Only the info in point A is necessary in the handout. Do not copy something from an article; this should be your interpretation of the items in point A above and should be brief, between 1 and 1.5 page(s), double spaced.
- c. Provide an electronic copy of the written case conceptualization to the instructor via instructor email on the day you are presenting. See sample and instructional handout attached at the end of syllabus.

Presentation:

- articulate your theoretical orientation in the taped session (no more than 5 minutes)
- present your case based on the 6 trans-theoretical items (see attached) (not more than 10 minutes)
- play tape (15-20 minutes) - the professor may stop the tape at any time or ask fast-forwarding/rewinding if necessary
- receive feedback (10 minutes) - students will fill out the feedback form in more detail and give to the presenter.

Note that you will be evaluated by your peers on the presented information (or lack of) and predominantly by the skills you used and evidence of your theory in the taped session. Note that your written case conceptualization will follow a specific outline of the details of the case and your approach (see attachment at the end of syllabus). Follow that outline for full points.

Note: If you miss the day of your scheduled presentation, you will lose all the points for this assignment and will have to make another individual supervision with the faculty supervisor with any additional requirements. Due to the accelerated nature of our program, these assignments cannot be made up.

Individual supervision with site supervisor

Meet with your assigned site supervisor for individual supervision once per week for a minimum of 50 consecutive minutes.

If you experience difficulty with your site supervisor, you are to take the following steps immediately: Consult your internship faculty supervisor/instructor ASAP to discuss the difficulty with the site supervisor in order to attempt to professionally resolve any difficulties or conflicts with the site supervisor in person. Follow up with the faculty regarding the outcome of the meeting with the site supervisor.

Being released from a practicum/internship site may result in a grade of F for the course and all hours will be lost. It is imperative that you make the faculty supervisor aware of any concerns and that you work closely with the site supervisor to resolve those concerns per the ACA "Code of Ethics" (2014).

Individual supervision sessions with faculty supervisor

Interns will meet with the faculty supervisor outside of class for individual supervision at least one time per term to review a recorded client session. The number required individual supervisions with the faculty supervisor can increase at the faculty supervisor's discretion based on the student's skill development.

Steps to a successful individual supervision with faculty supervisor:

- a. Record a client session for a minimum of 40 minutes for each individual supervision session
- b. Review the tape with your site supervisor PRIOR to your appointment with the faculty; have the site supervisor complete a Skills Tape Evaluation and review it with you.
- c. Review the tape on your own and complete a Skills Tape Evaluation on yourself.
- d. Bring your self-evaluation of the session and your site supervisor's evaluation of the session to your individual supervision meeting with the faculty. Bring your case notes for that session. If this is your third or more session, bring a treatment plan, if this is your termination session, bring your termination summary. Be prepared to discuss your theory, skills, and session in same format as case conceptualization. Your case notes must be signed by the site supervisor to acknowledge that an informed consent was provided to the client for that session.

Note: Some students may be required to meet with the faculty supervisor outside of class for additional individual supervision during the semester when the student is not progressing at a rate consistent with the course. Extra sessions are made by the faculty supervisor and are not uncommon. Participation/availability of the student intern during supervisor office hours is required.

Resource and Referral Portfolio

Develop a list of appropriate and varied referral resources throughout the internship experience that accurately reflects your area and the population you serve, collect resources that can be accessible to individuals with various mental health needs. Bring your collection to the last class for review by the faculty.

LPC Interview

Interview an LPC to learn their experiences with consultation among colleagues. This interview may be with LPCs at your site, your site supervisor, or an LPC at another location.

PSE evaluations

You are evaluated throughout the semester based on your attendance, participation, conduct, adherence to ACA Code of Ethics, reception of constructive feedback/supervision, and all skills detailed in the PSE. Your site supervisor and faculty supervisor will complete, review with you, and sign a PSE twice during each semester – once during the midterm and once at the end term. The instructor reserves the right to complete a PSE at any time throughout the term as a need arises.

✓ Evaluation

Criteria

In addition to the criteria below, completion of all required hours and agency service is required to pass this course

Type	Weight	Topic	Notes
Attendance	25 points		*Includes coming to class on time and staying for the entire class
Participation	25 points		*In group supervision, CC presentations, and individual supervisory meetings with faculty
Midterm/semester Site Supervisor PSE	30 points		
Case Conceptualization	60 points		*Graded on graduate level writing, paper organization, following instructions, and professional presentation

Type	Weight	Topic	Notes
Self-care	10 points		
Resources and referral list sharing	10 points		
LPC interview	20 points		
End term/semester Faculty PSE	100 points		
End term/semester site supervisor PSE	30 points		

Breakdown

Grade	Range	Notes
CR		Work that is performed as satisfactory graduate work (B- or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses.
NC		Unsatisfactory graduate work; also, per the Professional Counseling Program, grade of NC equals no credit for lack of completion of course requirements including clinical hours, lack of sufficient progress in counseling and interpersonal skills and openness to supervision.
F		Work that is unsatisfactory; also, per the Professional Counseling program, grade of "F" relates to unethical and or unsatisfactory work; being released from a field site for any reason may result in an automatic F for course; grade of F may result in dismissal from program especially if associated with ethical violation.

Schedule

When	Topic	Notes
Week 1 03/23/2022 6:00 PM - 10:00 PM		<ul style="list-style-type: none"> Review of course syllabus Sign up for presentations Group check in/supervision Theory check in—know which theory you are going to utilize throughout your internship
Week 2 03/30/2022 6:00 PM - 10:00 PM		<ul style="list-style-type: none"> Discussion: How to function as a relevant member of a treatment team Group check in/supervision
Week 3 04/06/2022 6:00 PM - 10:00 PM		<ul style="list-style-type: none"> Case Conceptualization Presentations begin Group check in
Week 4 04/13/2022 6:00 PM - 10:00 PM		<ul style="list-style-type: none"> Case Conceptualization Presentations Group check in <i>Weekly activity logs should be signed by supervisor and up to date for next week—forgery will get a student dismissed from Program in finality—no excuses</i>

When	Topic	Notes
Week 5 04/20/2022 6:00 PM - 10:00 PM		<ul style="list-style-type: none"> • Case Conceptualization Presentations • Group check in • Self-care paragraph due • DUE: Weekly logs to faculty supervisor at opening of class. Student retains copies for records.
Week 6 04/27/2022 6:00 PM - 10:00 PM		<ul style="list-style-type: none"> • Case Conceptualization Presentations • Group check in
Week 7 05/04/2022 6:00 PM - 10:00 PM		<ul style="list-style-type: none"> • Case Conceptualization Presentations • Group check in • Site supervisor PSE due next week. Provide a copy to your site supervisor. S/he is to complete it and REVIEW IT WITH you prior to turning it in to the faculty.
Week 8 05/11/2022 6:00 PM - 10:00 PM		<ul style="list-style-type: none"> • Case Conceptualization Presentations • Group check in • <u>Due:</u> Site supervisor midterm PSE due to faculty • <u>Due:</u> LPC Interview <ul style="list-style-type: none"> ◦ RE Client Consultation Process write-up: If you completed this in the previous term, you do not need to do one this term. • <u>Due:</u> Faculty check of your referral list and resources
Week 9 05/18/2022 6:00 PM - 10:00 PM		<ul style="list-style-type: none"> • Group check in • <u>Due:</u> Faculty midterm PSE: completed by faculty and discussed privately with each student; all students sign their PSE's after review; faculty places SS and F PSEs in Dept Student Clinical File • <u>Due:</u> Weekly logs to faculty supervisor at opening of class—NO EXCUSES

* Course Policies

Professional dispositions

This course is taught in a manner that provides a safe, welcoming and inclusive environment for students of all racial, ethnic, gender identities and variances, sexual orientations, economic classes, ages, ability status, and religions. Students are encouraged to use language and communication that is respectful and culturally appropriate.

In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends. Maintaining confidentiality is the primary ethical principle of counselors and violations are serious.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important that everyone feels safe, comfortable, and free to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class just as with clients. You are encouraged to make your feelings and thoughts known, yet, to do so in a "counselor manner", i.e., respecting the position of the listener while giving voice to your thoughts and using your budding counselor attending skills. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day. Respecting professional boundaries is also a critical component of your development as a counselor.

Further, openness to supervision and instruction by the faculty (or site supervisor) is an important element of counselor development. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others, both positive

and negative; accepting and applying feedback from instructor; being proactive in seeking out needed experiences, feedback, etc.; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision and or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

Subjective aspect of grading

The grading of this course includes a subjective component to it based upon the professional experience and expertise of the instructor. The Counseling faculty recognize that counseling skills, counselor effectiveness, and professionalism cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should demonstrate marked progress toward the course objectives as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor. It is possible to excel academically and receive a less than satisfactory final grade. Thus, all grades will reflect a combination of objective and subjective assessment.

Expectations for writing competency

Writing competency is important in graduate school. As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/serving to write professionally. Take this task seriously and consult the Academic Resource Center or enroll in a writing course if you are told you need assistance on writing assignments. The grade penalty will be heavy for lack of simple proofing of grammar, spelling, and APA formatting on all assignments. Please consult the rubric in the syllabus for specific grading impact.

Attendance, self-disclosure, and ACA code of ethics

One unexcused absence in this course will result in deduction of 20 points with a second unexcused absence requiring that a student withdraw from the class. If it is too late to withdraw, the final grade will be an automatic NC (in this case, you will be failing Internship and will have to start over with the possibility of being referred to remediation). Excused absence is only approved with proper documentation. Students are expected to come to class on time, having completed the reading assignments so they are prepared to ask questions and participate in all activities; and write at a graduate level. Students coming to class 10 + minutes late or leaving class early will be considered 'absent' for that class session.

It is expected that you arrive to class having an understanding (not just having read) of the reading assignments and prepared to discuss the material in relation to your field experience. A percent of your grade is determined by classroom discussion/participation. This includes treatment team feedback.

You will be required to self-disclose in this course. Therefore, when it is your turn to present as a client, ensure that you have thought through the issue you would like to discuss so you do not discuss an issue that may leave you uncomfortable.

The faculty supervisor is responsible for providing the grade for this course. Per Webster University policy and administrative lead, the faculty supervisor is responsible for determination of the intern progressing to additional sections and completing field experience; per ACA Code of Ethics (2014) and state law, the faculty supervisor is responsible to the general public and state department of higher education for determination of the intern passing/progressing to additional sections of internship and completing field experience. Hence, site supervisor evaluations and comments are highly informative and influential, yet, the final grade is determined and provided by the licensed faculty supervisor of the course section.

Institutional Policies

Academic Policies

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

[Undergraduate Studies Catalog](#)

The Undergraduate Studies Catalog contains academic policies that apply to all undergraduate students. The *academic policies and information* section of the catalog contains important information related to **attendance, conduct, academic honesty, grades, and more**. If you are an undergraduate student, please review the catalog each academic year. The current Undergraduate Studies Catalog is at:

<http://www.webster.edu/catalog/current/undergraduate-catalog/> (<http://www.webster.edu/catalog/current/undergraduate-catalog/>)

Graduate Studies Catalog

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The *academic policies* section of the catalog contains important information related to **conduct, academic honesty, grades, and more**. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

<http://www.webster.edu/catalog/current/graduate-catalog/> (<http://www.webster.edu/catalog/current/graduate-catalog/>)

Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading>)

Graduate

<https://webster.edu/catalog/current/graduate-catalog/academic-policies.html#gradingsystem>
(<https://webster.edu/catalog/current/graduate-catalog/academic-policies.html#gradingsystem>)

Incomplete

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that they understand and follow the policies.

Grade Appeals

Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others' work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The university's Academic Honesty Policy is published in academic catalogs:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html>
(<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html>)

As a part of the university commitment to academic excellence, the Reeg Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

<https://websteru.sharepoint.com/sites/AcademicIntegrityAtWebster>
(<https://websteru.sharepoint.com/sites/AcademicIntegrityAtWebster>)

Statement of Ethics

Webster University strives to be a center of academic excellence. The university makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/ethics.html> (<http://www.webster.edu/catalog/current/graduate-catalog/ethics.html>)

Important Academic Resources

Academic Accommodations and Support

At Webster University, we understand that all students learn differently and may have specific, often differing, learning needs. Some examples are doing rather than watching, being active instead of sitting still, and taking frequent breaks. For others, the professor needs to speak louder, give more clear instructions, and be understanding with health issues. Regardless of what makes learning easier for you, our goal is to provide the most accessible learning environment possible for each student. If there are any specific needs you'd like to make your instructors personally aware of, including any academic accommodations, please reach out to them directly.

Webster University supports students in several ways. Students with academic/learning, health, physical, and psychological disabilities and students who have accessibility concerns can reach out to Webster's Academic ADA Coordinator at disability@webster.edu. You can also reach out if you have any questions relating to accessibility.

Online resources through WorldClassRoom (Canvas) have a variety of accessibility tools, provided through a program called Ally, for both students and faculty. Ally is free and already incorporated into WorldClassRoom. It helps students who have visibility and attention challenges; who need easier access to course materials from mobile phones, tablets, electronic readers, etc.; or who need or prefer file types different from the format uploaded by the instructor. You can find more information about Ally at <https://webster.edu/online/ally.php> (<https://webster.edu/online/ally.php>).

Life circumstances can make focusing on education, or anything else, difficult. For this reason, several additional resources and services are available to students at no cost:

1. Reeg Academic Resource Center (<https://websteru.sharepoint.com/sites/ReegARC>
(<https://websteru.sharepoint.com/sites/ReegARC>)
 - Academic Counseling: academiccounseling@webster.edu
 - Assistive Technology: atacr@webster.edu
 - Disability Accommodations: disability@webster.edu
 - Testing Center: arc@webster.edu
 - Tutoring: tutoring@webster.edu
 - Writing services: writing@webster.edu
2. Counseling and Life Development (<https://www.webster.edu/student-counseling.php> (<https://www.webster.edu/student-counseling.php>)): 314-968-7030 or counselingld@webster.edu (these contact methods are non-confidential, but appointments are confidential)

Lastly, circumstances change. If, at any point throughout your education, you find that something is making learning difficult for you, please reach out to your instructor directly and/or to Webster's ADA team. It is never too late to ask for accommodations. We entirely support you and want you to have the best and most accessible education possible.

Student Success Portal

Webster University's Student Success Portal, powered by Starfish, is a communications tool to connect students with faculty members and campus support services. It allows faculty and staff members to communicate with you regarding academic achievements as well as areas where support may be helpful. You may use the portal to contact faculty and staff members for assistance and to arrange meetings. Activity in the portal will be communicated to your Webster University email account. The Student Success Portal is available via your course home page in WorldClassRoom or via Connections. Learn more about the Student Success Portal at <https://www.legacy.webster.edu/success/students.html>.
(<https://www.legacy.webster.edu/success/students.html>)

University Library

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the university's worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is <http://library.webster.edu> (<http://library.webster.edu/>). For support navigating the library's resources, see <http://libanswers.webster.edu/> (<http://libanswers.webster.edu/>) for the many ways to contact library staff.

Drops and Withdrawals

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html>
(<http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html>)

Academic Calendar - <http://www.webster.edu/academics/academic-calendar/>
(<http://www.webster.edu/academics/academic-calendar/>)

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the "Tuition, Fees, and Refunds" section of Webster's Academic Catalogs:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/tuition.html> (<http://www.webster.edu/catalog/current/graduate-catalog/tuition.html>)

Student Handbook and Other Important Policies

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:

<http://www.webster.edu/student-handbook/> (<http://www.webster.edu/student-handbook/>)

Sexual Assault, Harassment, and Other Sexual Offenses

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

<https://webster.edu/titleix/policy.php> (<https://webster.edu/titleix/policy.php>)

Research on Human Subjects

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:

<https://www.legacy.webster.edu/irb/> (<https://www.legacy.webster.edu/irb/>)

Course Evaluations

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

Important Technology Information

Connections Accounts

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming university email. Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

<https://www.webster.edu/technology/service-desk/> (<http://www.webster.edu/technology/service-desk/>)

WorldClassRoom

WorldClassRoom is Webster's Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at:

<https://worldclassroom.webster.edu/> (<https://worldclassroom.webster.edu/>)

Webster Alerts

Webster Alerts is the university's preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail and email communications. Valuable information concerning a range of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit (sign with your university-provided email and password:

<https://www.getrave.com/login/webster> (<https://www.getrave.com/login/webster>)

Campus Information

Additional Items

Appendix A--STUDENT INFORMATION, COUN 6500

(Please fill out and hand back to instructor first night of class)

Intern Name: _____

Webster Email: _____

Other email you will use post-graduation: _____

Phone: _____

Site Supervisor's name, credentials, phone & email address (print VERY CLEARLY):

Same site as Practicum? YES/NO (circle one)

Internship Section/Term (Circle one) 1st 2nd 3rd 4th 5th

Internship credits enrolled this term (circle one) 1.0 1.5

Total 6500 credit hours completed as of today _____

Total direct hours completed as of today: Practicum _____ Internship: _____

Calendar for presentations/supervision: (subject to change by faculty instructor).

Date of your case conceptualization presentation: _____

Date of tape review with faculty supervisor: (Email for appointment) _____

Note: Once you make an appointment with your faculty supervisor, you have to attend that supervision session fully prepared with all the required items, meetings cannot be rescheduled.

Theory to be implemented this term: _____

Expected graduation date: _____

Appendix B— Case Conceptualization Presentation--Treatment Team Feedback Form

Appendix B—

Case Conceptualization **Presentation**--Treatment Team Feedback Form

(to be used, one for each peer case presentation—make 12 copies)

Intern Presenting the Case: _____ Date _____

Feedback provided by: _____

Summary of presented case information:

Skills/Requirements	Yes/No	Helpful suggestions; feedback entered here:
Theory presentation: accuracy, completeness, handout		
Theory is demonstrated throughout recorded session		
Paraphrasing at Level 3 or 4		
Reflection of feelings & content		
Use of here & now		
Therapeutic silence		
Confrontation of inconsistencies		
Validation of client experiences		

Identification and co-creation and/or discussion of goals		
Barriers to communication? (e.g. judging, advising, non-therapeutic reassurance)		
Need for SI or HI assessment this session?		
Need for homework assignments/exercises?		
CN projection of empathy, genuineness, warmth, unconditional regard?		
Need for 6 trans-theoretical items reviewed this session?		

Additional comments:

Appendix C--Case Conceptualization

Appendix C--Case Conceptualization

Written Project Required Contents Outline

Write a case conceptualization of a particular client taped session from your caseload. You will present this case to the class in addition to your theory. Be clear, concise, and brief. Use APA formatting. Papers will be graded on adequate content; and graduate level writing competency including attention to grammar, spelling, following directions, and APA style. Include the following subheadings and insure the bulleted information is provided.

1. Description of the Client(s) (maintain confidentiality):
 - o Client demographics including relevant cultural variables (age, gender, ethnicity,
 - o Living and marital/partner situation; parental status (children?)
 - o Work/educational status
 - o Source of referral, number of sessions with you, and number of planned contacts.
2. Relevant History:
 - o Family, social, and relational history *Educational/work history
 - o Alcohol/substance abuse history
 - o Biopsychosocial history related to presenting concern
3. Presenting Concerns and Treatment Issues:
 - o Issues as initially defined by the client(s) (why seeking services now?) Use quotes to express what client stated/reported. Don't make assumptions.
 - o Other relevant treatment issues
4. Client Conceptualization:
 - o Make sense of client's current situation, pain, strengths, and why they are "stuck"; integrate all relevant information (e.g., cultural issues, family, history, presenting concerns, maintaining factors, etc.)
 - o Deepen your discussion by including a theoretically grounded formulation, i.e., identify and utilize at least one major

counseling theory and one developmental theory).

- Make sure to cite your sources APA style and use a reference page if necessary
- Provide a DSM diagnosis

5. Treatment Goals & Interventions:

- Summary of your work with client(s) including interventions utilized (or ones you plan to utilize) to attain goals and current status
- Theoretical strategies you used or plan to use to attain goals

6. Impediments to change:

- Name those behaviors, situations, or concerns that may arrest or slow the clients progress toward stated goals

7. Therapeutic Process:

- Critique your work with client(s): What seemed to be helpful? What areas need improvement?

For school counseling students

All school counseling interns will be assessed using the Missouri School Counselor Candidate Assessment for certification purposes. Both the faculty member and the site supervisor are required to use this form and discuss the results with the school counselor candidate.

Additional information for faculty can be found in the comments under this item in the "edit syllabus" screen on this page. Scroll to the top of this page in Concourse, and select "edit" from the "syllabus" drop-down menu on the top left.