

## INTERNSHIP I (COUN 605)

Spring 2022

<b>Instructor</b>	<b>Allison Buller, Ph.D., LPC, NCC</b>	<b>Instructor Phone</b>	<b>203 576-4173</b>
<b>Meeting Time</b>	<b>Monday 4-6:30 &amp; 6:30-9:00pm</b>	<b>Instructor E-mail</b>	<b>abuller@bridgeport.edu</b>
<b>Location</b>	<b>Bates Hall Computer Room</b>	<b>Instructor Office Hours</b>	<b>Wednesday 11-2 By appointment</b>

### Catalog Description:

The goal of the internship is to further develop and refine the skills established during practicum. You are eligible for the internship component of your program after completing the required coursework and approval from faculty. The internship is the heart of the master's degree training program in Counseling at the University of Bridgeport (UB). It provides a venue within which students receive the guidance necessary for development as an entry-level counselor. Program faculties provide didactic and experiential training, which serves as the foundation for the development of skills necessary for independent work in clinical settings.

**Required Text:** Diagnostic and Statistical Manual of Mental Disorders (DSM) - 5

### Suggested Texts:

1. Internship, Practicum & Field Placement Handbook; Baird, 5th, 0132238802
2. Building Motivational Interviewing Skills: Practitioner Workbook; Rosengren, 9781606232996
3. University of Bridgeport Practicum and Internship Handbook
4. DBT Skills Training Manual: Linehan; ISBN 978-1-4625-1699-5
5. The Complete Adult Psychotherapy Treatment Planner: Jongsma & Peterson; 0471-31924-4

**Course Objectives:** As the result of this course, through satisfactory performance, students will demonstrate the following:

1. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation (CACREP II.F.1.b.)
2. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policies on these issues (CACREP II.F.1.g.)
3. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP II.F.1.i.)
4. Strategies for personal and professional self-evaluation and implications for practice (CACREPII.F.1.k.)
5. Self-care strategies appropriate to the counselor role (CACREP II.F.1.l.)
6. The role of counseling supervision in the profession (CACREP II.F.1.m.)
7. Multicultural counseling competencies (CACREP II.F.2.c.)
8. Ethically and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP II.F.3.i.)
9. Theories and models of counseling (CACREP II.F.5.a.)
10. A systems approach to conceptualizing clients (CACREP II.F.5.b.)

11. Counselor characteristics and behaviors that influence the counseling process (CACREP II.F.5.f.)
12. Essential interviewing, counseling, and case conceptualization skills (CACREP II.F.5.g.)
13. Developmentally relevant counseling treatment or intervention plans (CACREP II.F.5.h.)
14. Development of measurable outcomes for clients (CACREP II.F.5.i.)
15. Evidence-based counseling strategies and techniques for prevention and intervention (CACREPII.F.5.j.)
16. Processes for aiding students in developing a personal model of counseling (CACREP II.F.5.n.)
17. Characteristics and functions of effective group leaders (CACREP II.F.6.d.)
18. Approaches to group formation, including recruiting, screening, and selecting members (CACREP II.F.6.e.)
19. Types of groups and other considerations that effect conducting groups in varied settings (CACREP II.F.6.f.)
20. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP II.F.7.c.)
21. Procedures for identifying trauma and abuse and for reporting abuse (CACREP II.F.7.d.)
22. Ethically and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP II.F.7.m.)

<b>UB Learning Outcomes</b>	<b>CACREP 2016 Standards</b>	<b>Curriculum Experience</b>	<b>Outcome Assessment</b>
Students will demonstrate proficiency in performing an initial assessment with preliminary case conceptualization, DSM diagnosis, and treatment plan	II.F.5.a. II.F.5.b. II.F.5.f. II.F.5.g. II.F.5.h. II.F.5.n. II.F.7.c. II.F.7.d. II.F.7.m.	<ul style="list-style-type: none"> <li>• Students will complete a 300-clock hour supervised professional experience, 120 hours of which are direct service</li> <li>• Students will compose and present case write-ups that focus on a client’s concerns, goals, psychosocial history, medications, DSM diagnosis, and treatment plan</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in Group Supervision</li> <li>• Case Conceptualization Rubric</li> <li>• Site supervision</li> <li>•</li> </ul>
Students will demonstrate proficiency in leading psycho-educational groups an in the performance of group counseling skills	II.F.5.b. II.F.6.d. II.F.6.e. II.F.6.f.	<ul style="list-style-type: none"> <li>• Students will improve their abilities to conduct group counseling sessions by observing other clinicians, engaging with assigned reading, and participating in role play activities</li> <li>• Students will conduct group counseling sessions with clients at</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in Group Supervision</li> <li>• Case Conceptualization Rubric</li> <li>• Site supervision</li> </ul>

		their internship sites	
Students will demonstrate cultural fluency in the delivery of clinical care	II.F.2.c	<ul style="list-style-type: none"> <li>• Students will be exposed to clinical issues related to diverse or underrepresented populations through course discussion, didactic lecture, and course readings</li> <li>• Through group supervision and reflection, students will compare their own culture with those of diverse others, in order to develop an appreciation for each</li> <li>• Throughout their internship work, students will identify cultural differences in the ways clients perceive and react to therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in Group Supervision</li> <li>• Case Conceptualization Rubric</li> <li>• Site supervision</li> </ul>
Students will demonstrate understanding of models of clinical supervision, and their ability to work collaboratively with clinical supervisors	II.F.1.b. II.F.1.m.	<ul style="list-style-type: none"> <li>• Students will be exposed to various supervision models through role play activities and didactic lecture</li> <li>• Students will meet with their internship supervisor(s) weekly to refine their counseling skills and evaluate their clinical goals</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in Group Supervision</li> <li>• Case Conceptualization Rubric</li> <li>• Site supervision</li> </ul>
Students will assess their own fidelity to evidence supported therapy skills and explore the benefits of: 1) certification in the provision of evidence supported treatments and 2) quality assurance in counseling	II.F.1.g. II.F.1.k. II.F.5.a. II.F.5.f. II.F.5.g. II.F.5.i. II.F.5.k.	<ul style="list-style-type: none"> <li>• Students will explore evidence-based treatment and quality assurance through course readings and group discussion</li> <li>• Students will apply evidence-based counseling skills to their own practice through their clinical internship experience</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in Group Supervision</li> <li>• Case Conceptualization Rubric</li> <li>• Site supervision</li> </ul>

<p>Students will demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling</p>	<p>II.F.1.i.</p>	<ul style="list-style-type: none"> <li>• Students will be exposed to ethical and legal standards through class readings and didactic lecture</li> <li>• Students will demonstrate the ability to adhere to legal and ethical standards through their recorded sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in Group Supervision</li> <li>• Case Conceptualization Rubric</li> <li>• Site supervision</li> </ul>
<p>Students will demonstrate the ability to balance self-care/wellness with clinical work</p>	<p>II.F.1.1. II.F.3.i. II.F.5.f. II.F.5.j.</p>	<p>Students will formulate an individual wellness plan that addresses self-care techniques and burnout prevention strategies</p>	<ul style="list-style-type: none"> <li>• Participation in Group Supervision</li> <li>• Case Conceptualization Rubric</li> <li>• Site supervision</li> <li>• Wellness Rubric</li> </ul>

**Methods of Instruction:**

1. Group supervision weekly with review of recordings.
2. Individual supervision as needed.
3. Weekly lecture/discussion, case vignettes and roll-playing, focusing on acquiring Motivational Enhancement and CBT skills.

**Requirements:**

1. Direct Service to Clients: 240 hours over two semesters
2. Indirect Service to Clients: 360 hours over two semesters
3. Each intern is to be prepared to present two recordings of their work with clients at the Internship Site. These recordings will serve as the basis for group supervision.
4. Weekly participation in Internship class
5. Individual Wellness Plan
6. Case Write ups and Oral Presentations
  - Client Description
  - Presenting Concern or Goal
  - Psychosocial History and Future Possibilities
  - Mental Status, Strengths and Resources
  - Current Medications
  - DSM Diagnosis
  - Treatment Plan
  - Questions for Discussion
7. Internship Log: A log of dates, amounts of time involved, and nature of the client involvement should be recorded, and a typewritten copy submitted to the Internship Supervisor at the completion of each semester.

8. Each intern is required to keep an internship binder, which will include: Title page, Placement information, Forms, Resources/References/Tools, Internship Goals Form, Hours/Internship Activity Log and Evaluations, Wellness Plan.
9. Each intern is required to create a professional portfolio (see Practicum and Internship Handbook).

**Internship Supervision:**

The intern is required to attend individual and group supervision by the site supervisor and the university supervisor. The site supervisor (see Internship Handbook) is expected to meet with the intern for a minimum of 1 hour of individual supervision per week of the internship. Any additional individual or group supervision is at the site supervisor’s discretion. The site supervisor also is expected to acquaint the intern with site and its personnel, complete evaluations of the intern, allow the intern to audio or video tape direct service work with the clients, provide a minimum of 300 clock hours of supervised professional experience within a semester (of which a minimum of 120 clock hours are direct service), and consult with the university supervisor about the student’s progress.

**Evaluation Procedure**

Students must receive a minimum grade of “B-” to progress to the next semester of internship (or graduate). If students obtain less than a “B-” they will be required to repeat a semester of internship. The Internship grade will be based on the following criteria:

1. Case write-up, 50 points each. (50 x 3 in-class presentations= 150pts)
2. In class participation: 140 total pts (10 pts x 14 weeks)
3. Develop Wellness Plan- 10pts
4. Student Evaluation of Site Supervisor – 50pts
5. Site- Supervisor Evaluation of Student – 50pts

<b>Grading Scale (Program policies require students to earn a B- or better in this course.):</b>							
93--100%	A	83-86%	B	73-76%	C	63-66%	D
90--92%	A-	80-82%	B-	70-72%	C-	60-62%	D-
87-89%	B+	77-79	C+	67-69%	D+	<60	F

**ACADEMIC POLICIES**

**Principles of Integrity/Academic Honesty**

The University of Bridgeport is committed to fostering an environment of academic integrity, mutual respect and individual responsibility. We are a community that values the voice of students in their pursuit of academic excellence and personal growth. By choosing to be a member of this community, each student demonstrates respect for the core values of trust, honesty and ethical behavior and commits to upholding these standards. These principles guide conduct both in and out of the classroom and on and off campus. This applies to interactions with all members of the community as well as the use of university resources and facilities. In addition to the guidelines outlined in the Key to UB <http://www.bridgeport.edu/pages/2623.asp> and the Catalog of the University of Bridgeport, note that students that are found to be responsible for plagiarism may be separated from the Counseling program immediately.

**Ethics Statement of Confidentiality**

Students in the are expected to adhere to the ACA Code of Ethics. Students enrolled in this course are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion

should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

**Cell Phones**

Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

**Drop Procedures**

To drop a course, you must complete and submit a Schedule Change Request Form. Please review the Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at: <http://www.bridgeport.edu/pages/2595.asp>

**Special Accommodations:**

The University of Bridgeport is committed to providing services to qualified students with disabilities so that they receive an equal educational opportunity. In compliance with Section 504 of the Rehabilitation Act, the American with Disabilities Act and the Connecticut State Laws, we provide reasonable accommodations to reduce the impact of disabilities on academic functioning or upon other life activities in a University setting. All accommodations are determined on an individual basis. If a student with a disability would like to be considered for accommodations, he/she must initiate the request, prior to or at the beginning of the academic semester and provide supporting documentation. For further information call 203 576-4454 or email [counselingservices@bridgeport.edu](mailto:counselingservices@bridgeport.edu).

**Graduate Resource Center**

The Graduate Resource Center is available for Counseling students seeking help in their studies and academic writing. The Center is staffed by writing professionals and peer tutors. The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment email [GRRC@bridgeport.edu](mailto:GRRC@bridgeport.edu) or Telephone: 203-576-4290. Online Tutoring is available at: [www.etutoring.org](http://www.etutoring.org). To use this free service you must have a UBNet account.

**Attendance Policy**

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should advise the instructor. Arrangements should be made at that time for additional assignments if appropriate. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness or absence may result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

CLASS SCHEDULE of Student Presentations		CACREP Standards	
<b>08/26</b>		II.F.1.g.	II.F.5.b.
		II.F.1.k.	II.F.5.f.
		II.F.1.b.	II.F.5.g.
		II.F.1.m.	II.F.5.h.
		II.F.1.l.	II.F.5.n.
		II.F.2.c	II.F.6.d.
		II.F.3.i.	II.F.6.e.
		II.F.5.g.	II.F.6.f.
		II.F.5.i.	II.F.7.c.

		II.F.5.k. II.F.5.a.	II.F.7.d. II.F.7.m.
<b>09/02</b>		<b>Labor Day- No Class</b>	
<b>09/09</b>		II.F.1.g.II.F.1.k.II.F.1.b. II.F.1.m.II.F.1.1.II.F.2.c II.F.3.i. II.F.5.g.II.F.5.i.II.F.5.k. II.F.5.a. II.F.5.b. II.F.5.f. II.F.5.g. II.F.5.h. II.F.5.n. II.F.6.d. II.F.6.e. II.F.6.f. II.F.7.c. II.F.7.d. II.F.7.m.	
<b>09/16</b>		II.F.1.g.II.F.1.k.II.F.1.b. II.F.1.m.II.F.1.1.II.F.2.c II.F.3.i. II.F.5.g.II.F.5.i.II.F.5.k. II.F.5.a. II.F.5.b. II.F.5.f. II.F.5.g. II.F.5.h. II.F.5.n. II.F.6.d. II.F.6.e. II.F.6.f. II.F.7.c. II.F.7.d. II.F.7.m.	
<b>09/23</b>		II.F.1.g.II.F.1.k.II.F.1.b. II.F.1.m.II.F.1.1.II.F.2.c II.F.3.i. II.F.5.g.II.F.5.i.II.F.5.k. II.F.5.a. II.F.5.b. II.F.5.f. II.F.5.g. II.F.5.h. II.F.5.n. II.F.6.d. II.F.6.e. II.F.6.f. II.F.7.c. II.F.7.d. II.F.7.m.	
<b>09/30</b>		II.F.1.g.II.F.1.k.II.F.1.b. II.F.1.m.II.F.1.1.II.F.2.c II.F.3.i. II.F.5.g.II.F.5.i.II.F.5.k. II.F.5.a. II.F.5.b. II.F.5.f. II.F.5.g. II.F.5.h. II.F.5.n. II.F.6.d. II.F.6.e. II.F.6.f. II.F.7.c. II.F.7.d. II.F.7.m.	

<b>10/07</b>		<p>II.F.1.g.II.F.1.k.II.F.1.b. II.F.1.m.II.F.1.1.II.F.2.c  II.F.3.i. II.F.5.g.II.F.5.i.II.F.5.k. II.F.5.a. II.F.5.b.  II.F.5.f. II.F.5.g. II.F.5.h. II.F.5.n. II.F.6.d.  II.F.6.e.  II.F.6.f. II.F.7.c. II.F.7.d. II.F.7.m.</p>
<b>10/14</b>		<p>II.F.1.g.II.F.1.k.II.F.1.b. II.F.1.m.II.F.1.1.II.F.2.c  II.F.3.i. II.F.5.g.II.F.5.i.II.F.5.k. II.F.5.a. II.F.5.b.  II.F.5.f. II.F.5.g. II.F.5.h. II.F.5.n. II.F.6.d.  II.F.6.e.  II.F.6.f. II.F.7.c. II.F.7.d. II.F.7.m.</p>
<b>10/21</b>		<p>II.F.1.g.II.F.1.k.II.F.1.b. II.F.1.m.II.F.1.1.II.F.2.c  II.F.3.i. II.F.5.g.II.F.5.i.II.F.5.k. II.F.5.a. II.F.5.b.  II.F.5.f. II.F.5.g. II.F.5.h. II.F.5.n. II.F.6.d.  II.F.6.e.  II.F.6.f. II.F.7.c. II.F.7.d. II.F.7.m.</p>
<b>10/28</b>		<p>II.F.1.g.II.F.1.k.II.F.1.b. II.F.1.m.II.F.1.1.II.F.2.c  II.F.3.i. II.F.5.g.II.F.5.i.II.F.5.k. II.F.5.a. II.F.5.b.  II.F.5.f. II.F.5.g. II.F.5.h. II.F.5.n. II.F.6.d.  II.F.6.e.  II.F.6.f. II.F.7.c. II.F.7.d. II.F.7.m.</p>
<b>11/04</b>		<p>II.F.1.g.II.F.1.k.II.F.1.b. II.F.1.m.II.F.1.1.II.F.2.c  II.F.3.i. II.F.5.g.II.F.5.i.II.F.5.k. II.F.5.a. II.F.5.b.  II.F.5.f. II.F.5.g. II.F.5.h. II.F.5.n. II.F.6.d.  II.F.6.e.  II.F.6.f. II.F.7.c. II.F.7.d. II.F.7.m.</p>



<b>11/11</b>		<p>II.F.1.g.II.F.1.k.II.F.1.b. II.F.1.m.II.F.1.1.II.F.2.c  II.F.3.i. II.F.5.g.II.F.5.i.II.F.5.k. II.F.5.a. II.F.5.b.  II.F.5.f. II.F.5.g. II.F.5.h. II.F.5.n. II.F.6.d.  II.F.6.e.  II.F.6.f. II.F.7.c. II.F.7.d. II.F.7.m.</p>
<b>11/18</b>		<p>II.F.1.g.II.F.1.k.II.F.1.b. II.F.1.m.II.F.1.1.II.F.2.c  II.F.3.i. II.F.5.g.II.F.5.i.II.F.5.k. II.F.5.a. II.F.5.b.  II.F.5.f. II.F.5.g. II.F.5.h. II.F.5.n. II.F.6.d.  II.F.6.e.  II.F.6.f. II.F.7.c. II.F.7.d. II.F.7.m.</p>
<b>11/25</b>	<b>Student Evaluation of Site-Supervisor</b>	
<b>12/02</b>	<b>Site-Supervisor Evaluation of Student</b>	

**Syllabus may be amended**

The information in this syllabus may be subject to change