

## PSY654 Clinical Internship

PSY6541 Summer Session, PSY6542 Fall Semester, PSY6543 Winter Session, PSY6544 Spring Semester

Reformed Theological Seminary – Orlando

1 credit hour for the Summer and Winter sessions. 2 credit hours for the Fall and Spring semesters. 6 total credit hours.

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Office Hours: By appointment

### Purpose

Students gain supervised clinical experience in the Oviedo Counseling Clinic (OCC) or other approved clinical setting to meet the 360 direct and 540 indirect counseling hours requirement for their clinical practicum.

### Prerequisite

PSY650.

### Objectives

Upon successful completion of this class students will be able to:

1. Develop and evidence proficiency with basic and advanced counseling skills including those in the exploration, insight, and action stages of counseling.
2. Apply consistent record keeping, treatment planning, and scheduling skills in the OCC clinical management software program, Titanium.
3. Develop an experiential knowledge of different approaches to counseling that allows the counselor to formulate and hone his/her own framework for counseling.
4. Integrate counseling theory with biblical/theology concepts in the counseling setting.
5. Use supervision to increase the student's effectiveness in assessment, treatment and intervention strategies in counseling
6. Develop a better understanding of the counselor's worldview and how spiritual maturity relates to helping others.

### Learning Format

Learning will be primarily experiential through face-to-face counseling of clients in the OCC or other approved clinical setting. This learning will be extended through weekly individual and group supervision involving the review of digitally recorded or live client sessions. Students will also participate in clinical staff meetings that include small group case presentations and instructional education.

### Requirements

1. Provide a copy of certificate of liability insurance to the Northland Director of Counseling Ministries (NDCM)

2. Complete at least 900 clinical hours in an approved clinical setting. 360 of these hours must be fulfilled with direct client contact involving individuals (adolescents and adults), couples, families, and groups. 540 hours are fulfilled indirectly through attending the OCC orientation and staff meetings, completing OCC administrative tasks, counseling preparation, supervision, and education outside of that required for the M.A. in counseling program.
3. Conduct all scheduled counseling sessions assigned by NDCM. The student counselor can expect to conduct approximately 4-6 hours of weekly sessions with individuals, couples and families and 1-2 hours of weekly group sessions.
4. Abide by the requirements and standards of OCC Student Intern Handbook.
5. Abide by the American Counseling Association Code of Ethics, 2014.
6. Check their Northland voicemail and email messages on a daily basis.
7. Attend and actively participate in weekly clinical staff meetings. Student interns are responsible for understanding and employing all OCC operational information presented in the clinical staff meeting.
8. Attend weekly individual and group supervision.
9. Clear all anticipated missed client appointments and supervision through the student intern's individual supervisor prior to missing any appointments or supervision.
10. Maintain all OCC administrative duties in accordance with the requirements in the OCC Student Intern Handbook. This includes update client files with client personal data, progress notes, treatment plans, etc. utilizing Titanium software within the specified time requirement.

### Grading

#### 1. Clinical staff meeting attendance

Students are required to attend staff meetings. Students will complete an attendance report for each staff meeting on your Canvas account for the practicum course. This report can be found in the "assignments" folder. The report will be opened to complete at the end of each staff meeting and students must complete the report by 11:59pm four days later. There are five options on this report:

- a. Attended on time  
This means that the student is seated and prepared in the staff meeting room no later than the stated beginning time for the staff meeting. Full credit for attendance will be given.
- b. Attended but late, excused  
This means the student arrives to staff meeting any time after the stated beginning time for the staff meeting but had either 1) asked for and received permission from the NDCM to be late, or 2) had an emergency that prevented the student from arriving on time. Full credit for attendance will be given.
- c. Attended but late, unexcused  
This means the student arrives to staff meeting any time after the stated beginning time for the staff meeting. Partial credit for attendance will be given.
- d. Absent excused  
This means if a student asks for and receives permission to miss a staff meeting from the NDCM, or is excused in cases of emergencies that are subsequently

communicated to Sarah Baker, the student will receive full credit. Please record your staff meeting attendance as such in Canvas.

e. Absent unexcused

This means that the student was absent from the staff meeting without prior approval from the NDCM. No credit for attendance will be given.

Acceptable excuses for being late or absent from a staff meeting include you or your child being sick, a wedding, a death of a family member or friend, or emergencies. If a student fails to complete the report during the allotted time period, the student will receive no credit for attendance. It is recommended that students put a reminder on their personal calendars to prompt them to fill out their attendance reports. *During the Winter Session, since it is a short session and there are no staff meetings scheduled, students will complete the PROQOL assessment which measures compassion satisfaction and compassion fatigue, which includes burnout and secondary traumatic stress. This 30 question self-scoring assessment gives students feedback they can discuss with their supervisor or personal counselor to enhance their self-care.*

## 2. **Completion of OCC record keeping duties**

Students are required to complete all treatment notes, DAP notes, and treatment plans in Titanium, and to scan any other documents (e.g., intake forms, information release request forms, documentation received from other professionals, copies of written homework, no harm contracts, etc.) into Titanium no later than Wednesday at 11:59pm of the following week. Students will report their level of completion of each type of required documentation (i.e., treatment notes, DAP notes, treatment plans, and other documents) for a particular week in their Canvas account for the internship course by submitting a record keeping report. This report can be found in the assignment list.. Treatment plans must be completed after the first session, and then updated every fourth session thereafter. So, the second treatment plan will be completed after the 5<sup>th</sup> session, the third treatment plan will be completed after the 9<sup>th</sup> session, and so on. Each week you will be asked to record the initials and date for clients that have treatment plans due and then respond whether or not those plans were completed. Students are encouraged to keep track of treatment plan due dates through your task list in Titanium. If you will be taking vacation while the clinic is open, please contact Kathie to open the Record Keeping Report that you will miss while on vacation so you don't lose points for your absence. Red notes in your Titanium task list are only permissible when they have been returned from the supervisor for distribution or further discussion. Each red note on your task list reflecting that you have not completed your notes or treatment plans by the required date will result in your grade being lowered by one letter grade.

## 3. **Individual supervisor's evaluation**

Your individual supervisor will give their supervisees an overall score at the end of the internship semester based on their assessment of their supervisees' levels of professionalism, compliance with the Student Intern Handbook standards and ACA Code of Ethics, preparation for and engagement in supervision, and cooperation with other student interns, OCC staff, and supervisors.

For **Fall** and **Spring** Semesters, the student's final grade will be determined by adding the percentage of points earned from each of these sources:

Clinical staff meeting attendance	33%
Completion of OCC record keeping duties	34%
Individual supervisor's evaluation	33%

For **Summer** and **Winter** Sessions, the student's final grade will be determined by adding the percentage of points earned from each of these sources:

Clinical staff meeting attendance ( <b>Summer Session</b> )	15%
PROQOL Assessment ( <b>Winter Session</b> )	15%
Completion of OCC record keeping duties	35%
Individual supervisor's evaluation	50%

A failing grade, "F," for an internship will be given to any student that earns a total score below 70% or engages in unethical or illegal behavior, violates the ACA Code of Ethics, or harms another. The NDCM, the RTS clinical and academic directors will determine whether the student will be permitted to repeat the internship or whether other action needs to be taken, including, but not limited to, dismissal from the Master of Arts in counseling program.

Grading Scale

A = 97-100%	B- = 86-87%	D+ = 75-77%
A- = 94-96%	C+ = 83-85%	D = 72-74%
B+ = 91-93%	C = 80-82%	D- = 70-71%
B = 88-90%	C- = 78-79%	F = below 70%

**Course Objectives Related to MAC Student Learning Outcomes**

Course: PSY654 Internship  
 Professor: Dr. Coupland  
 Campus: RTS-O  
 Date: Fall 2018

<b><u>MAC Student Learning Outcomes</u></b>	<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<p><i>In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.</i></p>	<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<p><b><u>FOUNDATIONS</u></b>            Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling/soul care, a variety of counseling models and theories, ethics and professional standards of practice, and a psychological, biblical and theological framework for counseling/soul care.</p>	Strong	Students apply their understanding their foundational knowledge of counseling in a clinical setting.
<p><b><u>COUNSELING, PREVENTION, AND INTERVENTION</u></b>            Able to describe and apply the principles of mental and spiritual health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a cultural/global society.</p>	Strong	Students engage their skills of counseling, prevention, and intervention in a clinical setting.
<p><b><u>DIVERSITY AND ADVOCACY</u></b>            Understands and demonstrates how living in a cultural/global society affects clients who are seeking clinical mental health counseling services, as well as the effects of sin such as racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.</p>	Moderate	Students apply counseling skills with diverse client population in a clinical setting.
<p><b><u>ASSESSMENT</u></b>            Understands and applies various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.</p>	Moderate	Students have opportunities to engage in informal evaluations and offer formal assessments with clients.
<p><b><u>RESEARCH AND EVALUATION</u></b>            Understands and demonstrates the ability to critically evaluate research relevant to the practice of clinical mental health counseling through a biblical worldview.</p>	Minimal	Students utilize research findings in a clinical context.
<p><b><u>DIAGNOSIS</u></b>            Knows and applies the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i>, and evaluates them through a biblical and theological framework.</p>	Strong	Students create treatment plans including assigning diagnoses for clients.
<p><b><u>INTEGRATION</u></b>            Integration of biblical &amp; theological concepts with counseling practices.</p>	Strong	Students practice integrating counseling and biblical/theological concepts with clients.
<p><b><u>SANCTIFICATION</u></b>            Demonstrates a love for Triune God</p>	Strong	The process of change/growth is foundational to the counseling process.