**01PSY 5290 Counseling Internship**

**Reformed Theological Seminary**

Spring, Summer, and Fall Terms, Three (3) Credit Hours

**Course Description**

1PSY 5290 Counseling Internship is a repeating professional/clinical practice course in the RTS, MAC curriculum.  Students must successfully complete three PSY5290 Internship courses (ordinarily in three consecutive terms) to be eligible for graduation.  Internship is part of the MAC clinical sequence whereby students, under supervision, meet with clients in various settings and apply helping skills, biopsychosocial assessment, theoretical case conceptualization, counseling interventions and ethical principles to helping interactions with persons enrolled in counseling. These experiences provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

Four courses, PSY5280 Practicum and PSY5290 Internship (repeated three times) totalling12 credit hours in all, comprise the clinical experience/training portion of the MAC Program.

**Prerequisites**

* Students must successfully complete all of the MAC non-elective Summer, Fall and Winter curriculum courses and be enrolled concurrently in PSY5180 Professional, Ethical, and Legal Studies before being granted admittance into PSY5280 Practicum.
* Students must successfully complete PSY5280 Practicum, and all of the MAC non-elective first year Spring curriculum courses before being granted admittance into PSY5290 Internship.

**Instructors/Supervisors**

Internship instructors/supervisors are all CACREP-qualified professional helpers and clinical supervisors.  Some supervisors are RTS core faculty, some are adjunct faculty, some are counseling professionals contracted via external counseling facilities.

**Supervision Contract**

This PSY5290 Internship course syllabus, in addition to the RTS Handbook and Jackson-site Clinic Handbook, constitute a written supervision agreement defining the roles and responsibilities of faculty supervisors, site supervisors, and students during Internship. (CACREP Standards 3.R*.*) Students and clinical supervisors agree to comply with the current ACA Code of Ethics. Students’ registration for this course indicates their acceptance of these agreements. Additional guidelines may be added by supervisors.

**Course Meeting times**

Internship supervision group and individual meeting times as well as supervisor assignments will be published via CANVAS and/or email as well as posted (in hard-copy form) in clinical-student workspaces.

Supervision terms coincide closely but not exactly with RTS academic terms. Each Supervision term is approximately 4 months long: spring supervision terms will occur generally all of February through May, summer supervision – June through September, fall supervision – October through January.

Note that clinical responsibilities and supervisory support will not always exactly match semester term dates and weekly class schedules. Throughout Practicum and Internship RTS students will provide clinical services to clients in ongoing community mental health facilities. Ethical client-care continuity requires counselor and supervisor tasks and availability outside of the typical academic calendar.

**Course Objectives (Knowledge and Skill Outcomes)**

*Overview*: The primary objective for this course is that students will acquire and demonstrate a developing level of clinical counseling competence via their:

* counseling interactions with counselees (direct counseling service),
* engagement in clinical ancillary tasks (indirect counseling experience), and
* participation in at least 2.5 hours of weekly supervision of all Internship counseling experiences.

Demonstration of clinical competence will be assessed by clinical supervisors via observation of student work in the activities listed, above.

The details/operational definitions of clinical competence assessment, direct counseling experience, indirect counseling experience, and supervision are explained in the Course Objectives (CO), below.

(The hours requirements listed on the remainder of this syllabus include both the PSY5280 Practicum 60 indirect hours and 40 direct minimum hours as well as remaining counseling experience hours to be obtained during PSY5290 Internship. For further explanation of hours of supervised counseling experience over the entire clinical sequence of the RTS MAC-Jackson site in Practicum and Internship, ***see Appendix 1 of this syllabus:* RTS, MAC Program Counseling Experience Hours Requirement for Graduation (RTS Counseling Center Handbook excerpt)**

Practicum plus Internship Course Objectives are as follows (applicable CACREP standard are in parentheses):

CO1.   For students to complete supervised counseling experiences

1. that total at least 1000 clock hours in their combined Practicum and Internship courses,
2. in roles and settings with clients relevant to their specialty area (Clinical Mental Health Counseling).

The 1000-hour counseling experience includes direct counseling and indirect counseling services, (Standard 3. F., G., J., K., & R. See CO2. and CO3., below for fuller descriptions of direct and indirect counseling experiences.)

CO2.  For students to obtain at least 400 clock hours of supervised **direct** counseling service, i.e., face to face client contact in their combined Internship courses. (Standard 3. F., G., J., K., & R., Glossary “Direct Service”)  Direct counseling service hours numbering at least 320 must be conducted on-campus, i.e., at the Center.

“Direct counseling service” is defined by CACREP and by the MAC Program as “supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve live interaction with others (clients) and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.” (Standards, Glossary “Direct Service”)

[“Clock hour” means 60 minutes.  For direct counseling service a 50-minute session protocol is in place and considered 60 minutes given client interaction time immediately prior to and following the session.]

CO3.  For students to obtain at least 600 clock hours of **indirect**supervised counseling experience ancillary to direct counseling service.  The following are examples of clock hours of indirect counseling experience.  (Standard 3. F., G., J., K., & R., Glossary “Direct Service”)

1. Clinical and/or administrative supervision,
2. Record keeping and writing clinical reports/summaries, treatment plans, and/or case progress notes,
3. Observing others providing counseling, e.g., peer review, observing live supervision,
4. Administrative duties, e.g., case management contact time with co-counselors, clients, and/or other providers,
5. Case review and preparation, e.g., research on case-specific related clinical issues,
6. Extra-classroom trainings and conferences.

CO4.  For students to engage in individual and/or triadic supervision of Internship experience that averages one hour per week (with CACREP qualified supervisors, see CO6.).

(Standards 3.H., I., L., & M.)

1. Individual (or triadic) supervision is a tutorial and mentoring relationship between a qualified counseling professional and one counseling student. (Standards, Glossary “Individual Supervision”)
2. Triadic supervision is a tutorial and mentoring relationship between a qualified counseling professional and up to two counseling students. (Standards, Glossary “Triadic Supervision”)

CO5.  For students to engage in group supervision of Internship experience that averages at least one and 1.5 hours per week with CACREP qualified supervisors. Group supervision is a tutorial and mentoring relationship between a qualified counseling professional and more than two counseling students, simultaneously, designed to advance students’ clinical competence.  (Standards 3.H., I., L., M., & Glossary “Group Supervision”)

CO6.  For students to receive (1) group supervision conducted by RTS MAC counselor education program faculty members (full-time, adjunct or guest faculty members who are CACREP-qualified supervisors) and for students to receive (2) individual supervision conducted by RTS MAC counselor education program faculty members and/or non-faculty supervisors who are CACREP-qualified. (Standards 3.N., O., P., & Q.) All RTS, MAC supervisors function within CACREP-specified student-supervisor ratios. (Standards 3.S., T., U) All RTS, MAC supervisors meet the following criteria; they have

1. a master’s and/or doctoral degree(s) in appropriate fields of study,
2. relevant certification(s) and/or licenses,
3. at least two years of experience in appropriate fields of counseling,
4. knowledge of the program’s expectations, requirements, and evaluation procedures for students,
5. relevant training in counseling supervision.

CO7. For students to receive direct-service-counseling supervision that includes audio/video recordings or live supervision” of students’ interaction with clients. (*CACREP 3. B.*)

1. All Practicum direct counseling hours completed by MAC Jackson-site students are conducted at the RTS Counseling Center (Center), a private counseling center owned and operated independently of the MAC program by Reformed Theological Seminary and located on the Jackson Campus.   (These hours of supervised counseling are designated as “on-campus” hours.)  All sessions conducted at the Center are digitally (A/V) recorded. Qualified supervisors are on site during all hours of clinic operation.
2. Individual supervision consists of student(s) and supervisor viewing and discussing video recordings of student counseling interaction with counselees.
3. Live supervision may be conducted at the Center. Live supervision is a combination of supervisor-direct-observation of the counseling session with some method that enables the supervisor to communicate with and thereby influence the work of the supervisee during the session. (Standards, Glossary, “Live supervision”)
4. For every individual or triadic supervision session a student is to have a specific video section of a particular session selected for viewing and discussion. (For triadic supervision the two students may alternate being the primary case presenter in terms of preparing to discuss a particular video section, according to the supervisor’s discretion).
5. For each Group supervision meeting, a student will be supervisor-designated to have a specific video section of a particular session (of student choice) selected and prepared for group viewing and discussion.
6. The choice to engage in live supervision will be made by supervisor, student and client(s) collaboratively.
7. Relative to the total number of hours required for graduation over the course of Practicum and Internship, up to 80 direct service hours may be obtained at approved off-campus facilities (once Practicum is completed). Counseling experiences at approved non-RTS-campus venues (e.g., Three Oaks, Shephearst Meadows, etc.) are not AV recorded. These experiences are typically group-co-counseling (akin to live supervision). All off-campus direct counseling is conducted at facilities with counselors on site who have:
8. A master’s and/or doctoral degree(s) in appropriate fields of study,
9. Relevant certification(s) and/or licenses,
10. At least two years of experience in appropriate fields of counseling, and
11. Knowledge of the program’s expectations, requirements, and evaluation procedures for students.

Supervision of off-campus counseling experience takes place on-campus at the Center and is conducted by supervisors meeting all CACREP Standards.

CO8.  For students to receive formative and summative supervisor evaluations on their (direct and indirect) counseling service and implement learning intervention recommendations incorporated in supervisor evaluations. (Standard 3. C.)  (Supervisor evaluations are conducted in the context of individual supervision. They are designed to assess students’ abilities to integrate and apply program knowledge to their direct and indirect counseling service.)

1. Relative to the entire clinical sequence of Internship and Internship courses, during all supervision terms each student will meet with her/his supervisor to engage in formative individual feedback/evaluation meetings midway through the term and summative evaluation meetings at the end of each supervision term.
2. Formative evaluation focuses on identifying strengths and deficiencies.  These evaluations include corresponding outcome goals and learning intervention recommendations consistent with professional standards. Summative evaluation focuses on outcome and is used to assess whether formative goals and/or learning intervention steps are being achieved.  (Standards, Glossary, “Formative and summative evaluations”)
3. The RTS, MAC Program uses the “The Student Counselor Rating Form” (SCOR Form, attached in Syllabus Appendix 2, below) to facilitate formative and summative student-counselor evaluations.   Formative goals and learning interventions are supervisor generated in collaboration with supervisees.  These are recorded by the supervisor on the SCOR Form.  The ratings, goals and learning interventions are retained by the Program in the task tracking system and students are to record and retain formative goals and learning interventions. The accumulated, program-retained scores are referenced at future evaluation supervision meetings.

CO9.  For students to experience a variety of professional activities and resources, including resources *(CACREP 3.D.).* In order for MAC students to experience various professional activities and resources during Practicum and Internship, MAC students will:

1. Obtain professional liability insurance prior to taking Practicum *(CACREP 3.A.)*;
2. Read and demonstrate comprehension of the site-specific procedures and protocols detailed in the 2019-2020 current, annually published RTS Counseling Center Clinic Handbook (Clinic Handbook);
3. Learn and consistently use case management software designed to assist counselors in session-note writing and record keeping that conforms to professional and ethical standards;
4. Learn and consistently use specialized DVR recording and reviewing technology in order to facilitate data-based supervision;
5. Observe counseling of and provide counseling to clients within helpee populations unique to the particular counseling facilities where students are placed (5.C.3.c-d);
6. Interact with licensed mental health professional at various off campus counseling facilities where students are placed (including attending initial orientation meetings and regular staff meetings at those sites if applicable),
7. Participate in various opportunities for professional growth as provided. (Some required and some optional site-specific training experiences are offered each year by the RTS, MAC program, the Center or off-campus clinical facilities, e.g., the regular offering of play therapy seminars, filial therapy training, the Gottman Level I video conference, etc.)
8. On occasion have opportunities to assist professors in community service seminars or participate as co-counselors with professors and/or supervisors;
9. Have access to resources to assist in case conceptualization, treatment planning and counseling interventions, e.g.,
	1. RTS library holdings,
	2. RTS library online database information,
	3. Center testing materials,
	4. Center treatment planning guides, and
	5. Center clinical aids (e.g., workbooks, art therapy materials, play therapy materials etc.).
10. Be trained and required to function at least weekly as information desk workers at the Center. This requirement involves receiving new client phone calls and gathering initial “phone-intake” data. It also involves receiving clients’ general phone calls and attendance thereby assisting clients to converse and/or convene with their student counselors.

[Note that in addition to the professional experiences listed above, students are required to join a professional counseling association (Standard 3.A.) and attend one state or national counseling conference of their choice while enrolled in the MAC program as stipulated in the “MAC Addendum to the RTS Student Handbook.”]

CO10. Gain experience leading (or co-leading) group counseling or psycho-educational groups *(CACREP 3.E).* This objective applies to the MAC Internship as a whole and may be satisfied in any one or more of those courses.  If a group leadership experience is offered during Internship it must also conform to all other Internship parameters.

**Methods of Instruction**

Face-to-Face Individual and Group Supervision as described in course objectives and assignments.

**Internship Assignments, i.e., Requirements (Student Performance Evaluation Criteria)**

(Final grades are assigned by the RTS MAC Practicum and Internship Coordinator utilizing input from the Clinical Director of the Center and individual and group supervisors.)

(Where “Satisfactory or Unsatisfactory” (S/U) is used below, “S” is required for successful course completion.)

**A1. Proof of Insurance** (S/U)

Students must obtain professional counseling liability insurance prior to participating in Practicum and Internship (or any other earlier actual clinical involvement, e.g., phone-contacting assigned clients for scheduling, “shadowing in clinic,” etc.) and to retain professional counseling liability insurance throughout repeating Internship courses, i.e., whenever involved in conducting direct counseling in the capacity of an RTS, MAC student. (Standard 3.A.)

RTS, MAC students are required to provide initial proof of insurance (and proof of insurance renewal one year later) by submitting verification documents to the Practicum and Internship Coordinator (or the Coordinator’s assistant) no later than two weeks prior to Practicum (and two weeks prior to Spring term Internship one year later). See “MAC addendum to the RTS Student Handbook.” (Standard 3.A.)

[Note that in addition to A1. Practicum and Internship, students are required to join a professional counseling association while enrolled in the MAC program as stipulated in the “MAC Addendum to the RTS Student Handbook.” Also note that ACA and AMHCA student members can obtain professional liability insurance at no additional cost when enrolled and engaged in a master’s degree counseling curriculum at a post-secondary institution.]

**A2. RTS, MAC J-Site Clinic Handbook test** (S/U)

Students must achieve a passing score (95 % or above) on the Clinic Handbook quiz prior to interacting with any clients in a student-counselor capacity (i.e., scheduling sessions, counseling, etc.). The quiz can be taken once the RTS Counseling Center is open for the new calendar year. (See Clinic Director or assistant) It must be successfully completed annually by the end of the first day of spring term. If not passed with a 95%, the quiz may be repeated up to 3 times in all. Repeated quizzes differ in specific content sampled. See the Practicum and Internship Coordinator or Assistant to obtain the Handbook test)  (Standard 3.D.)

**A3. Direct Counseling Hours** (S/U)

For students to engage in at least 400 clock hours of supervised **direct** counseling service, i.e., face to face client contact in their combined Practicum plus Internship courses and appear be averaging sufficient hours during their first 2 Internship courses to reach the 400-hour final goal.  (See CO2., above.) All direct counseling service hours are to be entered in the RTS Counseling Center software program.

**A4. Indirect Counseling Hours** (S/U)

Students are to engage in at least 600 clock hours of **indirect** supervised counseling experience, ancillary to direct counseling in their combined Practicum plus Internship courses and appear be averaging sufficient hours during their first 2 Internship courses to reach the 600-hour final goal. (See CO3., above.) All indirect counseling service hours are to be entered in the RTS Counseling Center software program.

**A5. Individual Supervision** **Attendance & Engagement** (25% of grade)

 Students are required to attend and actively engage in individual supervision (as described in CO4., above) that averages one hour per week with CACREP-qualified supervisors.Elements of attendance and engagement in individual supervision include

1. attendance (and timely communication regarding excused absence),
2. punctuality (and timely communication regarding excused lateness),
3. having a video clip pre-selected and ready for viewing,
4. bringing current, updated copies of session notes that accompany the video clip,
5. having an accompanying supervision question or point of discussion,
6. being prepared to explain how the viewed counseling session section relates to the treatment plan (Problem Definition, Long-term Goals and Objectives) of the particular case,
7. displaying a receptivity to supervisory input,
8. bringing “hours print-outs” and completed note logs to supervision meetings.

Individual supervisors will assign an overall percentage score based on student performance of the eight elements listed above (along with any additional elements that supervisors might communicate in writing to supervisees). Individual supervisors will provide feedback to students along with SCOR midterm and final feedback data.

**A6. Group Supervision Attendance & Engagement** (25% of grade)

Students are required to attend and engage in group supervision (as described in CO5., above) that averages at least 1.5 hours per week with CACREP-qualified supervisors. Attendance and engagement in group supervision includes the eight elements listed in A5., above. Group supervisors will assign an overall percentage score based on student performance of the eight elements listed above (along with any additional elements that supervisors might communicate in writing to supervisees). Percentage scores and explanations thereof will be privately communicated to supervisees at midterm if below an “A” range at that point.

**A7. Midterm SCOR** **Assessment** (Grade incorporated in summative SCOR assessment)

Students must meet with their individual supervisors at mid-term to collaboratively complete formative SCOR evaluations. Together, the supervisor and student will form and record student learning goals via the “formative intervention plan” sections of the SCOR. (See CO 8.)

At mid-term, it is expected that all students will receive a “2 (Near Expectations)” or above on each SCOR item.

**A8. Final SCOR Assessment** (50% of grade)

Students will meet individually with supervisors at term’s end to discuss steps taken toward formative goals set at mid-term (CO 8.) and to receive summative SCOR evaluation and overall course feedback.

At the end-of-term evaluation it is expected that all students will receive a “3 Meets Expectations” or above on each SCOR item rated by their supervisor. Individual supervisors will assign an overall percentage score based on student performance as reflected in SCOR data and more general attendance and engagement. (See A5 and A6.)

If a student’s end-term SCOR assessment in any Practicum or Internship term contains any item rated at a level “1 Below Expectations,” that student’s continuance in the RTS MAC program will be in question subject to the decision of the MAC Student Review Committee and RTS leadership in keeping with RTS due process guidelines.

**A9. Group Experience** (Grade incorporated in SCOR assessment)

If opportunity is provided students may engage in leading (or co-leading) a counseling group or psycho-educational group. This assignment is a requirement pertaining to the MAC clinical sequence courses (Practicum and Internship) as a whole and may be satisfied in any one or more of those courses. If a group leadership experience is engaged in during Practicum or internship, it must also conform to all other Practicum and/or Internship parameters. (See CO 10.)

**A10. Clinic Record Keeping**

Students must comply with all procedures detailed in the Clinic Handbookregardingcase file management and session note writing. (CO 9.) Grade deduction for late session notes will be assessed according to Clinic Handbook guidelines (p.15) summarized, below.

Student Practicum and Internship grades will be lowered for late session notes. (Session notes are to be written within 48 hours of session ending time.) Late days will cause grade deductions of 1/3 of a letter grade per 10 late days. (Example: If a student is given an “A-” by his/her supervisor and has 18 late days at the end of the clinic term, the final grade of “B+” will be awarded. The same grade would become “B” in the case of 25 late days.)

**A11. General Clinic Handbook Procedures**

Students must comply with all procedures detailed in the Clinic Handbook*, e.g.,*

1. case assignment and first session procedures,
2. professional attire and behavior, and
3. email and social media policies.

Compliance will be assessed via SCOR form ratings.

**A12. Clinic Administration: Front Desk (“Fish Bowl”)**

Students will be trained for and required to function at least weekly as information desk workers at the RTS Center. The RTS Counselor Center Clinic Director or Assistant will communicate specific requirement details and scheduling. This requirement involves receiving new client phone calls and gathering initial “phone-intake” data. It also involves receiving clients’ general phone calls and attendance, assisting clients to converse with their student counselors or meet for their counseling sessions. (See CO 9.) Fulfillment of this requirement is necessary for successful course completion. Grade deductions for lateness or absence from this responsibility will be assessed according to Clinic Handbook guidelines, Appendix CC.

**A13**. **Peer Review**

Peer review (PR) is a meeting of student co-counselors spent viewing video of and discussing their common cases. Peer review meetings are to be conducted

* 1. Only with co-counselors unless a student has no co-counselors, i.e., is conducting only solo counseling. (In the case of either peer-reviewer conducting only solo counseling, any case reviewed must be reviewed at least 2 times.)
	2. Ten (10) times during each supervision term on a more-or-less weekly basis (as opposed to compacted into a short time frame).
	3. Such that at least 25 minutes of the 50 min PR session is devoted to actual video viewing.
	4. Peer review engagement is to be documented via the Center computer system and on each students Note Log, complete with peer signatures. (See CO 9.)

Grade deductions for failure to comply with PR guidelines will be assessed according to Clinic Handbook guidelines. (See Clinic Handbook “Peer review” p. 34.)

**Required Materials**

* American Mental Health Counselors Association (2015). AMHCA Code of Ethics. (Available online at <http://www.amhca.org/learn/ethics>)
* American Counseling Association (2014). ACA Code of Ethics. (Available online at <https://www.counseling.org/resources/aca-code-of-ethics.pdf>)
* *RTS Counseling Center Handbook* (2019-2020).

**Student Learning Outcome Table for PSY5280 Practicum and PSY5290 Internship**

(Hours include Practicum requirements of at least 40 direct service hours and 60 indirect service hours.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Course(s) Objectives: Knowledge and Skill Outcomes**  | **Readings**  | **Assignments**  | **CACREP Standard\***  |
|  CO.1. For students to obtain at least 1000 hours of supervised counseling service, in Practicum plus Internship.    | NA  | A3. Students are to obtain at least 1000 hours of supervised counseling service as a graduation requirement  | 3.F., G., J.,K.,& R., Glossary “Direct Service”  |
| CO2.  For students to obtain at least 400 clock hours of **direct**supervised counseling experience in Practicum plus Internship. | NA  | A4. Students must engage in at least 400 clock hours of **direct**counseling experience as a graduation requirement. | 3.F., G., J.,K., & R.,  Glossary “Direct Service”  |
|  CO3. For students to obtain at least 600 clock hours of **indirect**supervised counseling experience in Practicum plus Internship. | NA  | A5. Students must engage in at least 600 clock hours of **indirect**counseling experience as a graduation requirement | 3.F., G., J.,K., & R.,  Glossary “Direct Service”  |
|  CO4.  For students to engage in individual or triadic supervision of Internship experience that averages one hour per week. | NA  | A6. Students must engage in individual or triadic supervision that averages one hour per week. | 3.H., I., L., & MGlossary “Group Supervision”   |
|  CO5.  For students to engage in group supervision of  that averages one and one half hours per week. | NA  | A7. Students must engage in group supervision that averages one and one half hours per week.  | 3.H., I., L., & MGlossary “Group Supervision”  |
|  CO6. For students to receive Group and Individual supervision conducted by CACREP qualified Supervisors (in CACREP indicated student-supervisor ratios).    | NA  | Included in A3., A4.  | 3.N., O., P., Q., R., S., T., U  |
|  CO7.  For students to receive at least 320 hours of direct counseling service supervision that is based on audio/video recordings and/or live supervision.   | NA  | A7. Students must video record all counseling sessions and/or engage in live supervision.  Students must prepare and show video clips for all non-live supervision.  | 3. B.  |
|  CO8.  For students to receive formative and summative supervisor evaluations on their direct and indirect counseling service.  | NA  | A8. Students must meet individually with their supervisors mid-term and end-term to receive and discuss formative and summative supervisor evaluation.  | 3. C. |
|  CO9. For students to experience a variety of professional activities and resources, including technological resources.   | 1. Clinic Hand- book for MAC-J site.      2. ACA Code of Ethics 3. AMHCA Code of  Ethics  | A1. Obtain liability insurance, prior to Internship.   A2. Pass Clinic Handbook test before Internship client work.   A10. and A11. Comply with Clinic Handbook and ACA Code of Ethics.  | 3.A., 3.D.  |
|  CO10.  For Students to gain experience leading or co-leading a counseling group or psycho-educational group.    | NA  | A9.  If opportunity is provided students may engage in leading (or co-leading) a counseling group or psycho-educational group.  | 3. E.  |

**RTS Disability Policy:**

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor prior to the start of this course. The instructor and student will discuss the available accommodations for the course. If the student with a disability does not disclose that she or he has a disability, then the student is agreeing to take full responsibility for any related consequences that may occur.

**Grading Scale:** The RTS grading scale listed below will be used.

A (97-100)

A- (94-96)

B+ (91-93)

B (88-90)

B- (86-87)

C+ (83-85)

C (80-82)

C- (78-79)

D+ (75-77)

D (72-74)

D- (70-71)

F- (Below 70)

**Appendix 1: RTS, MAC Program Counseling Experience Hours Requirement for Graduation (RTS Counseling Center Handbook excerpt)**

1. Students must obtain at least 1000 hours of supervised counseling experience combined in both PSY 5280 Practicum and PSY 5290 Internship courses, which includes direct and indirect counseling services for successful program completion.
2. Students must obtain at least 400 clock hours of direct counseling service (at least 40 hours in PSY5280 Practicum).
3. Students must obtain at least 600 hours of indirect counseling experience, (at least 60 indirect hours in PSY 5280 Practicum).
4. Students must obtain at least 320 clock hours of direct counseling service at the RTS Counseling Center (Center). Up to 80 hours of direct counseling service may be “off-campus” hours (See “h,” below.)
5. The first 40 direct service hours must be conducted in Practicum and must be conducted at the Center as co-counseling with senior/second year Internship students. (See Clinic Handbook, “Clinic Entrance.”)
6. The second 40 direct service hours (41-80 hours) must be conducted at the Center as co-counseling with a co-counselor who is either a senior/second year student or first year Internship student.
7. After more than 80 direct service hours students may conduct solo direct counseling.
8. Also, after acquiring 80 direct service hours students may participate in up to 80 off-campus (non-RTS-campus) direct counseling hours at locations approved by the MAC Jackson-site program leadership.

Off-campus direct service hours may be acquired with the written permission of the RTS Counseling Center Clinic Director, Practicum and Internship Coordinator and an appropriate contact person at an approved facility. (See Clinic Handbook, “Appendix X-Z, for further off-campus counseling information.”)

1. Students are required conduct at least 120-150 hours of direct counseling with multiple-person clients, i.e., couples, families and/or groups.

**Appendix 2: SCOR Form**

 **Student Counselor Rating Form (SCOR)**

 *Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_*

| 🞏 Fall 🞏 Practicum 🞏 Internship 1 🞏 Internship 2 🞏 Internship 3 🞏 Midterm (Formative) 🞏 End-term (Summative) | Below Expectations | Near Expectations | **Meets Expectations** | Exceeds Expectations |
| --- | --- | --- | --- | --- |
| **A. Helping Relationship Skill and Disposition** |  |  |  |  |
| 1. Demonstrates acceptance/valuing of the client(s).
 | 1 | 2 | **3** | 4 |
| 1. Facilitates useful client exploration via skillful active listening, i.e., empathic feeling and content responses, appropriate open questions, and non-verbal pacing.
 | 1 | 2 | **3** | 4 |
| 1. Engages collaboratively vs. overly didactically and/or with unwarranted advice giving.
 | 1 | 2 | **3** | 4 |
| 1. Demonstrates effective use of executive functioning, i.e., uses directive techniques appropriately.
 | 1 | 2 | **3** | 4 |
| 1. Demonstrates the ability to convey realistic hope to clients.
 | 1 | 2 | **3** | 4 |
| ***Formative Intervention Plan:*** |  |  |  |  |
| **B. Theoretically-based Case Conceptualization and Treatment Implementation** |  |  |  |  |
| 1. Exhibits therapeutic understanding, i.e., theoretically informed conceptualization of client problem and goal hypotheses.
 | 1 | 2 | **3** | 4 |
| 1. Develops and reviews treatment goals with clients.
 | 1 | 2 | **3** | 4 |
| 1. Uses practical intervention strategies, i.e., generates and implements relevant ideas of client behavior change and counselor means of facilitation.
 | 1 | 2 | **3** | 4 |
| 1. Helps clients address significant emotional and “deeper dynamic” issues beneath client “surface” verbal presentation.
 | 1 | 2 | **3** | 4 |
| 1. Effective use of immediacy, self-disclosure, and confrontation.
 | 1 | 2 | **3** | 4 |
| 1. Displays understanding and respect regarding diversity, e.g., age, gender, race, ethnicity, culture, religion, sexual orientation, disability, socioeconomic status, etc.
 | 1 | 2 | **3** | 4 |
| 1. Graciously and appropriately addresses spiritual issues in treatment conceptualization and implementation.
 | 1 | 2 | **3** | 4 |
| 1. Demonstrates knowledge and appropriate use of assessment and diagnostic concepts, categories (e.g., DSM and ICDM), and tools.
 | 1 | 2 | **3** | 4 |
| 1. Recognizes and appropriately addresses transference and counter-transference.
 | 1 | 2 | **3** | 4 |
| 1. Handles terminations in a planned and appropriate manner.
 | 1 | 2 | **3** | 4 |
| 1. Demonstrates knowledge and conduct appropriate to ethical, legal and professional standards.
 | 1 | 2 | **3** | 4 |
| ***Formative Intervention Plan:*** |  |  |  |  |

|  | Below Expectations | Near Expectations | **Meets Expectations** | Exceeds Expectations |
| --- | --- | --- | --- | --- |
| **C. Case Management** |  |  |  |  |
| 1. Composes insightful and useful case notes.
 | 1 | 2 | **3** | 4 |
| 1. Composes case notes, other records and clinical tasks punctually.
 | 1 | 2 | **3** | 4 |
| 1. Performs scheduling, out-of-session contacting and other ancillary tasks efficiently.
 | 1 | 2 | **3** | 4 |
| ***Formative Intervention Plan:*** |  |  |  |  |
| **D. Supervisory, Professional and Clinical Relationships** |  |  |  |  |
| 1. Attendance and attendance communication.
 | 1 | 2 | **3** | 4 |
| 1. Preparation for supervision, e.g., hours-record forms and cued video clips.
 | 1 | 2 | **3** | 4 |
| 1. Self and other awareness and respect in therapeutic, peer and supervisory relationships.
 | 1 | 2 | **3** | 4 |
| 1. Demonstrates facility communicating with external health providers or other professionals to

coordinate client care (as needed). | 1 | 2 | **3** | 4 |
| ***Formative Intervention Plan:*** |  |  |  |  |

*Supervisor signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date* \_\_\_\_\_\_\_\_\_\_\_

**SCOR Form Rubric** (Numerical ratings are relative to the student’s current stage in the program.)

Exceeds Expectations (4) The student demonstrates exceptionally strong (i.e., exceeds supervisor expectations for the student’s current stage in the program) knowledge, skills, and dispositions in the specified

 clinical dimension.

Meets Expectations (3) The student demonstrates consistent proficient knowledge, skills, and dispositions in

 the specified clinical dimension.

Near Expectations (2) The student demonstrates inconsistent and/or limited knowledge, skills, and

 dispositions in the specified clinical dimension.

Below Expectations (1) The student demonstrates insufficient evidence of the knowledge, skills, and

 dispositions in the specified clinical dimension.

***Note****: In order to complete MAC program requirements students must achieve a rating of at least a “3” on all*

*SCOR categories in their final Internship course.*

P

 **Student Counselor Rating Form (SCOR)**

Q

 *Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_*

| 🞏 Fall 🞏 Spring 🞏 Summer 🞏 Practicum 🞏 Internship 🞏 Mid-term 🞏 End-term | Below Expectations | Near Expectations | **Meets Expectations** | Exceeds Expectations |
| --- | --- | --- | --- | --- |
| **A. Helping Relationship Skill and Disposition** |  |  |  |  |
| 1. Demonstrates acceptance/valuing of the client(s).
 | 1 | 2 | **3** | 4 |
| 1. Facilitates useful client exploration via skillful active listening, i.e., empathic feeling and content responses, appropriate open questions, and non-verbal pacing.
 | 1 | 2 | **3** | 4 |
| 1. Engages collaboratively vs. overly didactically and/or with unwarranted advice giving.
 | 1 | 2 | **3** | 4 |
| 1. Demonstrates effective use of executive functioning, i.e., uses directive techniques appropriately.
 | 1 | 2 | **3** | 4 |
| 1. Demonstrates the ability to convey realistic hope to clients.
 | 1 | 2 | **3** | 4 |
| ***Formative Intervention Plan:*** |  |  |  |  |
| **B. Theoretically-based Case Conceptualization and Treatment Implementation** |  |  |  |  |
| 1. Exhibits therapeutic understanding, i.e., theoretically informed conceptualization of client problem and goal hypotheses.
 | 1 | 2 | **3** | 4 |
| 1. Develops and reviews treatment goals with clients.
 | 1 | 2 | **3** | 4 |
| 1. Uses practical intervention strategies, i.e., generates and implements relevant ideas of client behavior change and counselor means of facilitation.
 | 1 | 2 | **3** | 4 |
| 1. Helps clients address significant emotional and “deeper dynamic” issues beneath client “surface” verbal presentation.
 | 1 | 2 | **3** | 4 |
| 1. Effective use of immediacy, self-disclosure, and confrontation.
 | 1 | 2 | **3** | 4 |
| 1. Displays understanding and respect regarding diversity, e.g., age, gender, race, ethnicity, culture, religion, sexual orientation, disability, socioeconomic status, etc.
 | 1 | 2 | **3** | 4 |
| 1. Graciously and appropriately addresses spiritual issues in treatment conceptualization and implementation.
 | 1 | 2 | **3** | 4 |
| 1. Demonstrates knowledge and appropriate use of assessment and diagnostic concepts, categories (e.g., DSM and ICDM), and tools.
 | 1 | 2 | **3** | 4 |
| 1. Recognizes and appropriately addresses transference and counter-transference.
 | 1 | 2 | **3** | 4 |
| 1. Handles terminations in a planned and appropriate manner.
 | 1 | 2 | **3** | 4 |
| 1. Demonstrates knowledge and conduct appropriate to ethical, legal and professional standards.
 | 1 | 2 | **3** | 4 |
| ***Formative Intervention Plan:*** |  |  |  |  |

|  | Below Expectations | Near Expectations | **Meets Expectations** | Exceeds Expectations |
| --- | --- | --- | --- | --- |
| **C. Case Management** |  |  |  |  |
| 1. Composes insightful and useful case notes.
 | 1 | 2 | **3** | 4 |
| 1. Composes case notes, other records and clinical tasks punctually.
 | 1 | 2 | **3** | 4 |
| 1. Performs scheduling, out-of-session contacting and other ancillary tasks efficiently.
 | 1 | 2 | **3** | 4 |
| ***Formative Intervention Plan:*** |  |  |  |  |
| **D. Supervisory, Professional and Clinical Relationships** |  |  |  |  |
| 1. Attendance and attendance communication.
 | 1 | 2 | **3** | 4 |
| 1. Preparation for supervision, e.g., hours-record forms and cued video clips.
 | 1 | 2 | **3** | 4 |
| 1. Self and other awareness and respect in therapeutic, peer and supervisory relationships.
 | 1 | 2 | **3** | 4 |
| 1. Demonstrates facility communicating with external health providers or other professionals to coordinate client care (as needed).
 | 1 | 2 | **3** | 4 |
| ***Formative Intervention Plan:*** |  |  |  |  |

 ***Supervisor signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date***

**SCOR Rubric**

Numerical ratings are relative to the student’s current stage in the program.

Exceeds Expectations (4) The student demonstrates exceptionally strong (i.e., exceeds supervisor expectations for the student’s current stage in the program) knowledge, skills, and dispositions in the specified clinical dimension.

Meets Expectations (3) The student demonstrates consistent proficient knowledge, skills, and dispositions in the specified clinical dimension.

Near Expectations (2) The student demonstrates inconsistent and/or limited knowledge, skills, and dispositions in the specified clinical dimension.

Below Expectations (1) The student demonstrates insufficient evidence of the knowledge, skills, and dispositions in the specified clinical dimension.

***Note****: In order to complete MAC program requirements, students must achieve a rating of at least a “3” on all SCOR categories in their final Internship course.*



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

Course: PSY5290 Counseling Internship

Professors: Bill Richardson

Campus: Jackson

Date: Spring 2021

|  |  |  |
| --- | --- | --- |
| **MAC\* Student Learning Outcomes***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.*  | **Rubric****Strong, Moderate, Minimal, None** | **Mini-Justification** |
| **Professional Counseling Orientation & Ethical Practice** | Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling. | Strong | Students apply their understanding of ethical counseling practice in a clinical setting |
| **Social & Cultural Diversity** | Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one’s own life and career and those of the client. | Moderate | Students apply counseling skills with diverse client populations in a clinical setting. |
| **Human Growth & Development** | Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas.  | Moderate | Students conceptualize clients in light of developmental expectations and seek to understand impact of multiple factors on the clients’ development. |
| **Career Development** | Understands and applies theories and models of career development, counseling, and decision making. | Minimal | Students provide career counseling in a clinical setting. |
| **Counseling & Helping Relationships** | Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans. | Strong | Students utilize various theories and models of counseling in a clinical setting. |
| **Group Counseling & Group Work** | Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness. | Moderate | Students lead psychoeducational, counseling, and psychotherapeutic groups in various clinical settings. |
| **Assessment & Testing** | Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include 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. | Moderate | Students have opportunities to engage in ongoing assessment and clinical evaluation in their clinical work, including utilizing formal assessments with clients. |
| **Research & Program Evaluation** | Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling. | Minimal | Students utilize research findings in a clinical setting. Occasionally, students are given the opportunity to participate in current research projects. |
| **Clinical Mental Health Counseling** | Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. | Strong | Students apply knowledge and skills related to clinical mental health counseling in a clinical setting with a diverse range of clients. |
| **Integration (Biblical/Theological)** | Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices. | Strong | Students practice integrating counseling and biblical/theological concepts in work with clients. |
| **Sanctification** | Demonstrates a love for the triune God. | Strong | The process of change/growth is foundational to the counseling process. |