

GCN 791.NB/NLSB: Counseling Internship I (Practicum)

Summer 2021

Mondays 6-8pm (via zoom)

COURSE INSTRUCTOR:	Dr. Julio A. Orozco, Director of Clinical Internship and Field Placement
CONTACT INFORMATION:	Email: julio.orozco@nyack.edu (best method of contact), Phone: (240) 731-2820
APPOINTMENT INFORMATION:	Office: NYC Campus, 20 th Floor, Room 2008 Open Office Hours: Monday – Wednesdays 1-5pm Virtual Appointments only
REQUIRED TEXTS:	Hodges, S. (2019). <i>Counseling Practicum and Internship Manual: A Resource for Graduate Counseling Students</i> . 3 rd Ed. Springer Publishing: New York, NY. ISBN: 978-0-8261-4302-0 (Print), 978-0-8261-4303-7 (eBook) Rosenthal, H. (2017). <i>Encyclopedia of Counseling</i> . 4th. ed. New York, NY: Routledge.
OTHER RESOURCES:	Zoom and E360

CATALOG COURSE DESCRIPTION:

GCN 791 Counseling Internship I (Practicum) 3 credits

This course serves as the Practicum clinical experience and is the prerequisite to GCN 792. It focuses on essentials of the counseling process in a mental health setting. The student will complete a minimum of 100 hours in a mental health setting over a 10-week academic term. Of the 100 clinical hours, a minimum of 40 hours must be “direct service” to clients. Accumulated hours that exceed the minimum requirements noted above, are not transferable to the GCN 792 course requirements. There will be 1 supervisory hour by an on-site licensed mental health clinician for each 15 hours of practicum. Students will participate in a weekly seminar class at AGSC where they will discuss ethical and professional issues. Evaluation by onsite supervisor and seminar faculty, of student s’ acquisition of fundamental clinical skills will determine their readiness to commence clinical instruction in an intern. Offered spring and summer. Prerequisites: GCN 501,502, 503, 504, 522, 601, 602, 603, 604 and 701.

This course provides opportunities to integrate your learning thus far in the counseling program, and for many, provides an initial counseling experience or practicum. The primary goals are for the student to learn to listen therapeutically, provide the core conditions of counseling as well as additional client care, develop self-awareness related to these roles, and integrate this self-awareness and basic skills into the professional identity you are developing as counselor.

Student willingness to gain the self-awareness, self-development and skills is necessary to be an effective counselor, and an important part of this course. Therefore, the course emphasizes counselor self-awareness and self-development, while focusing on your ability to interact effectively in therapeutic relationships.

Students will learn from and grow through each others’ experiences, as well as individual experiences. As students experiences, thoughts and reactions with peers, as well as the instructor, the class will also benefit from the group’s combined experience. An openness to learning, sharing experiences, thoughts and feelings, and joining with peers in giving and receiving feedback, will be required for learning and that of your peers.

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Of course, a significant part of learning through this course comes from direct client services. Care and service to the clients are first priority.

The additional aspect of this course is to begin preparation for the Comprehensive Preparation Counselor Exam (CPCE) that is administered, once a year, in the spring semester.

All of the above objectives can be achieved **only** if the students and professor participate in the creation of a group supervisory/learning experience that provides an atmosphere of **trust and safety** for supervisees to openly share and receive constructive feedback on their thoughts, feelings, experiences and behaviors regarding their learning needs and objectives in their internship site and counseling work.

Internship Experience:

This course is an intensive practical clinical experience, under professional supervision, in counseling techniques and planning to prepare the student to enter the field placement internship phase of the degree program. This 1.5-hour/weekly-classroom group supervision experience is in addition to your weekly hours at your internship site. You are expected to come to class ready to discuss practicum clinical discussions during Group Supervision. Students are expected to provide peer supervision as classmates present their cases throughout the semester. You are allowed to document the 1.5-hour class time weekly as **"GROUP SUPERVISION (GSV)"** on your monthly logs.

In this Practicum course you will be exposed to the first 100 hours of counseling experience in the field. You will spend approximately 40 percent of this 100 hours being involved in direct client contact, which can involve an array of assessment procedures and /or counseling modalities. It is important to note that the Practicum experience is separate from the internship experience. More specifically, the Practicum experience involves more intensive training and monitoring. It is also important to note that during this initial 100-hour experience, an onsite supervisor and an AGSC program faculty member will closely monitor students. Moreover, during this first 100-hour time period, you will be required to be video taped, audio recorded or observed by a licensed clinician, on at least one occasion.

You must demonstrate a basic level of competence with respect to passing the Practicum course in order to become eligible to move the experience Internship.

Finally, any and ALL hours accrued beyond the 100 Practicum required hours, will **NOT** be rolled over into your internship hours. In addition Internship **cannot** begin until Practicum is completed and the next semester begins.

Please address any practicum specific questions to the Director of Clinical Internship and Field Placement - Dr. Anna Flores Locke at Julio.orozco@nyack.edu or visit NYC campus, 20th floor.

This course is housed within the Alliance Graduate School of Counseling and the Department of Mental Health Counseling. This course is overseen by Dr. Antoinette Gines-Rivera, Director, Alliance Graduate School of Counseling, Nyack College, Manhattan Campus.

STUDENT LEARNING GOALS:	Assignment* Measuring Goal Attainment:	Other Alignments	
		Core / Skill	Dept / Prg
1. To enhance clinical skills in the counseling process, including making appropriate assessment of each clinical situation, formulation of treatment plans, follow through	Site Supervisor Evaluation Free Flowing Group Supervision	Inspiring and equipping students worldwide for ministerial,	Demonstrates ability to conduct an intake interview, mental status evaluation,

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of appropriate interventions, realistic evaluation of interventions made, as well as adjustments to ensuing treatment plans.	Internship Experience	educational, and community-building professions in their part of the world. (Corresponds to Nyack Core Value "Socially Relevant" -5)	biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. (<i>CMHC Standard 3.a</i>)
2. To further develop basic tenants of psychodynamic psychotherapy through the study of transference, countertransference and resolution of resistances.	Site Supervisor Evaluation Free Flowing Group Supervision Internship Experience	Developing skills to serve a diverse clinical population as counselors. (Corresponds to Nyack Core Value "Intentionally Diverse"-3)	Students will develop techniques and interventions for prevention and treatment of a broad range of mental health issues (5.C.3.b)
3. To further develop the integration of spirituality in clinical counseling methods.	Free Flowing Group Supervision Assigned Readings and Class Discussion	Nurturing a personal model of counseling that integrates spirituality (Corresponds to Nyack Core Value "Personally Transforming"-4)	Students will develop techniques and interventions for prevention and treatment of a broad range of mental health issues (5.C.3.b)
4. To build on the experience of peer support, consultation and networking opportunities in a safe environment.	Free Flowing Group Supervision Site Supervisor Evaluation Readings Exam	Nurturing personal transformation through a diverse community of peers and educators. (Corresponds to	Knows theories, models, and strategies for understanding and practicing consultation (F.5.c).

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		Nyack Core Value "Personally Transforming")	
5. To enhance the student's ability to evaluate information and its sources critically and incorporate selected information into his/her knowledge base and value system.	Site Supervisor Evaluation Journal Entry Readings Exam	Developing a global and international perspective on counseling. (Corresponds to Nyack Core Value "Globally Engaged")	Students will demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling (CMHC D.5.).
6. To learn and understand counseling supervision models, practices, and processes.	Readings and Exam Role Plays	Leveraging a diverse set of virtual tools to promote an academically challenging and rewarding environment. (Corresponds to Nyack Core Value "Academically Excellent")	Students will learn and understand counseling supervision models, practices, and processes (G.1.e.).
7. Knows strategies for personal and professional self-evaluation and implications for practice.	Site Supervisor Evaluation Free Flowing Supervision	Helping students self-evaluate competence as a counselor. (Corresponds to Nyack Core Value "Personally Transforming")	Knows strategies for personal and professional self-evaluation and implications for practice (F.i.k)

The above student learning goals are aligned with the institutional core academic goals and skills and the department's and/or program's goals stated in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>). Attainment of goals is evaluated by the identified

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assignments.

*Assessments primarily serve as measures of individual student growth and goal attainment. Secondly, samples of student work and/or evaluations of student work may be used by the School/Department and Institution for improving student learning and as evidence of program effectiveness. Care will be taken to protect student identity.

Specific Course Objectives Include:

1. Demonstrate effective counseling by developing skills in which you...
 - ◆ develop & maintain therapeutic relationships
 - ◆ accurately listen/attend and demonstrate your understanding to your clients
 - ◆ experience and express genuine, accurate, deep empathy, and deeply felt unconditional positive regard
 - ◆ understand and use interpersonal counseling process to facilitate client change
 - ◆ facilitate client self-awareness, self-responsibility and personal growth
 - ◆ understand clients in the key contexts of their lives (current situations, families, cultures)
 - ◆ explain and assist individual clients' understandings of how they may use counseling/a therapeutic relationship
 - ◆ apply understanding of legal and ethical considerations in counseling practice
 - ◆ maintain adequate clinical counseling records
 - ◆ develop the necessary self-awareness (e. g., personal issues, attitudes and behaviors based on such factors as race/ethnicity, gender and sexual orientation) to be effective as a beginning counselor
 - ◆ develop sensitivity to diversity issues (e. g., race/ethnicity, gender and sexual orientation) that impact your clients and counseling relationships
 - ◆ guide all your counselor actions with intent to form therapeutic relationships that emphasize genuine, deep empathy and unconditional positive regard, while remembering that developing yourself to provide effective counseling relationships includes maintaining an openness to the full range of reasonable counselor actions
 - ◆ balance the molding of yourself into the qualities of most effective counselors while also making the work you do as a counselor an expression of who you are as a person.
2. Demonstrate effective use of supervision by developing your ability to...
 - ◆ understand the supervisory process
 - ◆ give and receive constructive feedback
 - ◆ be open to hearing feedback from peers, supervisor, and instructor
 - ◆ thoughtfully implement feedback received from peers, supervisor, and instructor
 - ◆ openly share your experiences, thoughts, and feelings as a beginning counselor
 - ◆ be prepared for both individual and group supervision
 - ◆ respectfully assert yourself and your views in group and individual supervision
3. Demonstrate the following other skills by you're ability to...
 - ◆ understand, critique, and apply assigned readings about counseling
 - ◆ write and present thoughts and beliefs important to understanding and explaining what you do and why, as a counselor
 - ◆ apply graduate level thinking, presenting, and writing skills
 - ◆ contemplate and regulate yourself regarding your work as counselor
 - ◆ communicate a positive and motivating view of counseling to potential clients
 - ◆ deliver useful presentations on counseling services or related topics
 - ◆ and use counseling experience, supervision, thought, writing and other course activities to progress toward developing your therapeutic confidence

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Requirements for Clinical and Related Work:

Professionalism. We expect that the following goes without saying, but just to be absolutely clear, professionalism is required in every way throughout your practicum. While you are a “practicum student” you are also beginning to provide the services of a “professional counselor.” So consistent professionalism is required, including such things as appropriate dress, respectfulness of workplace hierarchies, supervisors, colleagues and other professionals, and of course clients.

Insurance. All students must have and show proof of professional liability insurance that is up-to-date.

Communication. Keep the lines of communication open between your site supervisor and the instructor of this course. Your success depends on our collaborative efforts to guide you along your practicum experience. Also, 40% of your grade in this course is contingent on your site supervisor’s evaluation of your clinical performance; therefore communication is key to your development and professional wellbeing.

ASSESSMENT RESULTS

The Alliance Graduate School of Counseling may use assignments that are assessed for this course for program evaluation purposes. Individual results may be used as exemplars but will only be available to the program reviewers and not made public. Results of assessments will be used to show program effectiveness and evaluated for program improvement. Instructors will also complete an end of the semester assessment on your demonstration of meeting the specified CACREP standards as indicated on the student learning goals table.

ASSIGNMENT DESCRIPTIONS:

All due dates and times are listed in Eastern Standard Time (EST).

1. Class Attendance and Participation (duration: full semester 5 points)

- Active participation in class discussions, online discussions, and free flowing group supervision, as well as a willingness to give and receive constructive feedback are necessary components of your development through this class. Additionally, you will need to come to class prepared to discuss readings.
- The grading criteria are:
 - Demonstration of **ALL** readings; attendance; class professionalism.
 - Arrive on time and FULL attendance at all sessions (**5 min. grace-points will be deducted for unexcused continuous lateness**)
 - Active, demonstration of emotional stability and cooperative participation in each session, including active participation in peer supervision during Group Supervision and online discussion forums.

2. Reading Assignments assessed through Cumulative Chapter Exam (1, 20 points)

3. CECE Prep Quizzes (4, 2.5 points each-10 total)

4. Role Plays (20 points)

5. Log Submissions EVERY WEEK

- **Through TEVERA**

6. Site Supervisor Evaluations (due: 40 points)

- The evaluation can be found at the end of the syllabus.
- Provide a copy to your site supervisor for completion.

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- Once completed, upload it to Dropbox on e360 and mail the original to Dr. Orozco's office with your logs.
- Grading rubric is provided on the evaluation.

GRADING COMPOSITION AND SCALE:

Grades for this class are calculated for each category of grading. Each category is assigned a percentage of the total grade. The course grade is based on the following components:

- Class Participation5%
- Reading Assignments and Exam.....20%
- CECE Prep Quizzes (4 at 2.5 each)10%
- Role Plays.....20%
- Log Submissions.....5%
- Site Supervision Final Evaluation40%

As outlined in the catalog, all grades are calculated based on the following scale of Letter Grade/Percentile Equivalents:

A	A-	B+	B	B-	C+	C	C-	F
93-100%	90-92%	88-89%	83-87%	80-82%	78-79%	73-77%	70-72%	0-69%

Care should be taken to perform at one's best in each class. Minimum course, program, and institution grade requirements are outlined in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>), falling below which may affect timely degree completion and/or financial assistance.

CARNEGIE UNIT ACCOUNTABILITY

In order to demonstrate accountability to reach the student learning goals listed above, this course holds to a professional academic standard known as the Carnegie Unit. This impacts the amounts of reading, "seat time" (instructional time), and outside work assigned. Standardized expectations are 45 hours of instructional and homework time per credit (**135 hours of instructional and homework time for a 3-credit course**). Accreditors and the US Department of Education have set these standards so as to assure that students receive a fair education.

The estimated instructional and homework hours for this course, by category, are as follows:

Type of Work	Hours
Course Presentations/"Lectures"	20
Required Readings	10
Writing Assignments	10
Studying for Exams	10
Other (Practicum Site Hours)	100
Final Exam	0
Total Hours	150

COURSE OUTLINE AND CALENDAR

All dates and times are listed in Eastern Standard Time (EST).

Week 1	Overview
05/10 – 05/16	• Orientation • Internship Handbook and Logs • CECE online community (e360) • Supervision contract template
	Activities, Assignments and/or Exams • Read Syllabus • Watch intro video • Read Rosenthal Ch. 1 and 2

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	• Watch video on logs in Tevera • Watch recorded webinar on CECE
Week 2	Overview
05/17 – 05/23	• Intro/Hodges, Ch. 1 • Writing/Hodges, Ch. 5 • Clinical Writing Chapter (e360) • What is the CECE?
	Activities, Assignments and/or Exams • Clinical Progress Note Lesson • Submit Logs • Complete CPCE community lesson: What is the CECE? • Discuss supervision contract with site supervisor
Week 3	Overview
05/24-05/30	• Rosenthal, Ch. 3 • Human Growth and Development
	Activities, Assignments and/or Exams • Free Flowing Group Supervision • Submit Logs • Discussion Post #1 • Quiz #1 (e360) • Explain upcoming Role Plays
Week 4	Overview
05/31-06/06	• Ethics/Hodges, Ch. 3
	Activities, Assignments and/or Exams • Free Flowing Group Supervision • Submit Logs • Role Play #1
Week 5	Overview
06/07-07/13	• CPCE Study Resources • Rosenthal, Ch. 4 (Social and Cultural Diversity) • Counseling and Helping Relationships
	Activities, Assignments and/or Exams • Complete CPCE community lesson: CECE study resources • Quiz #2 (e360) • Discussion #2 • Free Flowing Group Supervision • Supervision Contract Due
Week 6	Overview
06/14-06/20	• Hodges, Ch. 4 (clinical issues) • Design your CECE study plan
	Activities, Assignments and/or Exams • Complete CECE community lesson: Design your CPCE study plan • Submit Logs • Submit Site Evaluation and Live supervision evaluation • Role Play #2
Week 7	Overview

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06/21-06/27	- Rosenthal, Ch. 5 - Group Counseling and Group Work
	Activities, Assignments and/or Exams - Quiz #3 (e360) - Discussion Post #3 - Submit Live Supervision Evaluation Form - Free Flowing Group Supervision
Week 8	Overview
06/28-07/04	- Chapter 6 from Hodges book - Consultation - Role Play #3
	Activities, Assignments and/or Exams - Submit Logs Please submit the site supervisor evaluation this week.
*NO CLASS JULY 5th	BUT STILL SUBMIT YOUR HOURS LOGS IN TEVERA
Week 9	Overview
07/12 - 07/18	- Rosenthal Chapter 6 (Group Counseling) - Discussion Post #4 - Quiz #4
	Activities, Assignments and/or Exams - Free Flowing Supervision - Considerations for Termination with clients and site
Week 10	Overview
07/19 - 07/25	- Cumulative Exam on Ch. 1-6 (Hodges book-except Ch.2) - Termination Best Practices - Keep going to your site and logging hours - Reach out for any issues, supervision, consultations
	Activities, Assignments and/or Exams - Take Exam on e360 - Submit any outstanding paperwork - Logs

COURSE POLICIES

- **Reasonable Accommodation:** Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of classes.
- **Student Identity Verification and Privacy:** Student identity in the online course is verified via measures for online course enrollment (student name, matching institutional email address, and student ID#) and online course login (secure login and pass code via my.nyack.edu portal). Use of the Edvance360 Software and System is implemented and maintained in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99, and assurances are provided that information protected by FERPA is secure from people unauthorized to use the System.
- **Attendance/Absence:** For online courses, instructors are to have 45 hours of instruction for every credit hour, which is demonstrated through the Carnegie Unit explanation in this syllabus. Attendance is taken once a week based on the student's interaction in the online course, as determined by threaded discussions, submitted papers, quizzes/exams, and/or synchronous class sessions. Attendance will be

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marked in the Faculty Portal for those students who have demonstrated participation based on that week's interaction in the course. Missing any class time is detrimental to students and should be avoided. Students, however, are permitted one hour of absence (excused or unexcused) for each credit hour before grading penalties are imposed. There will be only **ONE** unexcused and **ONE** excused class absence allowed each semester. IF there is an additional absence for unavoidable circumstances, such as severe illness, the death of a family member, etc. you will be expected to explain your absence in writing in a typed appeal letter to the professor. The professor will respond with a typed statement of how you can make up the class. This will typically involve a 2-3-page research paper or book report on a topic selected by the professor. **THIS REMEDY FOR ABSENCE MAY ONLY BE USED ONCE PER SEMESTER.** Any additional absence not addressed in this manner will result in a **grade reduction in the course**. One letter grade will be deducted from each extra absence. For example, let's say your accumulative grade is A-, it becomes B+ when you're absent twice instead of the one allowed absence; and becomes a B if you're absent three times. **You will automatically fail the class (and be forced to drop out of internship) if you are absent more than three times.**

- **Late Assignments/Extensions:** All assignments are due on the date designated. One point of your grade will be deducted for each week assignments are handed in late without professor's approval. *Assignments handed in more than two weeks late will NOT be accepted (student will receive a grade of ZERO for that assignment).* Assignments cannot be handed in past the last day of the class, unless an extension request was approved by the professor and filed with the Registrar's Office no later than the last day of the class (before final exams week begins—see *Extensions for Late Work policy in the college catalog*).
- **Make-Up Exams:** Students may not be absent from an announced examination period except for reasons beyond their control. In the event of an unavoidable absence, the student must arrange for a make-up examination with the instructor.
- **Academic Integrity and Plagiarism:** In a Christian college academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people's words or ideas as though they were your own) will be subject to the penalties as *described in the plagiarism policy in the college catalog and student handbook*.
- **Academic Quality:** Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment. All written assignments will be completed using the indicated style guide.
- **Style Guide for written work:** All written assignments are to be double-spaced, with title page, no abstract needed, references page and follows APA formatting. Please refer to the APA manual or Purdue OWL for guidance.
- **Writing Center:** Because ALL Writers Need Feedback - The Writing Center is available to assist all students with writing for any classes. Peer Writing consultants, who are fellow Nyack College students and alumni, are trained to help with all stages of the writing process, from brainstorming to organizing to revising and editing papers. Plan well in advance to bring the assignment sheet, or a draft of the paper, and specific questions/concerns to any of the Center's locations. Students are also able to have access to online consultations through Google Docs via their nyack.edu email account. The Center's services are free. Students can drop in and work with a consultant or make an appointment through the website or by calling the Center. For more information about Writing Center services and locations, please visit the website: <https://www.nyack.edu/writingcenter/>
- **Communication with Instructor:** Nyack College email will be the primary mode of communication with students, unless specified otherwise. Please check your email regularly.
- **Grievance Procedure Policy:** Students who have a grievance relative to academic policies, grades given, or other academic judgments should first seek to resolve their complaints with the professor. If

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resolution is not reached, the matter may be directed to the department head or program director of the class in question. If this does not solve the problem, a formal complaint may be made in writing to the respective Academic Dean whose judgment is final. *See the full Grievance Procedure Policy posted in the college catalog.*

- **Discrimination (Title IX):** Sex and gender discrimination, including sexual harassment, are prohibited in educational programs and activities, including classes. Title IX legislation and College policy require the College to provide sex and gender equity in all areas of campus life. If you or someone you know has experienced sex or gender discrimination, sexual harassment, sexual assault, intimate partner violence, or stalking, we encourage you to seek assistance and to report the incident through resources available at www.nyack.edu/safetyandsecurity. Confidential assistance is available at the Student Counseling Center. Faculty are NOT confidential under Title IX and will need to share reported information with the Title IX Coordinator. For these and other policies governing campus life, please see the Student Handbook.
- **Electronic Devices:** It is expected that ALL electronic devices be MUTED during class time. Do not answer phone calls or text messages during class.
- **Online Classrooms:** The technology used to facilitate online classrooms is Google Meet (aka Google Hangout or Hangouts Meet), and this technology can be launched from your Google Calendar when in my.Nyack.edu. (Click on the Google App 9 square icon when in your my.Nyack.edu account and select Calendar). Additionally, it can be launched by typing in the following URL where xxx-xxxx-xxx is a 10 character string provided in each e360 course shell: meet.google.com/xxx-xxxx-xxx. Furthermore, Google Meet has a mobile app called Hangouts Meet in the App Store that can be downloaded onto a smart device. Lastly, students and/or professors occasionally encounter problems connecting to the online classroom via Google Meet. As a back-up plan, each professor has a conference call-in number (identified on E360) to quickly move the online classroom to an audio-only conference call as needed.
- **Withdrawal Date:** Withdrawal from a course is allowed until the class reaches the 75% mark of the course length (07/14/2020). Withdrawal requires signatures on the Registrar's Course Withdrawal form and the process should be started well before the deadline. Financial implications and satisfactory academic progress implications provided by the financial aid counselor and the academic advisor should be considered during the Course Withdrawal form process.

COURSE ASSIGNMENTS

CLASS PARTICIPATION / FREE FLOWING GROUP SUPERVISION (5 PTS)

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Active participation in class discussions, CPCE lessons, role plays, and free flowing group supervision, as well as a willingness to give and receive constructive feedback are necessary components of your development through this class. Additionally, you will need to come to class prepared to discuss readings.

1. Demonstration of **ALL** readings; attendance; class professionalism.
2. Arrive on time and FULL attendance at all sessions (**5 min. grace-points will be deducted for unexcused continuous lateness**)
3. Active, demonstration of emotional stability and cooperative participation in each session, including active participation in peer supervision during Group Supervision.
4. Completion of all online discussion posts.

ROLE PLAYS (20 PTS)

Each student will conduct a role play in the counseling observation room on the 20th floor. All the role plays happen during the first three sessions with a pretend client, who is your classmate.

The instructor will evaluate the student using the Role Play Evaluation form, and the rest of the class will observe. During and after the role play, the instructor and the students will provide feedback to the one performing the role play.

Role Play #1: With your classmate, practice explaining what an informed consent is, what are the limits of confidentiality, and what are the client's rights.

Role Play #2: With your classmate, practice building rapport and explaining how the intake process with occur and the purpose for the intake.

Role Play #3: With your classmate, explain that you are an intern under supervision and what that means, in terms of needing to perform a live supervision for assessment purposes, and level of care that the client will receive, among other details related to being supervised.

SUPERVISION CONTRACT (0 PTS)

Complete a supervision contract with your site supervisor and discuss your roles and responsibilities at the site during practicum.

LOG SUBMISSIONS (5 PTS)

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All students will submit signed, original, internship logs on a regular basis to the professor of the office of the Director of Clinical Internship and Field Placement.

CECE QUIZZES (10 Pts)

Via e360, you will be given 4 quizzes based on the Rosenthal chapters. These quizzes are modeled after the format of the CECE and serve as practice for the exam. Each quiz is worth 2.5 points, and is **closed-book**. Again, these quizzes serve as practice for the exam, therefore it is closed-book similar to how the CPCE will be.

CUMULATIVE CHAPTER EXAM (20 Pts)

You will be given 1 cumulative chapter exam on all the Hodges chapters covered in this semester. It will be administered via e360, is timed, and open-book. Exams must be completed on an individual basis, in other words, groups of students cannot help each other answer the exam questions.

SITE SUPERVISOR EVALUATIONS (40 Pts)

Note that grading from the Site Supervisor is a rough guide. Your final grade will be in conjunction with your Site Supervisor's Practicum Evaluation, as well as the professor's observations and impressions of your on-site activity based on the role plays, class presentations, assignments, and class participation. The site supervisor will also conduct at least one **live supervision** session and complete the required form. The site supervisor can email these evaluations to the Director of Clinical Internship and Field Placement at julio.orozco@nyack.edu.

Alliance Graduate School of Counseling
2 Washington Street (20th Fl.), New York, NY 10004

Site Supervisor's Evaluation Form

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Full Name of Intern _____ **Date** _____

Instructions to Internship Site Clinical Supervisor: Please complete this form at the end of each semester (July, December, & April) on each intern from AGSC at your site. Use this **five-point rating scale** to rate the intern on each of these characteristics, using other interns you have worked with in your career as the **reference group** against which to evaluate each intern's performance **over the last semester of service**.

1 = Unacceptable 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding

Personal Competences of a Counselor-in-training

- _____ Accuracy of self-awareness of own personal needs, values, strengths and weaknesses
- _____ Self-acceptance of own strengths and weaknesses
- _____ Ability to exercise self-control over emotions and exhibit emotional stability
- _____ Trustworthiness as evidenced by one's honesty and integrity
- _____ Conscientiousness to getting assignments/work accomplished
- _____ Acts ethically and above reproach independent of peer pressure
- _____ Able to maintain composure and positive attitude even in challenging circumstances and setbacks
- _____ Able to admit their own mistakes, be reflective, learn from past mistakes and be adaptive
- _____ Has an appropriate, non-defensive sense of humor
- _____ Brings sufficient energy to carry out task(s)
- _____ Shows creativity in applying clinical knowledge
- _____ Warmth of personality

Clinical Competences of a Counselor-in-training

- _____ Self-aware of own emotional states/issues, esp. with transference/counter-transference situations
- _____ Ability to think clinically, able to filter extraneous thoughts and focus in clinical practice
- _____ Ability to choose appropriate verbal statements and take clinical actions with patients/clients
- _____ Self-confidence and self-efficacy as a counselor-in-training
- _____ Exercises objectivity in conceptualization of clinical cases
- _____ Appropriate empathy and sensitivity towards others' conditions
- _____ Accepting and responsive to human differences and diversity
- _____ Able to tolerate ambiguity in clinical situations and be open-minded
- _____ Communicates a genuine interest in patients/clients
- _____ Motivated to learn from supervision and other staff

Work/Social Competencies of a Counselor-in-training

- _____ Compliance with rules and regulations of internship site
- _____ Political awareness of staff and organizational dynamics and the intern's role
- _____ Communicates effectively with others on staff, cultivating positive staff and work relationships
- _____ Respectful of leadership at the internship site
- _____ Displays leadership qualities and takes initiative
- _____ Conflict management and problem solving
- _____ Team capabilities and collaboration with staff
- _____ Able to appropriately assert oneself in appropriate situations
- _____ Able to give and receive constructive criticism

Professional Competencies of the Counselor-in-training

- _____ Demonstrates ability to conduct an intake interview, mental status evaluation, biopsychosocial history.
- _____ Mental health history, and psychological assessment for treatment planning and caseload management.
- _____ Demonstrates knowledge of record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.
- _____ Demonstrates knowledge of techniques, and interventions for prevention and treatment of a broad range of mental health issues.
- _____ Demonstrates knowledge of strategies for interfacing with integrated behavioral health care professionals.
- _____ Demonstrates knowledge of strategies to advocate for persons with mental health issues.
- _____ Demonstrates knowledge of strategies for interfacing with legal system regarding court-referred clients.

Comments:

**Please indicate what letter grade you would give to the student at this present time.
Circle Only One.**

A A- B+ B B- C+ C C- D+ D D- F

Supervisor's Signature

Date

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Summer 2021

Student Name: _____

Date: _____

Demonstrates ability to use basic techniques of counseling:

	1 – Does Not Meet	2 – Developing	3 – Meets (regularly)
1. Able to reflect client's feelings (empathic listening)			
2. Able to ask open-ended questions			
3. Able to ask close-ended questions			
4. Able to sit with client in silence comfortably			
5. Able to use non-verbal skills accordingly (e.g., maintains good eye contact, sits comfortably)			
6. Able to verbalize observations to client			
7. Listens well (recalls client's verbalizations)			
8. Able to help client identify goals/aspirations for counseling			
9. Communicates both confidentiality and limitations of confidentiality to clients			

Other comments and/or feedback:

Site Supervisor's Evaluation Form
Live Supervision

Full Name of Intern _____ **Date** _____

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Instructions:

1. Please complete this form after completion of live supervision.
2. Submit completed form to the Director of Clinical Internship and Field Placement.

Direct Observation of Counseling Session:

1. Duration of Session: _____
2. Type of Session (Ind, Family, Couple, Group): _____
3. Direct Observation was completed: Yes No
4. Method used to communicate with and thereby influence the work of the supervisee during the session:

Evaluation of Counseling Competencies:

<i>Demonstrates ability to use basic techniques of counseling</i>	1 – Does Not Meet	2 – Developing	3 – Meets (regularly)
1. Able to reflect client's feelings (empathic listening)			
2. Able to ask open-ended questions			
3. Able to ask close-ended questions			
4. Able to sit with client in silence comfortably			
5. Able to use non-verbal skills accordingly (e.g., maintains good eye contact, sits comfortably)			
6. Able to verbalize observations to client			
7. Listens well (recalls client's verbalizations)			
8. Able to help client identify goals/aspirations for counseling			
9. Communicates both confidentiality and limitations of confidentiality to clients			

<i>Demonstrates professionalism</i>	1 – Does Not Meet	2 – Developing	3 – Meets (regularly)
1. Shows up for appointments on time			
2. Communicates with clients in timely manner (returns calls, leaves messages)			
3. Initiates and maintains communications with necessary mental health professionals (supervisor, agency staff, other members of treatment team, outside agencies as applicable)			
4. Maintains client confidentiality			
5. Complies with agency/site procedures			
6. Maintains cordial relations with agency/site co-workers/staff			
7. Maintains appropriate records			

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8. Able to receive and use both positive and negative feedback from supervisors and peers			
<i>Demonstrates advanced counseling skills</i>	1 – Does Not Meet	2 – Developing	3 – Meets (regularly)
1. Able to attend to own processes and feelings	.		
2. Makes ethical decisions			
3. Able to conceptualize clients issues/difficulties effectively			
4. Demonstrates understanding of how culture and ethnic background affects the counseling process			
5. Demonstrates skill in conducting an intake interview (a mental status evaluation, a biopsychosocial history, a mental health history, a substance abuse history)			
6. Able to formulate an initial treatment plan			
7. Demonstrates flexibility (i.e., able to shift to crisis management if needed, able to interrupt client if needed)			
8. Able to advocate for client as needed			
9. Engages in actions/strategies to take care of self			

Any other comments related to clinical performance:

Supervisor's Signature

Date