

GCN 792.NA&NLS: Counseling Internship II

FALL 2021

WEDNESDAY 6:15 – 7:45 pm via Zoom Video Conference

COURSE INSTRUCTOR: Fanita Henderson, LMHC, NCC, CCMHC, Adjunct Professor
CONTACT INFORMATION: Email: fanita.henderson@nyack.edu (best method of contact)
516-330-0870 (cell)
APPOINTMENT INFORMATION: Method: Zoom Video Conference
Please request all appointments in advance.

REQUIRED TEXTS:

Hodges, S. (2019). *Counseling Practicum and Internship Manual: A Resource for Graduate Counseling Students*. 3rd Ed. Springer Publishing: New York, NY. ISBN: 978-0-8261-4302-0 (Print), 978-0-8261-4303-7 (eBook)

OTHER RESOURCES:

E360 and Zoom Video Conference
JOIN ZOOM MEETING
[HTTPS://NYACK.ZOOM.US/J/98524746352?](https://nyack.zoom.us/j/98524746352?pwd=M2FVA3NIQNLM0S4ZTLZBVRZMGRRUT09)
[PWD=M2FVA3NIQNLM0S4ZTLZBVRZMGRRUT09](https://nyack.zoom.us/j/98524746352?pwd=M2FVA3NIQNLM0S4ZTLZBVRZMGRRUT09)

CATALOG COURSE DESCRIPTION:

GCN 792 Counseling Internship I - Student will complete a minimum of 600 hours in a mental health setting providing counseling services in a variety of modalities. The 600 hours must include 240 “direct service” hours. Supervision will be provided by an onsite licensed mental health clinician. There will be 1 supervisory hour for each 15 hours of internship. The 600 hours are to be completed in a minimum of two academic terms. Credit hours will be assigned in accordance with the number of academic terms (fall, spring, summer) needed to complete the required clinical hours. Prerequisites: GCN 791. (3 CREDITS).

Internship II is the first course in a two-semester internship sequence. This course complements the 300 hours of supervised practical experience to be gained concurrently at the student’s field work placement in a mental health counseling setting during the fall semester. The course will focus on the integration of didactic learning with the actual experience of counseling in a practicum setting by addressing specific topics, practicum experiences and counseling cases.

Topics addressed will include: assessing and negotiating learning needs; understanding the nature and culture of the internship site; the professional role of the counselor; developing one’s identity as a counselor-in-training; the role of supervision, the counseling relationship, ethical and multicultural issues; and other topics relevant to the field settings in which students are placed.

As the semester progresses and students begin to counsel individual clients and groups, supervision of cases will focus on counseling skills, case conceptualization, treatment planning, intervention strategies and termination.

This Internship course has the following objectives:

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1. To introduce students to the practical **application** of the counseling skills and theories introduced in more didactic course work.
2. To provide an opportunity for students to begin to develop their own unique style of counseling and gain a greater sense of their **identity** as a counselor.
3. To provide opportunities for students to experience the many dynamic elements of a **counseling relationship**; e.g., transference, countertransference, projection, projective identification and establishing and maintaining boundaries.
4. To provide opportunities for counselors to reflect upon **issues of diversity** within the counseling relationship and work from a **multicultural perspective**.
5. To encourage students to continually think about, appreciate and use their own **reactions, feelings, thoughts and emotions** (i.e., countertransference) that come up during a counseling session to provide a framework for further understanding their clients' issues.
6. To provide opportunities to use the fact that the class is a **group** with its own dynamics and to examine, when appropriate, how these dynamics may influence the group's ability to accomplish its stated task. This can include an understanding of "parallel process" and how this dynamic can further illuminate the work one does with a client.
7. To provide students opportunities to address the **ethical issues** involved in counseling as they arise and utilize **ethical guidelines** in practice.
8. To provide students with the opportunity to take up the **role of a supervisee** and to learn how to use the supervisee-supervisor relationship in such a manner that will enable the student to ask for, and receive what she/he needs in order to continue to develop her/his counseling skills.
9. To provide opportunities for students to examine how the **system** (site) in which they work may have dynamics and a **culture** that influence their work with their clients.
10. To help students fill in some of the "gaps" in their mental health counseling knowledge base and encourage them to become **lifelong learners** through reading journals, availing themselves of workshops and advanced training opportunities as well as membership in professional counseling associations.

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 continue in their 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 clinical matters 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.

Student will complete at least 300 internship hours in a mental health setting providing counseling services in a variety of modalities, during this semester; 120 of which are direct service hours with clients, and includes leading groups. Clinical supervision will be provided by an on-site licensed mental health clinician, in which there will be 1 supervisory hour for each 15 hours of internship. By the end of internship, you are required to have at least 45 hours of on-site clinical supervision.

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The 600 hours is completed in a minimum of three or six academic semesters depending which track is chosen; Track 1: Accelerated or Track 2 Decelerated. Credit hours will be assigned in accordance with the number of academic terms (fall, spring, summer) needed to complete the required clinical hours.

Please address any internship specific questions to the Director of Clinical Internship and Field Placement -
 Dr. Julio A. Orozco 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. The student will enhance clinical skills in the counseling process, including making appropriate assessment of each clinical situation, formulation of treatment plans, follow through of appropriate interventions, realistic evaluation of interventions made, as well as adjustments to ensuing treatment plans. (IL Standard 4, 3.a - Applying) | Site Supervisor Evaluation Free Flowing Group Supervision Process Recording Internship Experience | Inspiring and equipping students worldwide for ministerial, educational, and community-building professions in their part of the world. (Corresponds to Nyack Core Value "Socially Relevant" -5) | Demonstrates ability to conduct an intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. <i>(CMHC Standard 3.a)</i> |
| 2. The student will develop basic tenants of psychodynamic psychotherapy through the study of transference, countertransference and resolution of resistances. (IL Standard 4, 2.b - Understanding) | Process Recording 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. The student will develop the integration of spirituality in clinical | | Nurturing a | Students will |

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| counseling methods. (IL Standard 4, 3.a – Understanding) | Free Flowing Group Supervision Assigned Readings and Class Discussion | personal model of counseling that integrates spirituality (Corresponds to Nyack Core Value “Personally Transforming”-4) | develop techniques and interventions for prevention and treatment of a broad range of mental health issues (5.C.3.b) |
| 4. The student will... evaluate information and its sources critically and incorporate selected information into his/her knowledge base and value system. (IL Standard 5 – evaluating, creating) | Free Flowing Group Supervision Site Supervisor Evaluation Readings (Hodges, Ch. 7) Reflection Paper | Developing a global and international perspective on counseling. (Corresponds to Nyack Core Value “Globally Engaged”-2) | Students will demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling (CMHC D.5.). |
| 5. The student will... Demonstrates knowledge of strategies to advocate for persons with mental health issues. (IL Standard 2.a, b, c, d – Understanding and Applying) | Site Supervisor Evaluation Journal Entry Readings (Hodges, Ch. 11) | Helping students advocate for the profession and clients. (Corresponds to Nyack Core Value “Socially Relevant”-5) | Demonstrates knowledge of strategies to advocate for persons with mental health issues. |

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 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.

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.

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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 well-being.

ASSIGNMENT DESCRIPTIONS:

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

1. Class Participation (duration: full semester)

- 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. Process Recording (due date: 10/08)

- Details:
 - You are to pick 5 – 10 minutes worth of your interview to transcribe and analyze. ***This should amount to about 5 pages worth.***
 - You are to use the template provided, including a **brief** introduction at the beginning of the Process Recording. This document is provided for you on e360.
 - Please include the following in the Introduction:
 - Demographics of the client (race, marital status, religion, age, children, BRIEF life situation, reason for therapy, etc.)
 - How many times have you met with the client for therapy?
 - What was going on PRIOR to this portion of the verbatim (if this verbatim is NOT from the beginning of the session).
 - The body text of the Process Recording needs to have the following five rows:
 - Verbatim recording of what was said between you and the client.
 - What you surmise your client might be feeling at the moment.
 - What were your feelings at the moment – your feelings concerning the *content* of what the client is saying as well as how you were feeling as the counselor.
 - When you are speaking, what was your “rationale” as to what you said in the moment; when it is the client speaking, which coping mechanism might be employed at the moment.
 - Your **self-evaluation** of how successful you were or were not able to, accomplish what you listed in column four (d).
 - please indicate whether or not you were successful in getting the client to respond to your intervention (by looking at the client's response to your intervention)
 - **if** another intervention should have been called for **instead**, then indicate what that intervention should have been

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- if you were not successful in your intervention and you could've said something else instead, **INDICATE SPECIFICALLY** what you could have said **INSTEAD**

- At the END of the Process Recording, please write a **brief** Summary of the session, including:
 - What happened the rest of the session?
 - Your OVERALL evaluation of how the session went, as well as how well you did as a Mental Health Counselor;
 - What is your next step/plan in working with the client?
 - The grading rubric can be accessed on e360.

- 3. Log Submissions (weekly)**
 - Submit your week logs on Tevera. Have your Supervisor sign your hourly 514 report.
 - The grading criteria are on time submission of logs

- 4. Final Exam (due 12/10)**
 - You will be given 1 cumulative chapter exam on all the Hodges chapters covered in this semester. It will be administered via e360, is not 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.
 - The grading rubric is embodied within the exam on e360.

- 5. Reflection Paper: 2 – 4 pages (due: 11/19)**
 - Critically evaluate the information provided in the Hodges textbook for the chapters read up until now and describe how you will or have incorporated that information into your knowledge based and value system.
 - How is this information helping you navigate internship? Where do you see deficits in the information as it applies to your unique internship situation? What information aligns with your value system, what information does not?
 - The grading rubric can be accessed on e360.

- 6. Site Supervisor Evaluations (due date: 11/07)**
 - Submit your site supervisor evaluation via Tevera.

- 7. Advocacy Journal Entry (due date: 12/03)**
 - Instructions are provided on e360.
 - Grading rubric can be accessed on e360.

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:

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| • Class Attendance and Participation | 5% |
| • Reflection Paper | 10% |
| • Final Exam | 20% |
| • Process Recording | 10% |
| • Advocacy Journey Entry | 5% |
| • Log Submissions | 5% |
| • Field Supervision Final Evaluation | 45% |

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

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|--------------|--------------|--------------|-------------|--------------|--------------|-------------|--------------|------------|
| A 93-100% | A- 90-92% | B+ 88-89% | B 83-87% | B- 80-82% | C+ 78-79% | C 73-77% | C- 70-72% | F 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" | 21 |
| Required Readings | 25 |
| Writing Assignments | 10 |
| Studying for Exams | 10 |
| Other | 300 |
| Final Exam | 5 |
| Total Hours | 371 |

COURSE OUTLINE AND CALENDAR

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

| Week 1 | Overview |
|--------------|--|
| 09/6 - 9/12 | <ul style="list-style-type: none"> • Orientation • Process Recording Overview |
| | Activities, Assignments and/or Exams <ul style="list-style-type: none"> • Read and review syllabus • Read process recording material on e360 under Lessons for Week 1 • Submit Hours in Tevera |
| Week 2 | Overview |
| 09/13 - 9/19 | <ul style="list-style-type: none"> • Hodges, Ch. 7 Multicultural Issues |
| | Activities, Assignments and/or Exams <ul style="list-style-type: none"> • Free Flowing Supervision • Submit Hours in Tevera |
| Week 3 | Overview |
| 09/20 - 9/26 | <ul style="list-style-type: none"> • Case Conceptualization Article and discussion in class • Practice with a vignette |
| | Activities, Assignments and/or Exams <ul style="list-style-type: none"> • Submit Logs |
| Week 4 | Overview |

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| 09/27 - 10/3 | <ul style="list-style-type: none"> Hodges, Ch. 8 Managing Stress |
| | Activities, Assignments and/or Exams |
| | <ul style="list-style-type: none"> Free Flowing Supervision Submit Hours in Tevera |
| Week 5 | Overview |
| | <ul style="list-style-type: none"> Explain Case Presentations/Conceptualizations |
| | Activities, Assignments and/or Exams |
| 10/4-10/10 | <ul style="list-style-type: none"> Free Flowing Supervision Submit Hours in Tevera Process Recording due 10/8 |
| Week 6 | Overview |
| | <ul style="list-style-type: none"> Navigating challenges at internship site Composing a group |
| 10/11 - 10/17 | |
| | Activities, Assignments and/or Exams |
| | <ul style="list-style-type: none"> Submit Hours in Tevera |
| Week 7 | Overview |
| | <ul style="list-style-type: none"> Hodges, Ch. 9 Crisis Intervention |
| | Activities, Assignments and/or Exams |
| 10/18 - 10/24 | <ul style="list-style-type: none"> Free Flowing Supervision Submit Hours in Tevera |
| Week 8 | Overview |
| | <ul style="list-style-type: none"> Integrating Spirituality into Counseling |
| 10/25 - 10/31 | |
| | Activities, Assignments and/or Exams |
| | <ul style="list-style-type: none"> Readings as assigned on e360 Submit Hours in Tevera |
| Week 9 | Overview |
| 11/01 - 11/07 | <ul style="list-style-type: none"> Hodges, Ch. 10 Safety |
| | Activities, Assignments and/or Exams |
| | <ul style="list-style-type: none"> Free Flowing Supervision Submit Hours in Tevera |
| Week 10 | Overview |
| | <ul style="list-style-type: none"> Self-Reflection on Internship thus far Complete p.159 from Thriving Book posted on e360 Ch. 5 Clinical Writing/Documentation |
| 11/08 - 11/14 | |
| | Activities, Assignments and/or Exams |
| | <ul style="list-style-type: none"> Submit Hours in Tevera Supervisor Evaluation Due (11/10) |
| Week 11 | Overview |
| 11/15 - 11/21 | <ul style="list-style-type: none"> Advocacy |
| | Activities, Assignments and/or Exams |
| | <ul style="list-style-type: none"> Submit Hours in Tevera Reflection Paper Due: 11/19 |

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| | <ul style="list-style-type: none"> Free Flowing Supervision |
| Week 12 | Overview |
| 11/22 - 11/28 | <ul style="list-style-type: none"> THANKSGIVING RECESS |
| | Activities, Assignments and/or Exams |
| | <ul style="list-style-type: none"> THANKSGIVING RECESS Submit Hours in Tevera |
| Week 13 | Overview |
| 11/29 - 12/05 | <ul style="list-style-type: none"> Hodges, Ch. 12 Termination |
| | Activities, Assignments and/or Exams |
| | <ul style="list-style-type: none"> Free Flowing Supervision Submit Hours in Tevera Advocacy Journal Entry due (12/3) |
| Week 14 | Overview |
| 12/06 - 12/12 | <ul style="list-style-type: none"> Final Exam online (due 12/10) |
| | <ul style="list-style-type: none"> Submit Hours in Tevera |
| Week 15 | |
| 12/13 - 12/19 | <ul style="list-style-type: none"> Closing matters, recommendations for break and internship site |

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 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

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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 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

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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 (**11/13/2020 by 4:30pm**). 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.

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

Site Supervisor's Evaluation Form

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

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- _____ 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

Site Supervisor's Evaluation Form
Live Supervision

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Full Name of Intern _____ **Date** _____

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 | | | |
| 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) |

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| | | | |
|---|---|--|--|
| 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



**Permission to Audio or Video Record Counseling Session
Clinical Mental Health Counseling Internship**

I hereby give permission to _____

(COUNSELOR IN TRAINING'S NAME)

To make audio and/or video tape recordings of our counseling session/s at

(NAME OF SITE/AGENCY/SCHOOL)

I understand that these recordings will be used only for the purpose of providing clinical supervision to the counselor-in-training, either at Alliance Graduate School of Counseling of Nyack College or in the student's clinical placement. Any person involved in providing or receiving clinical supervision is bound to the same ethical principal of confidentiality as professionals providing counseling.

Your identifying information will not be linked to the recording, nor will your image or likeness be visible on the recording because the recording is focused on the counselor-in-training.

All tapes of counseling sessions will be deleted no later than the end of the present academic semester. Any exception to this last statement would require an additional permission form to be signed by the client and counselor.

Signed,

Client Name

Date

Witnessed,

Counselor-in-Training

Date