

## **CF596 COUNSELING INTERNSHIP I FALL, 2022 – PHOENIX SEMINARY**

Professor: **Kuo-Yi Chung, Ph.D.**  
Contact Information: **kuoyichung@gmail.com**  
Office Hours: **By Appointment**

### **COURSE DESCRIPTION**

The Counseling Internship is a supervised work experience in professional counseling. Counseling interns work under the supervision of a licensed mental health provider performing all the activities that a regularly employed professional counselor would be expected to perform. The internship is designed to integrate the students' learning into the practical application of theory, research, and techniques/skills. Interns complete 300 clock hours at their internship site during CF596 Counseling Internship I. Classroom component accompanies field placement. Students average one hour a week of individual and/or triadic supervision at their site and 90 minutes of group supervision. This is the second of three consecutive field education courses required for graduation. By the end of these three courses students must complete a total of 700 clock hours in a professional counseling setting; including 240 direct client contact hours, AND lead or co-lead a counseling or psychoeducational group.

[3 hours. Instructor: Dr. Kuo-Yi Chung. Frequency: Every Semester. Required for: MAC.  
Prerequisites: at least 36 counseling hours including CF594 Practicum.]

### **COURSE OUTCOMES**

At the end of the course, the student will demonstrate the ability to:

1. Participate effectively in an established mental health care delivery system.
2. Effectively use counseling skills to join, assess, and intervene with clients.
3. Identify strategies for helping people to deal with their problems that are both biblical and empirically supported.
4. Apply relevant ethical principles and legal standards to the provision of counseling services.
5. Identify professional training needs and implement an action plan to address those needs.
6. Competently and ethically explore bio-psycho-socio-spiritual assessment and treatment with clients.

### **REQUIRED COURSE TEXTS**

American Counseling Association code of ethics: [www.counseling.org/knowledge-center/ethics](http://www.counseling.org/knowledge-center/ethics)

Christian Association for Psychological Studies ethics statement: <https://caps.net/ethics-statement/>

Rosenthal H. (2017). *Encyclopedia of counseling: Master review and tutorial for the National Counselor Examination, State Counseling Exams, and the Counselor Preparation Comprehensive Examination* (4th ed.). Routledge.

## REQUIRED READINGS

Additional readings and resources will be posted on the course webpage.

## COURSE REQUIREMENTS:

<b>Obtain a personal malpractice insurance policy</b> <i>[Objective 1 &amp; 4]</i>	There are different ways to obtain insurance, one being through the American Counseling Association (ACA - <a href="http://www.counseling.org">www.counseling.org</a> ), HPSO (hpsso.com). Students should have at least \$1,000,000 each incident and \$3,000,000 annual aggregate insurance.
<b>Consent forms</b> <i>[Objective 1 &amp; 4]</i>	Obtain signed consent forms from clients to videotape client sessions if applicable.
<b>Professional Ethics, Policies and Procedures</b> <i>[Objective 1 &amp; 4]</i>	Adhere to all applicable policies and procedures of the counseling site.
<b>Attend meetings</b> <i>[Objective 1, 4 &amp; 5]</i>	Attend all supervision and preceptor meetings.
<b>Prepare and present one formal case presentation or videotaped session weekly, as required by site supervisor</b> <i>[Objective 1, 2 &amp; 3]</i>	<b>Case Presentation Outline (for preceptor)</b> <ol style="list-style-type: none"><li>relevant demographic information</li><li>referral source</li><li>presenting problem (ABCE's) and history of present condition</li><li>number of times seen</li><li>additional relevant history</li><li>assessment</li><li>course of treatment so far</li><li>formulation and DSM diagnosis</li><li>treatment recommendations</li></ol> <p>Common tensions in making case presentations include: complex vs. simplistic; observation vs. inference; clinical/personal biases vs. objectivity; immediacy vs. comprehensiveness; individual vs. general; normalcy vs. abnormality; and strengths vs. weaknesses.</p> <b>Self-reflection Papers</b> <p>Two self-reflection papers are to be completed based upon videotapes of your sessions. The first should be of yourself within the first three sessions. The second will be based upon a latter session (6+). Both will reflect upon your counseling skills and your experience of the session. Papers must be typed, double spaced in 11-12 point font. Not all sites may allow for videotaped sessions.</p>
<b>Complete a log of all activities and hours</b> <i>[Objective 1]</i>	Log must be signed and dated by both student and site supervisor. <b>Practicum/Internship Log Hours</b> <ol style="list-style-type: none"><li>Time is accrued accurately. Record in ¼ hour increments.</li><li>300 clock hours, 100 of which are direct are required in a professional counseling setting. These hours include both direct and indirect client contact: Direct hours include: 1) face-to-face client contact with individuals, families, or groups; 2) between</li></ol>

	<p>session contact with clients (i.e., telephone calls); 3) live supervision.</p> <p>3. Indirect service hours include: 1) supervision with site supervisor; 2) scheduled meetings with the faculty preceptor; 3) workshops off site or training provided within the agency; 4) research required to properly treat clients; 5) case notes, treatment plans, and termination paperwork; 6) additional activities as assigned by the site supervisor.</p> <p><i>This must be submitted to the faculty supervisor. Insufficient hours will result in an incomplete or failing grade.</i></p>
<p><b>Professional learning plan</b> [Objective 1, 2, 3, &amp; 4]</p>	<p>Complete Professional Learning Plan outlining goals and progress for the semester. The plan should include monthly evaluations and updates as needed.</p> <p><i>This plan should be reviewed with your site supervisor.</i></p>
<p><b>Site supervisor evaluation</b> [Objective 1, 2, 3, &amp; 4]</p>	<p>Obtain and complete evaluations of site supervisors from <a href="http://ps.mrooms.net">http://ps.mrooms.net</a>.</p>
<p><b>Complete a student evaluation form.</b> [Objective 1]</p>	<p>Obtain and complete evaluation form for class faculty from <a href="http://ps.mrooms.net">http://ps.mrooms.net</a>.</p>

### GRADING INFORMATION

A pass/fail grade will be assigned by the faculty preceptor based upon the supervisors' evaluation of the student, the evaluation of the completed log (i.e. adequate hours in all categories), completion of the clinical professional development plan, and any assignments.

### SEMINARY ACADEMIC POLICIES

All Seminary policies affecting student work, appeals, and grievances, as outlined in the Student Handbook and/or Seminary Catalog will apply, unless otherwise indicated in this syllabus. See the respective sections of the [Student Handbook](#).

#### Attendance Policy

One of the strengths of Phoenix Seminary is the classroom interaction between instructors and students. Attendance and participation are essential components of the training process. **An absence is defined as when a student does not attend a class period whether it be for an on campus or an online course. Watching a recorded lecture in lieu of attending class does not constitute attendance.** When a student is going to be absent, it is important that the student consult with the instructor in advance about work to be missed. In the case of extenuating circumstances, students may request an exception to this policy by submitting a petition to the Academic Petition Committee.

Excessive absences may result in grade reduction or course failure as indicated on the following chart:

COURSE FORMAT	REDUCED GRADE	COURSE FAILURE
15-week	2 <sup>nd</sup> missed class	4 <sup>th</sup> missed class

## **Assignment Policies**

Papers should be formatted according to the APA Publication Manual 7 (Professional Paper elements and formatting). Papers will be submitted via e-mail by 11:59 PM on the date due. Assignments must be submitted on time. If an extenuating circumstance prevents your completing an assignment on time you must notify me and arrange for its completion with me ahead of time. You may leave messages for me on my e-mail or voice mail 24 hours a day. I will accept late work, or schedule make up work **ONLY** if I have discussed the matter with you in a timely fashion **AND** I believe your situation warrants it.

## **Statement of Learning and Therapy**

Learning counseling skills and discussing counseling topics inevitably raises personal emotions, thoughts, and memories. In order to maintain a healthy learning environment it is necessary that students be able to ask questions and voice their discomfort in an emotionally safe setting. Students are expected to demonstrate patience and respect toward colleagues who may struggle with experiences and material for personal reasons. Consideration, caring, humility, self-control, and confidentiality are required. While the preceptor and site supervisors are available to help students grow professionally, individual and group supervision is not therapy.

Students are expected to persist in counseling skills, course content, and therapeutic relationships despite personal reactions. The ability to focus on others regardless of whatever personal situations are occurring is a hallmark of counseling. Areas of personal growth and healing are often areas of our most effective ministry. Should a student experience acute or ongoing distress due to a client or class experience or exercises they are encouraged to speak individually with the site supervisor, the preceptor, the Dean of Students, their mentor, or a counselor. Referrals to area professional counselors are available if needed.

## **Courteous Use of Technology in the Classroom (phone, tablet, laptop)**

Phoenix Seminary considers a student's character to be evidenced in part by their respect for their classmates, professors, and their valuable time in class. Please consider *how not to be rude* in the use of your technology by bearing in mind the following:

- Laptops and tablets are welcome in class to take notes and to access readings we're discussing. Using them for anything else (social networking, accessing non-course related websites, checking email) is discourteous and distracting to others.
- Phones must be silenced in class and stowed. That includes turning off the vibrate function. (We can hear it buzzing.) Is texting ok? No. If an emergency situation exists out of which you feel you must use your phone you should quietly step out of class to do so.

## **COURSE SCHEDULE**

### **CF596 INTERNSHIP I**

*Course schedule, topics, evaluation, and assignments may be changed at the professor's discretion to responsively meet the needs of this class.*

***If you plan on taking the written comprehensive exam (CF599) this semester you should follow the reading schedule below.*** If not, you may read a chapter a week.

<b>Date</b>	<b>Topic</b>	<b>Reading Due</b>
<b>Week 1</b> Aug. 18	Internship site overview. All paperwork must be complete before you may start seeing clients!	Rosenthal Ch.1-2
<b>Week 2</b> Aug. 25	Maximizing the end of your field ed experience <i>Create your learning plan</i>	Rosenthal Ch.3-4
<b>Week 3</b> Sep. 1	Advanced grounding and regulating <i>Have you reread the ACA ethics code?!</i>	Rosenthal Ch. 5-6
<b>Week 4</b> Sep. 8	More healthy boundaries: for self and client Case formulation <i>What theoretical orientation are you using?</i>	Rosenthal Ch.7-8
<b>Week 5</b> Sep. 15	Self-awareness and self-regulation <b><i>1<sup>st</sup> reflection paper due.</i></b> <i>Going into your second semester.</i>	Rosenthal Ch.9-10
<b>Week 6</b> Sep. 22	Assessment → diagnosis → treatment planning <i>Case conceptualization, Diagnosing using DSM 5</i>	Rosenthal Ch.11-12
<b>Week 7</b> Sep. 29	Creating safety and setting the therapeutic frame <i>Risk vs safety</i>	Rosenthal Ch.13-14
<b>Week 8</b> Oct. 6	Attend BBHE meeting. No Class.	[comps - CPCE]
<b>Week 9</b> Oct. 13	Multicultural competencies <i>Awareness of impact of multicultural dynamics with clients</i>	
<b>Week 10</b> Oct. 20	Self-care/integration <i>PQE Preparation</i>	
<b>Week 11</b> Oct. 27	Case conceptualization <i>PQE Preparation</i>	
<b>Week 12</b> Nov. 3	Advanced crisis management, lethality, and reporting laws <i>Ethical decision-making surrounding crisis.</i>	
<b>Week 13</b> Nov. 10	Spirituality and the faith-journey <b><i>2<sup>nd</sup> reflection paper due.</i></b>	
<b>Nov. 17</b>	<b>Reading Week – No class</b>	
<b>Nov. 24</b>	<b>Thanksgiving Holiday – No class</b>	
<b>Week 14</b> Dec. 1	Best practices & ethics in documentation, marketing, resume, and licensure <b><i>All paperwork due:</i></b> Hand in all forms with signatures.	

**Week 15** Termination & Wrap-up  
Dec. 8