



**CMHC 6900**  
**Counseling Internship**  
**Spring**

Course Syllabus

**1. Instructor:** Rachel Brejcha, PhD, LPC, NCC

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**Office Hours:** Tuesday and Thursdays 1-4PM and by appointment.

**2. Class Meetings:** Wednesdays 6-7:30PM via Blackboard. Attendance and participation are mandatory. Students must share audio and have video cameras on throughout the entirety of the Internship Group Supervision.

**3. Textbook:** Kiser, P. M. (2016). *The human services internship (4<sup>th</sup>)*. Boston, MA: Cengage. ISBN# 9781305087347

**4. Course Description:** The purpose of this course is to integrate students into independent counseling service delivery and case management practices while remaining under close supervision. Students will receive feedback during supervision via modeling, peer counseling, live observation, and electronic recording of sessions. A total of 600 hours, with 240 hours of direct clinical service delivery and 360 indirect hours, are required. All CMHC program courses must be successfully completed prior to enrolling in CMHC 6900.

**5. Technology Statement:** Students are required to have access to a computer and high-speed Internet service provider that has sufficient power and bandwidth to enable you to view videos, access Blackboard, and participate. You will be expected to learn and become proficient in the use of standard technologies used for the course, such as Blackboard. It is your responsibility to ensure that you can use a computer, laptop, mobile device, or other technology platforms to succeed in this course. If you have concerns or issues, please do not hesitate to let me know.-

**6. Nondiscrimination Statement:** Students will not be discriminated against based on age, body shape/size, color, culture, disability, education, employment status, ethnicity, family status, gender, gender expression, gender identity, genetic information, immigration status, incarceration experience, language preference, marital/relationship status, national origin, occupation/work, race, religion/spirituality, sex, sexual orientation, socioeconomic status, veteran status, or any intersection of these identities. Nondiscrimination is expected to be upheld by the instructor and each student in this course.

**7. Course Objectives:** The course objectives are aligned with the specific learning outcomes identified by CACREP. The following CACREP Standards are addressed in this course:

CACREP STANDARDS	ASSESSMENTS
2.1.K) Strategies Personal and Professional Self-Evaluation	Documented Hours, Individual Supervision, Group Supervision
2.1.L) Self-Care Strategies Appropriate for the Counselor Role	Documented Hours, Individual Supervision, Group Supervision
2.1.M) The Role of Counselor Supervision in the Profession	Documented Hours, Individual Supervision, Group Supervision
2.3.I) Ethical and Culturally Relevant Strategies for Promoting Resilience and Optimum Development and Wellness	Documented Hours, Counseling Tapes, Individual Supervision, Group Supervision, Case Presentations
2.5.A) Theories and Models of Counseling	Documented Hours, Counseling Tapes, Individual Supervision, Group Supervision
2.5.F) Counselor Characteristics and Behaviors that Influence Counseling Process	Documented Hours, Counseling Tapes, Individual Supervision, Group Supervision
2.5.G) Essential Interviewing, Counseling, and Case Conceptualization Skills	Documented Hours, Counseling Tapes, Individual Supervision, and Group Supervision
2.5.H) Developmentally Relevant Counseling Treatment and Intervention Plans	Documented Hours, Counseling Tapes, Individual Supervision, Group Supervision, Case Presentations
2.5.I) Development of Measurable Outcomes for Clients	Documented Hours, Counseling Tapes, Individual Supervision, Group Supervision, Case Presentations
2.5.N) Processes of Aiding Students in Developing Personal Model of Counseling	Documented Hours, PDS, Counseling Tapes, Individual Supervision, and Group Supervision
3.C.1.A) Students are covered by liability insurance policies while enrolled in Practicum and Internship.	Course Syllabus & Program Handbook – all student require 1M

	Individual/3M Aggregate liability insurance before accruing hours
<b>3.C.1.B)</b> Supervision of Practicum and Internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	Course Syllabus – minimum of six recordings (audio or video) required
<b>3.C.1.C)</b> Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's Practicum and Internship.	Course Syllabus & Program Handbook – supervision (individual and group) will be conducted through experience, and evaluation forms (faculty supervisor, site supervisor) will be conducted at the end of the experience.
<b>3.C.1.D)</b> Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their Practicum and Internship.	Course Syllabus – items will be covered in the course readings and discussion during weekly supervision (individual and group).
<b>3.C.1.E)</b> In addition to the development of individual counseling skills, during either Practicum or Internship, students must lead or co-lead a counseling or psychoeducational group.	Course Syllabus – students will lead/co-lead group supervision sessions throughout semester.
<b>3.C.1.J)</b> After successful completion of the Practicum, student complete 600 clock hours of supervised counseling Internship in roles and settings with clients relevant to their specialty area.	Course Syllabus – completed at placement site during 16 weeks.
<b>3.C.1.K)</b> Internship students complete at least 240 clock hours of direct service.	Course Syllabus – completed at placement site during 16 weeks.
<b>3.C.1.L)</b> Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the Internship, provided by (1) the site supervisor, (2) the counselor education program faculty, or (3) a student supervisor who is under supervision of a counselor education program faculty member.	Course Syllabus – minimum 15 hours of individual supervision (faculty supervision and site supervision) during 16 weeks.
<b>3.C.1.M)</b> Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the Internship. Group supervision must be provided by a counselor	Course Syllabus – minimum 22.5 hours of group supervision during 16 weeks.

<p>education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.</p>	
<p><b>3.C.1.N)</b> Counselor education program faculty members serving as individual/triadic or group Practicum/Internship supervisors for students in entry-level program have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.</p>	<p>All counselor education program faculty member teaching Internship are core program faculty as defined by CACREP (1.1.W &amp; 1.1.X).</p>
<p><b>3.C.1.O)</b> Students serving as individual/triadic or group Practicum/Internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.</p>	<p>n/a</p>
<p><b>3.C.1.P)</b> Site supervisors have (1) a minimum of a master’s degree, preferably in counseling, or a related profession, (2) relevant certifications and/or licenses, (3) a minimum of two years or pertinent professional experience in the specialty area in which the student is enrolled, (4) knowledge of the program’s expectations, requirements, and evaluation procedures for students, and (5) relevant training in counseling supervision.</p>	<p>Program Handbook &amp; Fieldwork Coordination – application and review for appropriate supervisors will be conducted, including participation in orientation</p>
<p><b>3.C.1.Q)</b> Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.</p>	<p>Fieldwork Coordination – authorization for all appropriate placement sites will be conducted via interview and orientation to program</p>
<p><b>3.C.1.R)</b> Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during Practicum and Internship. When individual/ triadic Practicum supervision is conducted by the site supervisor in consultation with the counselor</p>	<p>Program Handbook &amp; Fieldwork Coordination – all necessary documentation will be acquired prior to accruing hours</p>

education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.	
<b>3.C.1.S)</b> When individual/triadic supervision is provided by the counselor education program faculty of a student under supervision, Practicum and Internship courses should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter hour course of a faculty member's teaching load assignment.	n/a
<b>3.C.1.T)</b> When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, Practicum and Internship courses should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.	Program Director & Dean of Health Sciences and Human Performance – appropriate course loads will be determined each semester.
<b>3.C.1.U)</b> Group supervision of Practicum and Internship students should not exceed a 1:12 faculty:student ratio.	Program Director & Dean of Health Sciences and Human Performance – appropriate course loads will be determined each semester.
<b>3.C.1.V)</b> When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hours of a faculty member's teaching load assignment.	n/a
<b>5.1.B)</b> Theories and Models Related to Clinical Mental Health Counseling	Documented Hours, Counseling Tapes, Individual Supervision, Group Supervision, Case Studies
<b>5.1.C)</b> Principles, Models, and Documentation Formats of Biopsychosocial Case Conceptualization and Treatment Planning	Documented Hours, Individual Supervision, Group Supervision, Case Presentations

5.2.A) Roles and Settings of Clinical Mental Health Counselors	Documented Hours, Counseling Tapes, Individual Supervision, Group Supervision, Case Presentations
5.2.J) Cultural Factors Relevant to Clinical Mental Health Counseling	Documented Hours, Individual Supervision, Group Supervision, Case Presentations
5.2.L) Legal and Ethical Considerations Specific to Clinical Mental Health Counseling	Documented Hours, Individual Supervision, and Group Supervision
5.3.A) Intake Interview, Mental Status Evaluation, Biopsychosocial History, Mental Health History, and Psychological Assessment for Treatment Planning and Caseload Management	Documented Hours, Counseling Tapes, Individual Supervision, Group Supervision, Case Presentations
5.3.B) Techniques and Interventions for Prevention and Treatment of a Broad Range of Mental Health Issues	Documented Hours, Counseling Tapes, Individual Supervision, Group Supervision, Case Presentations
5.3.D) Strategies for Interfacing with Integrated Behavioral Health Care Professionals	Documented Hours, Individual Supervision, and Group Supervision
5.3.E) Strategies to Advocate for Persons with Mental Health Issues	Documented Hours, Individual Supervision, and Group Supervision

- 1) Students will acquire direct counseling experience, under clinical supervision, and participate in counseling service delivery to clients with various clinical needs.
- 2) Students will experience direct clinical supervision from both the Instructor as well as an on-site supervisor in order to consult and address counseling skill and technique development.
- 3) Students will experience individualized, as well as group (peers) supervision to address professional development.

**8. Course Requirements:** The following details the learning products to be completed in order to successfully pass this course:

- A) A minimum of 600 clock hours must be documented during the semester for this course. Of these 600 hours, a minimum of 240 hours must be documented as **direct hours**, which includes direct service with actual clients that contributes to the development of counseling skills. Per CACREP, each student is required to lead or co-lead at least one group counseling session in their fieldwork experience. For students who have not met this requirement in the Practicum Course, you *must* meet this requirement during the Internship Course. The remaining 360 hours can include **indirect hours**, which include site supervision, case management, and other details relevant to the practicum experience. All 600

hours must be documented on the Internship Time Log, which will be made available via Blackboard. It can also be found within the CMHC Program Handbook and Internship Manual.

- B) A minimum of 15 hours of **individual** supervision must be documented during the semester for this course. Individual supervision will be conducted between the Internship Student and the Site Supervisor. Individual supervision with the Site Supervisor will need to be scheduled on site with the Site Supervisor, and will be conducted in person.
- C) A minimum of 22.5 hours of **group** supervision must be documented during the semester for this course. Group supervision will consist of a small cohort of Internship Students meeting virtually once a week. During the group supervision meetings, there will be opportunity to discuss shared learning opportunities, client conflicts, and case consultations. Case presentations will also be conducted during the group supervision meetings. Scheduling for the group supervision meetings will be done at the beginning of the semester in effort to maintain continuity in the supervision schedule.
- D) Electronic recordings of counseling sessions with actual clients will be required for this course. The number of recordings necessary will be determined by the College Supervisor during the semester, as the recordings will be reviewed during individual supervision. A **minimum of six recordings** will be reviewed. Recordings are required to allow the College Supervisor an opportunity to evaluate counseling skills and techniques, and to provide supervision feedback aimed towards growth in counseling service delivery. Consent for recording will be needed from clients, and the consent form will be made available via Blackboard. It can also be found within the CMHC Student Handbook and Internship Manual.
- E) Professional liability insurance will be required for this course. All Internship Students must procure professional liability insurance (**1M individual/3M aggregate**) prior to working with actual clients. ACA provides free HPSO liability insurance for counseling students, and details of how to join ACA to receive this membership benefit will be discussed during Week 1. The due date for proof of liability insurance coverage is provided on the course calendar.
- F) Four case presentations will be required for this course. Case presentations will provide students an opportunity to share, while maintaining anonymity, current cases and present background information, case conceptualization, and proposed treatment planning. Presenters will be able to solicit feedback from other group members. Due dates for case presentations will be scheduled at the beginning of the semester and will align with the course calendar.

- G) One professional disclosure statement will be required for this course. The PDS must be developed and approved by the Faculty Supervisor prior to working with actual clients. Details pertaining how to develop a PDS will align with the standards published by the North Carolina Board of Licensed Clinical Mental Health Counselors (NCBLCMHC). The due date for the PDS is provided on the course calendar. Late submission will not be accepted without valid documentation.
- H) Two midterm evaluations will be required for this course. These evaluations will provide formative feedback to the internship student, with one being conducted by the Site Supervisor and once conducted by the College supervisor. The appropriate documents are provided within the Internship Manual.
- I) Two final evaluations will be required for this course. These evaluations will provide formative feedback to the internship student, with one being conducted by the Site Supervisor and once conducted by the College supervisor. The appropriate documents are provided within the Internship Manual.

**9. Course Evaluation:**

Six hundred documented hours, including 240 direct hours, 15 individual supervision hours, and 22.5 group supervision hours, and a minimum of 6 recordings\*

One professional disclosure statement @ 8 points =	8 points
Two submitted tapes for clinical review @ 8 points =	16 points
Four case presentations of submitted tapes @ 8 points =	32 points
Two midterm evaluations @ 10 points =	20 points
Two final evaluations @ 12 points =	24 points
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	100 points

*\*All required hours in each category and a minimum of four tapes must be completed to pass the course regardless of grade accrued via the additional assessments.*

100-96 points = A	95-90 points = A-	89-87 points = B+	86-84 points = B
83-80 points = B-	79-77 points = C+	76-74 points = C	73-70 points = C-
69-67 points = D+	66-64 points = D	63-60 points = D-	Under 60 points = F

**LEAVE NO DOUBT**

**10. Extra Credit Policy:** Extra credit will not be provided during this course.

**11. Attendance/Valid Documentation Policy:** Please refer to the Catawba Academic Handbook for an explanation of the Catawba College attendance policy. It will be used in this class during this semester:



*Effective learning is facilitated by an interaction between the professor and students regarding course material. The classroom is the principal arena for such interaction. Thus, students have an obligation to themselves, to fellow students, and to the faculty member to attend and participate actively in classroom sessions. The class attendance policy followed by the college assigns to each faculty member the responsibility for establishing and communicating to students the specific attendance requirements for his or her courses consistent with the objectives of the course. Therefore, specific course attendance policies will vary from course to course. The attendance policy for each course will be presented to the student in written form, usually as part of the course syllabus, at the beginning of the course. The course attendance policy and practices, however, will subscribe to the following general guidelines:*

*A) Each student is personally responsible for regular and punctual class attendance.*

*B) A student who misses a class bears personal responsibility for completing any assignment presented during that class to the extent permitted by the nature of the assignment and the course syllabus.*

*C) The faculty member has the option of assigning a failing grade to any student who misses more than one quarter of the class meetings, but this option must be stated in the course syllabus.*

*D) Whenever possible, the student should inform the faculty member about an absence and make arrangements concerning missed assignments due to that absence.*

*E) The student is responsible for initiating discussions with the faculty member about a make-up opportunity for missed assignments or examinations.*

*F) The faculty member has no obligation to allow or facilitate make-up work except for absences due to "extenuating circumstances." Three sets of extenuating circumstances are recognized by the College: severe personal illness, death in the immediate family, or (when announced in advance through the Dean of Students' Office) authorized representation of the College.*

*G) If an extenuating circumstance is the cause of a student's missing a class period (or an examination), the student should not view the absence as an exception to the course attendance arrangements, as outlined in the course syllabus, but as a "just cause" for arranging a make-up opportunity. The faculty member, however, will determine the means of compensating for the missed course work or examination.*

It is assumed that all students will attend to the class regularly in order to maximize learning. All assignments have defined due dates and times and will be strictly enforced. It is the student's responsibility to inform the Instructor if a known absence from the course will occur during the semester. It is the student's responsibility to acquire any missed materials from an absence from the course. Valid documentation, which may grant a late assessment administration or a late assignment submission, only includes legitimate medical documentation or documents that support extenuating circumstances per Catawba College. No other excuses will be deemed valid. In the event of inclement weather, please check the Blackboard shell for any course information.

**12. Academic Honesty Policy:** Please do not give the Instructor any reason to suspect academic dishonesty. Students are advised to refer to Catawba College Honor Code:

*In order to educate individuals to live responsibly in community and to create an environment that encourages respectful expression of values, without censorship, the Catawba community has developed and endorsed The Catawba College Honor Code. It is intended that the Honor Code will promote a climate of trust, concern, and respect conducive to learning and personal growth in community. Everyone who is a member of the Catawba community has responsibilities to respect others, to communicate honestly, to seek excellence, and to participate in creating a fair and compassionate atmosphere on campus. Faculty, administrators, and staff have responsibilities to endeavor to enhance the personal and intellectual development of other persons; to be compassionate, thorough, and fair in evaluating the performance of students and professional associates; to use the authority of their office in ways that respect persons and avoid the abuse of power; and to conduct their professional activities in ways that uphold the ideals of virtue and excellence. Therefore, Catawba College students, faculty, staff, and administrators are committed to the Catawba College Honor Code which is set forth as follows: "As a member of the Catawba College Community, I will uphold the value of academic honesty that grounds our institution, and I will not lie, cheat, or steal." The Honor Code does not condone dishonorable actions within any sector of Catawba College. Such actions include academic dishonesty, as well as social disrespect and any action harmful to the Catawba College community and its members. Violations of the law are also violations of the Honor Code. The Honor Code applies to students, faculty, administrators, and staff members. All members of the college community are obligated to be familiar with the Honor Code and to conduct themselves in accordance with the standards set forth. The complete text of The Catawba College Honor Code and the operating procedures of The College Court are found in the Student Handbook.*

**13. Professional Behavior Policy:** Students in this class are future professionals. Students are responsible for all lecture materials, which will be made available to them online, and for completing all scheduled readings. Assignments in which academic honesty are in question will not be accepted. This includes utilizing resources during assessments (quizzes, exams, etc.) or collaborating with other students during the completion of such assessments. Behavior that is non-professional in nature will not be tolerated, and the student will be removed from the course and potentially the program. Please abide to the Catawba Academic Handbook and the CMHC Program Handbook for additional items regarding student behavior.

**14. Accessibility Policy:** Students with ADA-documented physical, sensory, psychological, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Catawba College Counseling and Disability Services (CDS) Office. If you have registered in a previous semester, continuation is not automatic. Action is required on your part, as accommodations are not retroactive.

**15. Course Calendar:** The following represents the scheduled agenda for each class meeting. Any changes will be announced as soon as possible.

<b>Week of Course</b>	<b>Agenda &amp; Requirements For Specific Week</b>
Week 1	Introduction to Class, Review of Syllabus, Supervision Scheduling, <b>Professional Disclosure Statement, Liability Insurance Coverage</b>
Week 2	Individual Supervision, Group Supervision, Case Conceptualization and Report Writing, <i>Chapter 8</i> , Self-Care and Professional Self-Preservation, <i>Chapter 9</i>
Week 3	<b>Case Presentations</b> , Individual Supervision, Group Supervision
Week 4	<b>Case Presentations</b> , Individual Supervision, Group Supervision
Week 5	<b>Case Presentations</b> , Individual Supervision, Group Supervision, Review of Technology (Site Specific)
Week 6	<b>Case Presentations</b> , Individual Supervision, Group Supervision
Week 7	<b>Case Presentations</b> , Individual Supervision, Group Supervision
Week 8	<b>Case Presentations</b> , Individual Supervision, Group Supervision, <b>Clinical Tape Review 1 &amp; Self-Review</b>
Week 9	<b>SPRING BREAK</b>
Week 10	<b>Student Midterm Evals (Faculty Supervisor &amp; Site Supervisor)</b> <b>Case Presentations</b> , Individual Supervision, Group Supervision,
Week 11	<b>Case Presentations</b> , Individual Supervision, Group Supervision
Week 12	<b>Case Presentations</b> , Individual Supervision, Group Supervision
Week 13	<b>Case Presentations</b> , Individual Supervision, Group Supervision
Week 14	<b>Case Presentations</b> , Individual Supervision, Group Supervision <b>Clinical Tape Review 2 &amp; Self-Review</b>
Week 15	<b>Case Presentations</b> , Individual Supervision, Group Supervision
Week 16	<b>Case Presentations</b> , Individual Supervision, Group Supervision Individual Supervision, Group Supervision, Professional Approaches to Termination and Clinical Evaluation, <i>Chapter 10</i> , Clinical Mental Health Counseling Professionalism and Career Entry Issues, <i>Chapter 11</i>

	<p style="text-align: center;"><b>NO GROUP SUPERVISION</b> <b>Student Final Evals (Faculty Supervisor &amp; Site Supervisor)</b> <b>Time Log Due</b></p>
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