



DOANE UNIVERSITY

COU 691 Internship Autumn Term, 2016

TIME/LOCATION

Lincoln campus

Tuesdays 4:00 – 5:30 or 5:30 to 7:00 pm

Wednesdays 5:00 -6:30 or 6:30 to 8:00 pm.

INSTRUCTORS

Lincoln campus

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I. Catalog Description and Credit

A supervised internship experience which emphasizes the implementation and refinement of individual and group counseling skills. The internship experience consists of a minimum of 800 hours that includes: (a) a minimum of 40 percent of direct service work with clients; (b) a minimum of one hour per week of individual supervision with the onsite supervisor; and (c) a minimum of 1 ½ hours per week of faculty supervision via weekly practicum class meetings. The internship experience is designed to provide exposure to direct service work with clients as well as to other professional activities which are a part of the daily operation of the Internship site. (Additional faculty supervision may be required as well).

II. Prerequisite(s):

To be enrolled in COU 691 a student must: (1) have successfully completed Practicum I and Practicum II and completed all required and elective course work. The exception is that with approval of the MAC program Assistant Dean, a student may be enrolled in and attending one 3 credit academic course.

1. Course as Relates to External Requirements

CACREP Standards (2016)

SECTION 3: PROFESSIONAL PRACTICE Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under

supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

ENTRY-LEVEL PROFESSIONAL PRACTICE

- A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
- C. 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.
- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
- E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

PRACTICUM

- F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
- G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

SUPERVISOR QUALIFICATIONS

- N. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.
- O. 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. 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 of 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.

- Q. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.
- R. 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 a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

- 1. FOUNDATIONS
 - a. history and development of clinical mental health counseling
 - b. theories and models related to clinical mental health counseling
 - c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
 - d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
 - e. psychological tests and assessments specific to clinical mental health counseling
- 2. CONTEXTUAL DIMENSIONS
 - a. roles and settings of clinical mental health counselors
 - b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
 - c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
 - d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
 - e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorder
 - f. impact of crisis and trauma on individuals with mental health diagnoses
 - g. impact of biological and neurological mechanisms on mental health
 - h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
 - i. legislation and government policy relevant to clinical mental health counseling
 - j. cultural factors relevant to clinical mental health counseling
 - k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
 - l. legal and ethical considerations specific to clinical mental health counseling
 - m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
- 3. PRACTICE
 - a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and

- psychological assessment for treatment planning and caseload management
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues

2. Textbook(s):

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5*. Washington, D.C: American Psychiatric Association.

Gehart, D. (2016). *Case Documentation in Counseling and Psychotherapy: A Theory-Informed, Competency-Based Approach*. Boston, MA: Cengage Learning.

Recommended Readings:

Baird, B.N. (2008). *The Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions*, Upper Saddle River, NJ: Prentice Hall.

VIII. Expectations of Students:

PRACTICUM POLICIES AND PERFORMANCE REQUIREMENTS:

The field of mental health is a challenging and rewarding profession. Like other healthcare occupations today, it is governed by a wide array of ethical as well as legal policies, laws and requirements. The Practicum student is governed by those policies and requirements in the same fashion as are any other professional who is engaged in the field of mental health practice.

Ñ A. Ethical Considerations:

It is always the professional obligation of the individual mental health practitioner in training, or ultimately as a fully licensed professional, to practice ethically. Internship students are required as a minimum to:

1. Follow and comply with all federal laws, rules and regulations and those of State of Nebraska and the Department of Health and Human Services Division of Regulation and Licensure.
2. Follow all of the principles and guidelines provided in the most current Code of Ethics as published by the American Counseling Association.
3. Inform your clients that you are a Doane College Master of Arts in Counseling intern-in-training, practicing under the supervision of (Name of) your on-site supervisor and Dr. Belau your Doane College faculty supervisor.
4. Safeguard confidentiality and right of privacy of:
 - a. Clients
 - b. Agencies
 - c. Staff
 - d. Fellow students

5. Become familiar with and proactively implement policies and practices enunciated in HIPPA, FERPA and other pertinent state and federal regulations.
6. Practice within your scope of practice and level of competence, that is, as an intern-in-training under active supervision
7. Familiarize yourself with and abide by the clinic or agency where you are interning, to include their policies and procedures.
8. In accordance with the principle of —informed consent, obtain, in advance of your work with them approval of the client (i.e., an individual, couple, legal guardian) consent to observe their treatment and/or participate in or provide direct services.

Ñ B. Attendance; Supervision Seminars and On-site Supervision

To comply with accreditation, Doane College, and state requirements:

- Practicum students are required to actively participate in a minimum of one (1) hour of supervision per week with their on-site supervisor.
- Students are also required to engage in one and one half (1½) hour each week of faculty supervision at Doane University through active participation in Practicum/Internship supervision seminar.

Practicum and Internship supervision seminars are held twice weekly: Tuesdays, from 4:00 to 5:30 pm, and 5:30 to 7:00 pm; and Wednesdays, from 5:00 to 6:30 pm, and 6:30 to 8:00 pm. Interns are *required* to attend one session (1) each week during their practicum and internship. Students are designated/assigned to a specific section of faculty supervision, and are expected to attend that session. In practical terms, each seminar is a meeting of professional colleagues reviewing and discussing case assessments, case formulations and therapeutic interventions which they are conducting or have conducted with actual clients.

It is recognized that from time to time unforeseen events may prevent an intern from attending a seminar. In the event of any absences, the student will be expected to notify the counseling office and their faculty supervision supervisor. This absence is to be made up as soon as the intern can reasonably arrange to attend one of the other seminars, either the same week, or by attending two the following week. If an intern does not attend a seminar for more than three (3) consecutive weeks they are regarded as practicing without the appropriate supervision and are immediately suspended from their practicum or internship.

Ñ C. Samples of clinical work:

See Blackboard for course expectations.

Ñ D. Professional ---Collegial Consultation

Internship students are expected be able to discuss with site-supervisors and at supervision seminars clear, concise and relevant professional descriptions of what they are learning relevant to administrative and clinical work.

During supervision, internship students are expected to regard presentations by other students and interns as a situation in which there is an explicit request for their consultation. This means that when not presenting their own case or experience, the student is to assume the role of consultant colleagues. In this role one is expected to provide critical review, commentary and evaluation of the case work, critique comments, strategies and insights presented by others during the session. Consultation includes *active* (verbal) demonstration of:

- a. An understanding of the presenter's case conceptualization and hypothesis: —Ask until you understand; confirm your understanding with the presenter to make certain you fully grasp their diagnostic hypothesis.
- b. A professional critique of the assumptions, hypothesis and intervention strategy. —Is this the most parsimonious and effective way to organize and understand the data?! Does the assessment correctly identify problem conditions and influences? Do judgments make diagnostic sense? Are there *better* alternative conceptualizations or a better functional behavior analysis or differential diagnosis?
- c. Do the presenting intern's therapeutic interventions and strategies make sense; are they clearly identified, justified. Are counseling intervention therapy strategies and technique aligned with the case formulation and case dynamics? —How does this strategy fit with the hypothesis? With best practices? With outcome based interventions? Can you offer a better fit?
- d. Outcomes: —Are these the most likely or relevant signs of progress?!

Ñ E. Writing Requirements:

See the Clinical Supervision Presentation Guidelines for specific information about writing requirements. All written assignments need to be submitted via LiveText.

IX. STANDARDS OF CONDUCT

A. General:

Doane College requires that all students adhere to the ethical principles of the counseling profession as set forth in: the American Counseling Association Code of Ethics; the regulations of the Nebraska Department of Health, Bureau of Examining Boards in accordance the Nebraska Mental Health Practice Certification Act; and the laws of the State of Nebraska and the United States of America.

Nebraska statutes prohibit independent practice in mental health by non-licensed individuals. Counselors-in-training (Practicum students and interns) must assure that they are practicing under adequate clinical and academic supervision.

Regardless of previous credentials, education or past experience when entering the MAC program, participation in a *counselor training program* indicates that the student is committed to developing a

professional identity as a mental health counselor and is intent on developing professional knowledge and skills necessary to achieve expertise in this career field.

The development of this identity and specific professional competency occurs throughout graduate-level training. It is appropriate for students, whatever their previous experience, to view themselves as counselors-in-training. Engagement in any relevant professional activities should be done in such a way that reflects and respects these commitments and maintains professional integrity.

In addition:

1. The program requires the highest standards of professional and personal conduct from all students.
2. Doane College requires each student to abide by the policies and procedures of the program and to comply with the program's standards.
3. A Practicum/Intern student, or their immediate family, may not establish or continue a therapeutic relationship with any faculty member, on-site supervisor, site training agency, program or colleague while registered in this course.
4. A student may not represent themselves as Practicum student, Intern or as a counselor-in-training unless they are *registered* in the appropriate course, and have arranged for and are actively working under the operational faculty supervision of the Director of Clinical Placement and/or Dean of the MAC Program.
5. Failure to comply with these standards of conduct will result in disciplinary action and may lead to suspension or dismissal from the program.

B. Suspension or Restriction

Conditions under which a student may be suspended or restricted include, but are not limited to instances, where: a student fails to perform the responsibilities of their practicum/internship in a professional manner, performs inadequately or conducts themselves in a manner that by any common sense standard is inimical.

Suspension and restriction will also result when a Practicum/Internship student fails to adhere to the policies and standards outlined in this course syllabus such as those stipulated in the Standards for Practicum student Conduct, and includes instances when they do not follow oral and written directives which they are given by faculty and/or on-site supervisors.

Violation of Doane College standards and policies, as they are stated in the College Catalogue or Graduate Program publications such as the MAC Student Handbook, may also result in suspension or restriction.

Students that fail to adhere to professional standards of ethics and conduct, such as those stipulated in this Syllabus and those outlined by the American Counseling Association, or if an intern violates state or federal laws and regulations.

Other instances in which suspension or restriction will occur include those where student: (a) fails to adhere to attendance requirements, such as missing three or more weeks of campus or on-site supervision; (b) fails to work successfully at an approved practicum site, including ineffective or unsatisfactory work with clients, failure to adequately demonstrate professional competency, or poor interpersonal skills and behavior.

A Practicum/Intern student will be suspended if they: (1) have failed to register for the course; (2) do not have adequate liability insurance or if there is a limitation or discontinuation of liability insurance; (3) attempt to train under an unqualified or unapproved site supervisor; (d) undertake practicum at a clinic, site or agency that has not been approved.

Suspensions or restrictions will be determined on a case by case basis by the Doane College Director of Clinical Supervision.

While suspended a student may *not* represent themselves as a Doane College Practicum/Internship student or Counselor- In-Training, may not see clients or function as a Doane College student at any mental health treatment or counseling site.

To be reinstated the student must meet with the Director of Clinical Placement and present a written request for reinstatement. The suspended or restricted student will be required to satisfactorily explain the absence, conduct, or condition of concern, and/or take other action as determined by the Director to correct any the problem that led to suspension or limitation which in the view of the Director rendered the student's practice inimical to a client, couple, family, themselves, the College, or to have been in contravention of professional standards, college or course policies.

X. General Information:

A. Administrative:

1. A student must be *registered* in the appropriate practicum course *before* undertaking any work on site; a student may not record or receive credit for practicum hours before the first day of the term in which they are registered.
2. Students must provide a copy of *current* professional liability insurance in order to register for internship.
3. Students are expected to enroll in courses for each term in person during the —Formal Registration dates for that term, as posted on the Doane College calendar.
4. A student engaged in an internship must immediately notify the MAC program of any change in insurance status. Insurance coverage must remain in force during the time the student is engaged in practicum activity. Failure to maintain active coverage or failure to immediately notify the program of change or discontinuation of insurance results in immediate suspension from the practicum.

5. MAC students must have a written, signed agreement with an internship site supervisor, on file, *before* representing themselves an internship student or student in training, and *before* working with clients or recording practicum hours.
6. To engage in an internship experience, a student must have successfully completed academic course work as specified in the Prerequisites section of this syllabus. Course work must be documented and on file in the students MAC graduate program records.
7. Three types of records are required to be kept and submitted by practicum/internship students, including Site Agreement, Performance Appraisal and Log documenting hours engaged in appropriate training activity.:
 - a. Before beginning the Internship, the student must obtain a *Site Agreement*, signed by the Site Supervisor.
 - b. When advancing to the next level, i.e., moving from Practicum I to II or to internship, at the conclusion of each phase, the student is also responsible to obtain an original written *Appraisal* of their performance, signed by the site supervisor.
 - c. Time logs, documenting ---recording attendance and participation in the official activities of the practicum must be submitted, with an original site-supervisor signature verifying the accuracy of the log.

Original copies of Agreement and Appraisal documents and logs must be signed by the site supervisor and on file in a student's records before they will be permitted to engage in or continue clinical work.

8. Upon completion of each phase (Practicum I or II), a student must submit all documentation (see above) to the MAC secretary within *two weeks* of completing their practicum hours for which credit is being requested and documented.

B. Practicum and Internship Logs

1. Accurate Record Keeping:

Each student is to keep an accurate log of the time spent in the practicum. This record is to be submitted on the Doane College forms as illustrated in the Student Handbook and/or as specified by the MAC Assistant Dean. All time spent in practicum activity is to be recorded on the form.

At least 100 hours at each level, Practicum I and II, for a total of 200 hours is required for successful completion and advancement to the internship. A minimum of forty percent (40%), or 40 hours of each practica experience, must be direct contact mental health service with a client, couple or family. Direct contact at the practicum level may include work in observation of professional therapy methods as well as actually conducting counseling jointly with a supervisor.

In addition, Practicum students must document both direct and indirect hours to include: individual supervision with the on-site supervisor that averages a minimum of one (1) hour per week; and (c) faculty supervision with their assigned section of supervision that equals or may exceed one and one half (1½) hours per week.

2. Definitions of Direct and Indirect Internship Training:

Direct Client Contact Hours are defined as those hours spent directly with clients. The purpose or goal of the client meeting is mental health counseling or psychotherapy. Each of the parties, the counselor-in-training (practicum student) and the client must understand the purpose of the meeting and that they intend to enter into a professional therapeutic relationship as defined and governed by the Ethical Code of the American Counseling Association. The student engages in *direct* meeting sessions only with and/or under supervision of a licensed practitioner.

The services provided in the client meeting are services defined and governed by Nebraska statutes which govern and regulate mental health counseling; they are services that require and can only be provided by a licensed mental health professional. Nebraska statutes regulate both the title and the practice of mental health counseling. Services that are called mental health counseling must be offered by a licensed professional, and the practice or function of professional mental health counseling without appropriate licensure or certification, no matter what it is called, is prohibited.

If a type of service is such that it can be provided by individuals who are not licensed as mental health professionals they are *not* Direct Client Contact Hours. If the services can be provided by —well trained volunteers or by skilled teachers, community service workers or case managers, by family specialists or by family support workers, by the practicum site agency definition and by state law they are not mental health counseling services and are *not* Direct Client Contact Hours.

Indirect Practicum hours are those hours required by the site or site supervisor in order for the student to be prepared for or after having provided direct client services. Some examples of Indirect Hours are: chart notes and record keeping, case conferences or staffing, chart review, client reception or telephone coverage, agency orientation or training. These are all functions directly related to providing mental health counseling services to the clients of this agency or practice. In-direct hours *do not* include hours spent at an elective training or workshop.

3. Additional discussion about —direct and indirect activities:

The Master of Arts in Counseling Program is divided into two parts. The first part of the program consists largely of academic, in-class, independent and supervised study, and involves primarily study aimed at acquiring the basic knowledge and skills of the professional mental health counselor, and the development of a personal professional identity as a counselor. The MAC academic curriculum provides the students with a comprehensive and adequate exposure to the knowledge and skills of professional mental health counseling. However, this is only an initial and basic knowledge and skill set.

The second part of the program which occurs during the Practicum and Internship focuses on helping students successfully apply and practice the knowledge and skill gained from course instruction. This second part is intended to afford opportunity to operationalize one's identity and skill by experiencing and demonstrating a high degree of sound professional competency in the delivery of mental health counseling services.

It is expected that the professional mental health counselor will continue to pursue their own professional development throughout their career; in fact that continued pursuit is required by licensing laws in all states. There is always new research and more to learn. The pursuit of knowledge is encouraged and expected of the MAC student or graduate. However, during practicum, workshops and conferences taken independently while the student is in practicum, may occur in a time frame coinciding with the course, but if they are not a direct part of the prescribed on-site training or clinic activity and/or are not a part of

the Doane curriculum ---they are regarded as a quest for knowledge and skill ---but *not* a part of the practicum. Such work is not credited to either indirect or direct practicum course hours.

4. Supervision Seminar

Study responsibility: There is a huge body of knowledge that you have explored throughout your academic course of study in the MAC program. Now, in the practicum, students have opportunity to effectively select and apply those theoretical concepts or techniques in direct work with clients and supervisors in the field, and through case presentation and consultation on campus during faculty supervised conference seminars. This professional collegial —grand rounds setting ---provides the opportunity to practice and refine and *demonstrate professional mastery* of the functions of a mental health counselor.

The on campus conference seminar is an essential element in the process. The faculty and college will carefully structure and teach within the context of the seminar, but learning and mastery is *the student's* responsibility. The opportunities afforded by cooperative collaborative consultation, with onsite supervisors, faculty and colleagues and participation in the on campus supervision session is important.

The seminar is a venue in which questions can be raised and addressed, theories analyzed, and advanced professional learning facilitated. From the perspective of the student:

You are *encouraged* to raise questions during the seminar so that inquiry will disclose where clarification is needed, and afford opportunity to add depth and resolve questions likely held by more than one person.

Your comments, personal-life experience, observations, and ideas *are* welcome and *beneficial* to everyone's learning. This is particularly true in this type seminar. However, when discussing mental health cases or individuals, whether you are referring to yourself, your family, acquaintances, or speaking about past or present cases do *not* identify who you are talking about.

It is important to recognize that the function of an informal advisor and that of a personal friend is based on personal life experience; but the function of the *professional* mental health therapist is based on —professional experience, training, extensive academic study and involves knowledge based on research, science and professional literature, not just opinion.

It is important a student be given personal attention. In addition to consultation by colleagues *during seminar* sessions, to resolve questions not clarified in seminar, or to address something that is of concern to a student, the faculty supervisor will be available after class. But because time is often congested after each session, therefore, a student may wish to make an appointment to visit with the supervisor at another time. Appointments are encouraged. If a student wishes to contact the supervisor, refer to the telephone numbers or email address listed on Page 1 of this Syllabus.

Seminar Scheduling and Cancellations: Because work at practicum sites does not follow the College academic schedule, the on-campus faculty supervised conference seminar *will* be held on a continuous basis. Except for holidays, sessions will be held weekly during and between semesters.

Should bad weather or unforeseen event cause an unexpected cancellation of a supervision session every attempt will be made to contact each student by email. Sessions can be made-up by simply attending an additional regular session in subsequent weeks. However, if it is determined that a make-up is necessary plans will be made to reschedule.

D. Official Contacts and Communication

Official correspondence and communication is sent to an intern's Doane College email address. Keep this address up-to-date, and most importantly...check your email frequently. Also you are advised to insure that the graduate office has a current phone number where you can be reached in case faculty or staff needs to contact you.

E. Time Limitation

You have selectively chosen the MAC program as the foundation for a professional career. The practicum is a rewarding, enjoyable part of your studies. It is a very challenging set of two similar courses intended to facilitate learning, professional growth and mastery. While students can work long hours and carry heavy loads of responsibility you cannot force growth. Growth happens with time, experience, thought and desire. Keep in mind that this is a professional course designed to facilitate your effectiveness as a counselor in the complex process of *identifying* and then successfully addressing the needs of *clients*.

For this reason thirty hours (30) per week is the maximum time students may spend at an internship site without becoming tired and wearing themselves out. It is usually the optimum length of time one can be engaged in intense case work and also continue to undertake collateral research and fulfill other family and academic commitments.

However, exceptions can be made on a case by case basis in which a practicum student may be authorized to log up to a maximum of forty (40) hours per week. In such cases, this is done only by permission of the MAC program Director of Clinical Supervision *after* personal conversation with the student.

XI. Basis for Intern Evaluation:

Practicums are graded on a pass, fail basis. Successful completion of the practicum is based on *demonstrated mastery of academic knowledge and skills and professional competency*. This mastery will be judged by the faculty instructor, both subjectively and objectively in a variety of ways, and will consider an student's:

- a. demonstration of professional competency in the clinical setting working directly with clients and staff
- b. as evaluated by the on-site supervisor;
- c. performance as assessed by: observation, written and oral presentations,
- d. punctuality, attendance;
- e. quality of participation in supervision conferences and;
- f. compliance with guidelines and policy contained in this Syllabus and other instructions pertaining the internship.

Practicum I, II, and Internship students will receive —feedback regarding their performance. This will occur in a variety of ways; for example:

- (1) during individual supervision sessions with on-site supervisors;

(2) in the form of seminar presentation critiques written and/or orally given to the intern by their faculty supervisor.

From time to time, formal as well as informal discussions will be held to appraise a student's performance, including strengths or concerns. These will be scheduled by the faculty supervisor and may occur during or after on-campus supervision sessions or through the medium of planned office visits. Written communication will also be a practical way to provide —feedback‖ via memorandum, letter or email.

XII. Methods of Instruction:

The Learning Method of the Practicum involves many strategies, including *observation*, *listening* and *copying* assessment practices, case formulation, treatment planning and implementation of counseling strategies with clients, families and therapy groups ---as modeled-demonstrated by on-site supervisors. Initially, in Practicum I, emphasis is focused on learning *indirect practices*, such as case management, record keeping, work within agency or clinic structures, learning procedures to work with managed care companies and developing familiarity with the myriad of support activities necessary to effectively conduct counseling in various professional settings.

Gradually, in —phases‖ it is intended the Practicum/Internship student will be given increased responsibility and assigned to participate in activity *directly with clients, families or groups* when deemed appropriate by the on-site supervisor. As the student demonstrates increasing expertise and knowledge, the supervisor will move learning activity from observing to engaging wherein the student will join with the supervisor in the conduct of therapy with clients. Eventually, the supervisor will turn more of the counseling activity over to the student who, as he/she advances in Practicum II and Internship, to a condition where the student will conduct much or most of counseling with clients, under direct observation and supervision of the site-supervisor.

In addition, Practicum I, II, and Internship students must participate in *faculty supervision* and instruction which conducted through several mediums including a weekly conferences. One conference, generally lasting one hour is held weekly on site with the practicum supervisor. The other conference, referred to as —faculty supervision‖ is also conducted weekly and held on campus. In this latter —supervision session‖ practicum students have the opportunity to gain valuable additional experience and skill development through several learning processes, two of which involve *faculty performance critiques* and *collegial consultation*.

- The faculty supervisor will observe student performance and participation, including (as the student moves into the later phase of Practicum II) presentation of cases. Each presentation will be critiqued with respect to the quality of its content and the degree to which it adheres to professional standards of practice.
- In the manner of a professional consultation, other practicum students and interns (colleagues) attending the session critique each other's presentation, agreeing with or offering alternative case analysis, treatment recommendations and counseling technique suggestions.

XIII. Academic Policy Statement:

In addition to policies and guidelines detailed in Section 5, it is important to keep in mind that academic honesty is one of the most important qualities influencing the character and vitality of Doane College. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same.

Violations of academic honesty represent a serious breach of discipline and professional conduct, and may be considered grounds for disciplinary action, including dismissal from the Master of Arts Counseling Program and from the College. Students are responsible for upholding the principles of academic honesty as they would another professional and ethical standard. Refer to:

<http://www6.Doane.edu/judaffairs/code.html>

Honest, ethical conduct during examinations dictates that individual work is mandatory. Students are required to *Turn-off* all electronic devices; cell phones, pagers and place them off the desk/table top, *out-of-sight*. Use of notes, texts or other materials during an examination, asking questions of another student or looking at other student's test paper or answers is forbidden. Violation of these directions and/or Doane College examination policies will result in an automatic failing grade for an examination where violation occurs.

XIII. Students with Disabilities Statement:

If a student has a special need addressed by the Americans with Disabilities Act (ADA) or feels a need for a particular accommodation or assistance to facilitate their effective attainment of course objectives and successful learning, please notify the instructor at the beginning of the course.

You must register as a student with a disability in the office of the Dean, Master of Arts in Counseling. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation or assistance. Refer to: <http://www.doane.edu/cs/services/disability.htm>

XIV. Civility, Respect and Classroom Etiquette:

Doane College strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between students, the instructor and various points of view.

Further, it is to be expected that the instructor will treat all students with dignity and respect –it is also expected that student will treat the instructor and other students with the same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn-off all electronic devices including cell phone, iPods, laptop computers, and note pads; 2) place all electronic equipment out-of-sight; 3) refrain from text messaging during class; 4) avoid distracting behavior, e.g., popping gum, noisy eating, clipping finder nails; 5) cease talking and side conversation when the

instructor or other students are speaking; 6) maintain respectful interactions. Finally, personal criticism, ridicule or harassment of any kind will not be tolerated.

XV. Professional Performance Evaluation:

Some of the criteria used by this course's instructor have been cited in Section X. In addition, keep in mind that Professional Performance, as assessed within the Master of Arts in Counseling program is guided by the characteristics identified in the Graduate Catalog and described in the rubrics published in the Student Handbook. The beliefs and attitudes related to the areas of *competence*, *reflection* and *caring*, are the guiding influence with the nine foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment.

XVI. Professional Identity and Theoretical Orientation

An online portfolio is maintained in the student's personal file on the LiveText website.