William Paterson University  
College of Education  
Department of Special Education and Counseling

Course of Study

**Preparing Inquiring Educators: Knowledge, Understanding, and Application**

1. **Course Title and Number of Credits:**
   CSP 687  Internship in Counseling  3 Credit Hours

2. **Course Description:**
   This course consists of the student’s final fieldwork experience. Counselor trainees continue to work in an applied setting, learning how to assess and understand the problems of clients and clients’ behavior. Audio and video taped client sessions are used to analyze the counselor trainee’s progress.

3. **Prerequisites and Restrictions:** Permission of Practicum/Internship Coordinator

4. **Course Objectives:**
   1. For the counselor trainee to complete 600 fieldwork hours to include at least 260 hours of direct client service (III.G., G.1., G.4)
   2. To develop the counselor trainees advanced counseling skills (CMH D.6.)
   3. To provide a formal evaluation of the intern’s performance in counseling in the field (school or community agency) (III.G.6.)
   4. To provide supervised counseling experience, including 1 ½ per week of group supervision and at least 1 hour per week of individual site supervision (III.G.2., G.3., G.5.)
   5. To encourage counselor self-exploration of variables that affect the counseling relationship (III.G.3.,G.5., CMH D. 9.)
   6. To promote awareness of issues with diverse clients (III. Professional Practice)

5. **Student Learning Outcomes:**

   **Students in the school concentration will be able to:**
   1. Demonstrate an ability to include individual and group classroom guidance approaches that assist students with academic, career, and personal/social development as evidenced by case write ups and tapes (SC.C.1.3.;D.2.)
   2. Demonstrate knowledge of systems theories and relationships among and between family systems, community systems, and school systems as evidenced by class discussion (SC.M.1.4.)
   3. Demonstrate an ability to form effective strategies for promoting student and family understanding of and access to community resources as evidenced by case presentations (SC.H.4; N.1.5.)
4. Demonstrates an ability to successfully consult with school personnel, families, community groups, agencies, and students in order to promote academic, career, and personal/social growth as evidenced by class discussion and case presentation (SC.M.2.4.; N.2.3.)

5. Demonstrate an ability to work with parents, guardians, families, and communities to empower them to act on behalf of their children as demonstrated by class discussion (SC.F.4.; M.5.)

6. Demonstrate an ability to conceptualize student issues based on developmental process and theories of normal and abnormal behavior as evidenced by case presentations, write ups, and tapes (SC.A.6.; D.3.)

7. Demonstrate an ability to attend to their own processes as evidenced by personal analysis logs. Includes the examination of counselor characteristics that influence helping processes. Also includes issues of transference and counter-transference (SC.D.1.)

8. Demonstrate an ability to develop five axis diagnosis based on the DSM IV-TR as evidenced by case presentations

9. Demonstrate an ability to make ethical decisions based on solid understanding of the ethical obligations of counselors as evidenced by case write ups and personal analysis logs (SC.A.2.; B.1.)

**Students in the agency concentration will be able to:**

1. Demonstrate an ability to establish appropriate client-counselor relationships as evidenced by performance on tapes

2. Demonstrate knowledge of characteristics of individuals served by different agencies that offer community counseling services as evidenced by class discussion and personal analysis logs

3. Demonstrate an ability to form effective strategies for promoting client understanding of and access to community resources as evidenced by case presentations

4. Demonstrate an ability to analyze client characteristic, including the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions and interpersonal, family and community violence as well as verbal and nonverbal behaviors and personal characteristic, orientations and skills as evidenced by tapes, case write-ups and personal analysis logs (CMH D.5.)

5. Demonstrate an ability to conceptualize client issues based on developmental process and theories of normal and abnormal behavior, including assessing for self-harm and danger to others as evidenced by case presentations, write ups, and tapes (CMH H.3.)

6. Demonstrate an ability to implement and evaluate treatment planning as evidenced by case write ups and progress notes

7. Demonstrate an ability to attend to their own processes as evidenced by personal analysis logs. Includes the examination of counselor characteristics that influence helping processes. Also includes issues of transference and counter-transference (CMH D.9.)
8. Demonstrate an ability to develop five axis diagnosis based on the DSM IV-TR as evidenced by case presentations
9. Demonstrate an ability to make ethical decisions based on solid understanding of the ethical obligations of counselors as evidenced by case write ups and personal analysis logs

6. **Course Content:**

1. Strengthening the counseling relationship
2. Understanding diagnosis based on the Diagnostic and Statistical Manual (4th ed.)
3. Managed care and counselors
4. Individualized treatment plans and individualized education plans
   a. Evaluating effectiveness
   b. Choosing appropriate treatments
5. Preparing clients for the end of the counseling relationship
6. Working with diverse populations
7. Understanding counseling limitations
8. Ethical practice in schools and agencies

7. **Teaching/Learning Methods:**

1. Reviewing audio-taped counseling sessions
2. Small group discussion
3. Role play

8. **Evaluation Methods:**

1. Evaluation of 6 audio-taped counseling sessions
2. Case write-ups
3. Personal Analysis Logs
4. Attendance and participation in counseling dyads

9. **Required Texts/Readings:**


10. **Preparer’s Name and Date:** Paula R. Danzinger, Ph.D., Fall, 1999

11. **Department Approval Date:** April, 2000

12. **Reviser(s) Name(s) and Date:** Paula R. Danzinger, Ph.D., and Karen Decker, M.Ed., Fall, 2008
    Paula R. Danzinger, Ph.D, Fall, 2003

13. **Revision Approval Date:**

14. **Bibliography:**


**15. Journals**


