

**William Paterson University**  
**CSP 6865-880 Internship Supervision**  
**Winter Session, 2023**  
**Credit: One Semester Hour**  
**Wednesday, 9:00-10:30 am via Zoom**

*Preparing Inquiring Educators for Diverse Settings: Developing Knowledge, Application, Dispositions*

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**Course Description:**

This online, synchronous course is designed to provide internship supervision to students who are **required** to continue in their internship sites during the University's winter break. Interns will meet with their supervisors via Zoom once a week for 1 ½ hours.

**Recommended Text:**

American Psychological Association. (2019). *Diagnostic and statistical manual of mental disorders* (7<sup>th</sup> ed.). Washington, DC: Author.

**Prerequisites and Restrictions:**

CSP 6860 and verification from site supervisor that continuous presence at internship site is required by internship site.

**Course Objectives:**

1. To provide continuing supervision for interns who are **required** to continue at internship site during the University's winter break
2. To provide a formal evaluation of the intern's performance in counseling in the field (clinical mental health or school setting)
3. To provide group supervision by a professional counseling faculty member
4. To provide knowledge of techniques and skills necessary in the counseling process
5. To encourage counselor self-exploration of variables that affect the counseling relationship
6. To promote awareness of issues of diverse clients

**Student Learning Outcomes:**

**Students in the Clinical Mental Health concentration will be able to:**

1. Demonstrate an understanding of the policies and laws regulating clinical mental health counseling, including preparation standards and requirements for National Certification and State licensure as demonstrated by class discussion
2. Demonstrate an understanding of the role of clinical mental health counselors in various practice settings and the relationships between counselors and other professionals, including the role of client advocacy, supervision, consultation, and referral as demonstrated by class discussion

3. Demonstrate an ability to implement and evaluate treatment planning as evidenced by progress notes
4. Demonstrate an ability to conceptualize client issues based on developmental process and theories of normal and abnormal behavior as evidenced by case presentations
5. Demonstrate an ability to formulate client and problem description, psychosocial history, mental status, and assess for self-harm and danger to others as evidenced by class discussion and Personal Analysis logs
6. Demonstrate an ability to examine one's own strengths and limitations as a mental health counselor and to seek appropriate supervision when appropriate as evidenced by class discussion and Personal Analysis Logs
7. Demonstrate an ability to examine client characteristics, including the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions and interpersonal, family and community as demonstrated by personal analysis logs and class discussion
8. Demonstrate an ability to make ethical decisions based on solid understanding of the ethical obligations of counselors as evidenced by personal analysis logs

#### **Professional Standards Alignment: Clinical Mental Health Concentration**

<b>CACREP Core Standard</b>	<b>School Standard</b>	<b>Clinical Mental Health Standard</b>	<b>Student Learning Outcome</b>	<b>Assessment Activity</b>
2.F.1.g.		5.C.2.k.	Demonstrate an understanding of the policies and laws regulating clinical mental health counseling, including preparation standards and requirements for National Certification and State	Class discussion
2.F.1.b. 2.F.1.c. 2.F.1.e.		5.C.2.a. 5.C.2.e. 5.C.3.d.	Demonstrate an understanding of the role of clinical mental health counselors in various practice settings and the relationships between counselors and other professionals, including the role of client advocacy, supervision, consultation, and referral	Class discussion
		5.C.3.b.	Demonstrate an ability to implement and evaluate treatment planning	Personal Analysis Logs Class discussion
		5.C.1.c.	Demonstrate an ability to conceptualize client issues based on developmental process and theories of normal and abnormal behavior	Case presentations
		5.C.3.b.	Demonstrate an ability to assist client in identifying goals	Class discussion

2.F.5.h.		5.C.3.a.	Demonstrate an ability to formulate client and problem description, psychosocial history, mental status, and assess for self-harm and danger to others	Class discussion Personal Analysis Logs
2.F.1.k. F.1.l. 2.F.1.m.			Demonstrate an ability to examine one's own strengths and limitations as a mental health counselor and to seek appropriate supervision when appropriate	Class discussion Personal Analysis Logs
2.F.2.d.		5.C.2.j.	Demonstrate an ability to examine client characteristics, including the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions and interpersonal, family and community	Class discussion Personal Analysis Logs
		5.C.2.l.	Demonstrate an ability to make ethical decisions based on solid understanding of the ethical obligations of counselors	Personal Analysis Logs

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

1. Demonstrate an understanding of the policies and laws regulating school counseling, including requirements for National Certification and State certification as demonstrated by class discussion.
2. Demonstrate an understanding of the role of school counselors in different academic levels (P-12) settings and the relationships between counselors and other professionals, including the role of client advocacy, supervision, consultation, and referral as demonstrated by class discussion
3. Demonstrate an ability to implement intervention plans and services as evidenced by class discussions, and personal analysis logs.
4. Demonstrate an ability to conceptualize client issues based on developmental process and theories of normal and abnormal behavior as evidenced by case presentations
5. Demonstrate an ability to formulate client and problem description, psychosocial history, mental status, and assess for self-harm and danger to others as evidenced by class discussion and Personal Analysis logs.
6. Demonstrate an ability to examine one's own strengths and limitations as a school counselor and to seek appropriate supervision when appropriate as evidenced by class discussion and Personal Analysis Logs.
7. Demonstrate an ability to examine client characteristics, including the effects of socioeconomic status, gender, culture, race, ethnicity, chronic illness, developmental transitions and interpersonal, family and community as demonstrated by personal analysis logs and class discussion.
8. Demonstrate an ability to make ethical decisions based on solid understanding of the ethical obligations of school counselors as evidenced by personal analysis logs.

## Professional Standards Alignment School Concentration

CACREP Core Standard	School Standard	Clinical Mental Health Standard	Student Learning Outcome	Assessment Activity
2.F.1.g.	5.G.2.l.		Demonstrate an understanding of the policies and laws regulating school counseling, including requirements for National Certification and State certification.	Class discussion
2.F.1.b. 2.F.1.c. 2.F.1.e.	5.G.1.d. 5.G.2.a. 5.G.2.k. 5.G.3.l.		Demonstrate an understanding of the role of school counselors in different academic levels (P-12) settings and the relationships between counselors and other professionals, including the role of client advocacy, supervision, consultation, and referral.	Class discussion
	5.G.2.e.		Demonstrate an ability to implement intervention plans and services.	Personal Analysis Logs Class discussion
	5.G.3.f.		Demonstrate an ability to conceptualize client issues based on developmental process and theories of normal and abnormal behavior.	Case Presentations
2.F.5.h.	5.G.2.g.		Demonstrate an ability to formulate client and problem description, psychosocial history, mental status, and assess for self-harm and danger to others.	Class discussion Personal Analysis Logs
2.F.1.k. 2.F.1.l. 2.F.1.m.			Demonstrate an ability to examine one's own strengths and limitations as a school counselor and to seek appropriate supervision when appropriate.	Class discussion Personal Analysis Logs
2.F.2.d.	5.G.3.h.		Demonstrate an ability to examine client characteristics, including the effects of socioeconomic status, gender, culture, race, ethnicity, chronic illness, developmental transitions and interpersonal, family and community.	Class discussion Personal Analysis Logs
	5.G.2.n.		Demonstrate an ability to make ethical decisions based on solid understanding of the ethical obligations of school counselors.	Personal Analysis Logs

**Graduate Student Responsibilities:** The following is a general list of expectations for Professional Counseling students:

Graduate Students in the Professional Counseling Program at William Paterson University responsibilities include, but are not limited to:

- Materials as outlined on course syllabi
- Knowing semester schedules, assignment due dates and times, class meeting times, and classroom locations
- Independently obtaining any materials, content, or assignments missed due to class absence or late arrival
- APA formatting
- Graduate level writing skills (i.e. research papers, literature, reviews, online postings). This includes spelling and grammar.
- Dispositions appropriate for the counseling profession

## Standards of Academic Conduct

As an academic institution committed to the discovery and dissemination of truth, William Paterson University expects all members of the University community to conduct themselves honestly and with professional demeanor in all academic activities. William Paterson University has established standards of academic conduct because of its belief that academic honesty is a matter of individual and University responsibility and that, when standards of honesty are violated, each member of the community is harmed. Violations of the Academic Integrity Policy include, but may not be limited to, the following examples: Plagiarism, lying, cheating, collusion, and other concerns. Resolution of violations include, but are not limited to: Resubmission of the assignment in question, failure of the assignment, failure of the course (**It should be understood that failure of a course with a grade less than a C in the Professional Counseling Program constitutes dismissal from the program**), withdrawal from the course with no credit received, the imposition of other appropriate penalties with the consent of the student, and recommendation to the President of suspension or expulsion from the University. For the complete policy, please see the Academic Integrity Policy at <http://www.wpunj.edu/academics/graduate-studies-and-research/academic-policies.dot>

## Statement on Disabilities

It is the policy of the College of Education at William Paterson University to create inclusive learning environments where all students have maximum opportunities for success. To that end, assistance is provided through the Academic Support Center in Raubinger Hall (973-720-3324), and the Writing Center in Room 128 in the Atrium (973-720-2633). In addition, if aspects of the instruction or design of this course create barriers to your full participation or to an accurate assessment of achievement, such as time-limited exams, it is the responsibility of the student to identify him/herself and request assistance from the Accessibility Resource Center and to provide the instructor with a list of accommodations approved by the Accessibility Resource Center. Accommodations are mandated by the Americans with Disabilities Act. If you have a disability, or suspect that you have a disability, the first step is to contact the Accessibility Resource Center in Room 134 University Commons/Speert Hall (973-720-2853) and <http://ww2.wpunj.edu/student-services/disability>. Appropriate accommodations will be generated based upon evidence of a documented disability. Please be aware that students with disabilities are responsible for meeting the same standards for mastery of course content as students without disabilities.

## Course Requirements:

1. **Weekly supervision.** Per CACREP requirements for individual or triadic supervision during Internship, we will meet each week for group supervision.
2. **Contact with site supervisor.** I will be communicating with your site supervisor at regular intervals to discuss your progress at your site.
3. **Personal Analysis Log (PAL).** PALs are to be made once a week. The PAL should include how you felt about the activities in the class, your reaction to site placement, your reaction to working with students/clients and any other pertinent reactions to your position as a counselor intern. Your feelings are to be expressed and analyzed. The purpose of the PAL is to help you track your progress over the semester in terms of self-awareness and comfort level with the counseling process. Entries should be no longer than two pages in length. You must email the PALs to me once a week. The PAL must be received by me no later than 11:59 pm on Sundays. PALs will not be graded on content but will be assessed on process. If you miss a class you will still be responsible for a PAL entry for that week. If for some reason you are not able to send a PAL, you must speak to me about this before the PAL is due.

4. **Dispositions and participation-** The Professional Counseling Program expects our graduate students to exhibit appropriate professional dispositions. Students will be assessed on these dispositions at the end of the semester (see Course Documents for Disposition Rating Form). One part of professional dispositions is active participation in class discussion, group activities, and roll play, as well as regular attendance in class. If you must miss a class, please contact us before the missed class. It is expected that students will be in class at the scheduled start time. Arriving late for class is disruptive and disrespectful to the other members of the class. While it is understandable that there are times when unexpected circumstances might delay your arrival, lateness will be considered as a factor in this part of your grade.

**Grading:**

This course is a pass/fail course. Your grade will reflect attendance and participation in seminar, the PALs, and your case presentations.

**Course Outline:**

**Note:** The instructor of this course reserves the right to alter or make changes to this syllabus as needed. \*All assignments are due at the start of the class indicated

<b>Date:</b>	<b>Topic</b>	<b>Assignments Due</b>
<b>12/20</b>	Your responsibilities as a counseling intern Group Supervision  *This class will take place via Zoom.	
<b>12/27</b>	Group Supervision	
<b>1/3</b>	Group Supervision	
<b>1/10</b>	Group Supervision	
<b>1/17</b>	Group Supervision	
<b>1/24</b>	Group Supervision Termination	

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