

**FAYETTEVILLE STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
PSYCHOLOGY
PSYC 681 Group Supervision in Counseling Internship**

I. LOCATOR INFORMATION:

INSTRUCTOR: Mei-Chuan Wang, Ph.D.

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Office: Nursing Education and Research Center, Room 221

Office phone: 910-672-2289

Office hours: Monday 9:00-3:00 and Tuesday 10:00-12:00, or by appointment

COURSE PREREQUISITES: Masters level major in Counseling, PSYC 680, and PSYC 682

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. COURSE DESCRIPTION:

Advanced supervised counseling experiences in community services/agencies. To be taken in conjunct with PSYC 681 Counseling Internship. Weekly seminars for consultation and discussion with a supervisor on such topics as professional ethics, cross-cultural Counseling, Enhancing treatment compliance, professional and client interaction, and confidential communication.

III. DISABLED STUDENT SERVICES:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Required Course Reading Materials/Textbooks:

Codes of ethics for the helping professions (3rd ed.). (2007). Belmont, CA: Brooks/ Cole.

American Psychological Association. (2002). American Psychological Association ethical principles of psychologists and code of conduct. <http://www.apa.org/ethics/code/index.aspx>

Ridley C. R., Mollen D., Kelly S. (2011). *Beyond microskills: Toward a model of counseling competence. The Counseling Psychologist, 39, 825-864.*

U.S. Department of Health and Human Services (1999). *Mental Health: A Report of the Surgeon General—Executive Summary*. Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health

Services Administration, Center for Mental Health Services, National Institutes of Health, National Institute of Mental Health.

U.S. Department of Health and Human Services. (2001). *Mental Health: Culture, Race, and Ethnicity—A Supplement to Mental Health: A Report of the Surgeon General*. Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services
Surgeon General David Satcher's Report on Mental Health; Children's Mental Health

Ponterotto, J.G. (2010) Multicultural personality: An evolving theory of optimal functioning in culturally heterogeneous societies, *The Counseling Psychologist*, 38 , 714–760.

V. STUDENT LEARNING OUTCOMES:

Through extensive practice of counseling and integration of theory and processes, upon completion of this course, students will be able to:

- Understand of and commitment to professional and social responsibility as defined by statutes of the APA/ACA ethical codes of the profession. The capacity to conceptualize human problems.
- Have awareness of the full range of human variability.
- Understand of one's own personality and biases and of one's impact upon others in professional interaction.
- Demonstrate skills in relevant interpersonal interactions such as systematic observation of behavior, interviewing, psychological testing, psychotherapy, counseling and consultation.
- Contribute to current knowledge and practice.
- Practice working "intentionally" to enhance the factors associated with client improvement.
- Understand the principles directing the management of mental health services, advocacy,
- Demonstrate skills in record-keeping, treatment planning, and the bases for referral.

VI. COURSE REQUIREMENTS AND EVALUATION CRITERIA:

1. The course is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area.
2. During the placement, students are in the field for 600 clock hours. Students are assigned to mental health agencies and supervised by experienced mental health professionals. Spend a minimum of 600 hours engaged in internship activities. Two hundred forth (240) of these hours should involve providing direct client service. This includes but is not limited to the provision of individual psychotherapy, group psychotherapy, intake interviews, psychological assessment, and career counseling. The remaining hours should be spent in preparation for clients, client related paperwork, reviewing sessions, team or staff meetings, outreach, continuing education, and supervision.
3. Students should obtain appropriate professional liability insurance through the ACA or APA Student Plan prior to enrollment in this course.
4. Students should complete and turn in an internship agreement, signed by the site supervisor and me. This agreement specifies clinical services to be performed during internship.
5. Students will complete the internship goals and learning activities form for the current internship. These goals/activities are to be written and submitted to the supervisor and discussed in class. The contract should define areas of growth and goals that are professionally applicable.
6. Attend weekly one hour face-to-face individual supervision provided through the University and the internship site.
7. Attendance and preparation for the internship seminar (3 hours weekly group supervisor). Students are expected to attend all class sessions except in case of illness or emergency. Students are expected to be punctual. Students will receive a grade of "unsatisfactory" if students miss more than **three** group supervision

meetings.

8. Students are expected to participate in class discussion in a respectful manner, offering feedback that is both supportive and challenging. In addition, students are expected to maintain confidentiality of class discussions
9. Keep a log that records the time spent in the field setting, and includes weekly descriptions of activities. Logs will be reviewed and signed by the site coordinator and forwarded to the faculty supervisor by the student.
10. Maintain accurate case notes of counseling contacts.
11. **Case presentation:** Each semester, students will present one detailed case conceptualization(s) for class discussion with a video or audio taped session. This case conceptualization should be written to include information regarding your client's psychosocial history, presenting concern(s), your theoretically based conceptualization of issues and their causes, therapeutic strategies employed, a proposed "treatment plan" for where you would like the client to be in another 3 sessions (goals) and what the you plan to do to help the client reach those goals, and specific questions for feedback and discussion with peers and supervisor. One page of single-spaced handout should be prepared and provided to the class in the presentation day.
12. **Research presentation:** Students will review treatments in one special interest area (college students, military family, PTSD, substance abuse etc). Students will review at least five articles and/or one book on an empirically based intervention. Students will provide a 3 page handout for each classmate in the presentation day. The presentation will be 30 minutes long.
13. **Practice sessions:** students will engage in skills training and role play sessions throughout the semester.
14. **Feedback:** It is important that the internship be a supportive, growth enhancing experience. Thus, students should come to class prepared to work on issues critical to provision of services, professional growth and personal growth. It is important that students feel free and comfortable to discuss issues without ridicule, harassment, or fear of retribution. Although feedback and discussion may be uncomfortable at times, all internship students should provide feedback in constructive and growth-enhancing ways.

COURSE EVALUATION

This course is graded on a satisfactory or unsatisfactory scale. Satisfactory grades reflect completion of ALL course requirements and satisfactory evaluation from both on-site and university supervisors.

FSU Policy on Disruptive Behavior in the Classroom

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will "prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations." Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices

4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct the student to cease disruptive behavior.
2. Direct the student to change seating location.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss from class for the remainder of the period (must be reported to department chair.)
5. Lower the student's final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member's department chair.

- VII. Academic Support Resources:** Blackboard Assistance is available 24/7, by calling 910.672.2085 and "Press 1" -OR- 1-866-224-7891 -OR- click on [Online Blackboard Help](#). Students may find their account/password info at the following location: [Students - Look up your new account info and e-mail address](#) Or <https://forms.uncfsu.edu/departments/ITTS/studentemail/index.cfm>

VIII. COURSE OUTLINE AND ASSIGNMENT SCHEDULE

8/22 Week 1: Syllabus review

- Goals and objectives of internship training. Internship as learning by doing. Supervisor as director, supervisor as mentor. Learning about yourself as a counselor. Developing a support system. Supervision Schedule and Log.

8/29 Week 2: Professional ethics

- Principles and guidelines for responsible practice. Diversity awareness. Professional development. Development of peer relations, peer network. Sharing expertise, consultation.
- Reading and discussion: American Counseling Association (2005). Code of ethics; APA- Ethical Principles of Psychologists and Code of Conduct. Bring in information on your agency's standard operating procedures manual to share with your fellow students.

9/5 Week 3: Labor Day--No class meeting

9/12 Week 4: The mental health system

- The private and public sectors. Principles and practices for establishing and maintaining solo and group practice. Managed care.
- Reading and discussion: *Surgeon General David Satcher's Report on Mental Health, Chapter 2, Overview of Mental Health Services*. Chapter 6, Organizing and Financing Mental Health Services

- Research presentation 1

9/19 Week 5: Cross-cultural Counseling

- Developing awareness of the complexity of cross-cultural counseling.
- Reading and discussion: *The Surgeon General's Report on Minority Mental Health, Chapters 1, Introduction; NIMH Agenda for Minority Mental Health*
- Ponterotto, J.G. (2010). Multicultural personality: An evolving theory of optimal functioning in culturally heterogeneous societies, *The Counseling Psychologist*, 38, 714–760.
- Research presentation 2

9/26 Week 6: Indirect service provision: Community needs assessment, program development and implementation.

- Program evaluation. Mental health consultation, education, information, and community organization. Health promotion, advocacy, outreach, and prevention. Augmenting diversity in mental health settings.
- Reading and discussion: *Surgeon General David Satcher's Report on Mental Health, Chapter 2, Sections Overview of Consumer and Family Movements and; Some Notes on Advocacy*; In reference to the readings, which advocacy issues present themselves for attention at your agency?
- Research presentation 3

10/3 Week 7: Direct service provision: Conducting intake and history interviews in your agency. Identifying Axis I&II-related disorders for diagnostic and treatment purposes. Treatment planning. Establishing objectives for time-limited treatment contracts. Assessing goal attainment.

- Reading and discussion: the general structure of the *Diagnostic and Statistical Manual-IVtr*; the website on *Psychiatric Drug Information* <http://www.nimh.nih.gov/health/publications/mental-health-medications/complete-index.shtml>)
- *Skills training/Role play1*

10/10 Week 8: Skills training

- Skills training: where we are in terms of counseling competence and skills?
- Reading and discussion: *Ridley C. R., Mollen D., Kelly S.(2011). Beyond microskills: Toward a model of counseling competence. The Counseling Psychologist*, 39, 825-864.
- *Skills training/Role play 2*

10/17 Week 9: Collaborative focus this week: Enhancing treatment compliance.

- Working with family members. Working with psychiatrists and other physicians. Working with a pastoral counselor. Working within a multidisciplinary treatment team. Biopsychosocial v. medical models of treatment. Working with groups.
- Discussion: *If you work in an agency setting, you may already have experienced working collaboratively with other professionals. What goes on in your treatment teams? How are they structured? Do you feel you can share your opinion?*
- *Skills training/Role play3*

10/24 Week 10: What makes cases difficult? Making requests for consultation

- Referral of cases. Transitions. Burn-out prevention. Warning signs in counseling.
- Discussion: *How are you feeling when you are on your site? Anxious? Nauseous? Threatened? Talk about it.*
- *Skills training/Role play 4*

10/31 Week 11: Family therapy, Marital therapy, Domestic violence

- Readings and discussion: TBD
- *Skills training/Role play*⁵

11/7 Week 12: Homosexuality and Religion

- Reading and discussion from the *APA on Sexual Orientation* (<http://www.apa.org/helpcenter/sexual-orientation.aspx>). *Be ready to refer to the readings in our discussion on issues surfacing in your cases with a family focus, e.g., elderly parent transitions, violent alcoholic spouse, abusive parent, parent-teen conflict, new parent woes, child neglect, blended family, "mixed" children, grandparent caregivers, etc.*
- *Skills training/Role play*⁶

11/14 Week 13: HIV and AIDS issues in mental health settings

- Reading and discussion: *AIDS Counseling Before and After 1996*; and *HIV Office for Psychology Education (HOPE)* (<http://www.apa.org/pi/aids/programs/hope/sponsor.aspx>) *With reference to the readings, what are some of the special ethical considerations for mental health professionals working with HIV+/AIDS clients? How do you feel about counseling infected drug users, pregnant HIV+ prostitutes, or patients asking your assistance for suicide in their final days?*
- *Case Presentation 1*

11/21 Week 14: Group Therapy

- Reflections on the therapeutic process and counselor awareness of self. *With reference to the reading, describe your "finest" and your "darkest" hour during your placement this semester. How do you feel about your work? What kind of language do you find yourself using to describe your experience?*
- *Case presentation 2*

11/28 Week 15: Debriefing

- *Case presentation 3*

12/5 Week 16: Final evaluation due

- All required signatures for forms and records should be obtained in a timely fashion. Students are encouraged to attend local and state counseling association meetings to network with professionals in the field.

Caveat: The course syllabus provides a general plan for the course; deviations may be necessary

IX. Teaching Strategies: This course will be taught using lectures, readings, case and research presentations, group discussions, and experiential exercises. Copies of the syllabus, lecture notes, readings, and presentations may be made available through the Blackboard site for the course. Assignments may also be provided through Blackboard.

X. Bibliography

Baird, B. N. (1999). *The Internship, Practicum, and Field Placement Handbook*. 2nd Ed. Upper Saddle River, NJ:

Prentice Hall.

- Brew, L., & Altekruze, M.K. (2006). *Building the Relationship: Common Errors in helping*. Belmont, CA: Thomson Brooks/Cole.
- Faiver, C., Eisengart, S., & Colonna, R. (1995). *The counselor intern's handbook*. Pacific Grove, CA: Brooks/Cole.
- Gambrill, E. (2005). *Critical Thinking in Clinical Practice*, 2nd Ed. Hoboken, NJ: John Wiley.
- Goldfried, M. R. (Ed.) (2001). *How Therapists Change: Personal and Professional Reflections*. Washington, D.C.: Am. Psychological Assoc.
- Prochaska, J.O., Norcross, J.C., & Diclemente, C.C. (1994). *Changing for good*. NY: Morrow.
- Seligman, M.E.P. (1994). *What you can change & what you can't*. NY: Knopf.
- Senge, P.M., *The fifth discipline*, (1990) New York: Doubleday Currency.
- Senge, P.M., et al (1999). *The dance of change*. New York: Doubleday Currency.
- Skovholt, T.M., & Ronnestad, M. H. (1992). *The Evolving Professional Self*. New York: John Wiley.
- Tryon, G.S. (Ed.). (2002). *Counseling based on process research: Applying what we know*. Boston: Allyn & Bacon.

MHC COUNSELING TECHNIQUES

- Halbur, D. A., & Halbur, K. V. (2006). *Developing Your Theoretical Orientation in Counseling and Psychotherapy*. Boston: Pearson.
- Hess, A.K. (Ed.) (1980). *Psychotherapy Supervision: Theory, Research, and Practice*. New York: John Wiley & Sons.
- Hoffman, L.W. (1990). *Old Scapes, New Maps*. Cambridge, MA: Milusik.
- Howard, G.S., Nance, D.W., & Myers, P. (1987). *Adaptive Counseling and Therapy*. San Francisco: Jossey-Bass.
- Ingram, B. L. (2006). *Clinical Case Formulations: Matching the Integrative Treatment Plan to the Client*. NY: John Wiley.
- Kleinke, C.L. (1994). *Common principles of psychotherapy*. Pacific Grove, CA: Brooks/Cole.
- Levy, D. A. (1997). *Tools of Critical Thinking: Metathoughts for Psychology*. Long Grove, IL: Waveland.
- McClam, T., & Woodside, M. (1994). *Problem solving in the helping professions*. Pacific Grove, CA.: Brooks/Cole.
- Morrisette, P.J. (2001). *Self-Supervision: A Primer for Counselors and Helping professionals*. NY: Brunner-Routledge.
- Nance, D.W., et al (1995). *How Therapists Act*. Washington, D.C.: Accelerated Development.
- Presbury, J.H., Echterling, L.G., & McKee, J.E. (2002). *Ideas and tools for brief counseling*. Upper Saddle River, NJ: Merrill Prentice Hall.