Ed 647 and 648 Internship in Counseling Practice and Legal and Ethical Issues
2018-2019
Instructors: Grace Kirchner, Heidi Morton and Betsy Gast
E-mail: kirchner@pugetsound.edu; hmorton@pugetsound.edu; bgast@pugetsound.edu
Phone: (253) 879-3785 (Grace); (253)-879-2696 (Heidi) (253) 879-3804 (Betsy)

COURSE DESCRIPTION
Ed 647/648 consists of three activities:
1) a field-based internship in a school or mental-health related setting,
2) a yearlong practicum seminar in which small groups of interns review, evaluate, and receive feedback on recordings of counseling sessions and activities and discuss issues that arise on their internships, and
3) didactic sessions in which topics such as legal and ethical issues and professional standards and guidelines are discussed.

The practicum seminar requires that interns provide material upon which to receive consultation and feedback. We expect that interns will present recordings of their work frequently. Interns should come prepared to discuss their assessment of the problem, situation(s), or issue(s), the intervention or interventions they have attempted or plan to attempt, evaluation of progress including modifications to interventions and what aspects of their work they would like to receive feedback on. Recordings may be made of any counseling activity, including individuals, groups, and classrooms.

It is expected that most of the recorded material will be generated at the internship site, but interns are encouraged to volunteer to counsel with campus referrals. In the case of campus referrals, interns will conduct intake interviews with prospective counselees (instruction given in class and on Canvas website) and may decide, after consultation with their group and the instructor, to begin counseling or refer the counselee. Each counseling session should be recorded and subsequently reviewed by the practicum supervisor and fellow interns for appropriate application of diagnostic principles (including application of the DSM-V), development of the therapeutic alliance, treatment planning, and counseling skills.

Interns should note that the American Counseling Association (ACA) is currently recommending that you purchase your own personal liability insurance. Membership in ACA and ASCA, the American School Counseling Association, provide some liability coverage.

PROGRAM GOALS AND COURSE OBJECTIVES
The following program goals are addressed over the course of the year:
1. To prepare counselors who are reflective, collaborative, and justice-oriented scientist practitioners.

3. To prepare counselors who critically and intentionally utilize multiple theories of counseling and human development and multiple sources of evidence to inform and develop their own practice and to promote growth and positive change.
4. To prepare counselors who interrogate their own biases and social location to actively pursue culturally responsive practice and to contribute collaboratively to the ongoing work of equity.

OUTLINE OF CONTENT AND SCHEDULE OF COURSEWORK

During the first few class sessions, we will discuss general concerns related to the internships and structure of the class as well as legal and ethical issues and various policies and legislation that pertain specifically to counseling. Evaluation of mastery of this material will be accomplished through a written examination given during finals week of fall semester. Study guides will be posted on Canvas prior to the exam. All reading assignments should be completed prior to that time. The remainder of the year will be spent reviewing material gathered on your internship or acquired through work with campus referrals.

August 29
Orientation
Students schedule first site visit with field supervisor and Puget Sound supervisor. Visits must be completed by Thanksgiving.

September 5- October 3
Legal and Ethical Issues, Professional Standards and Guidelines
Read Required Text

October 10
Mentor Orientation – Field supervisors meet with faculty and students on campus to provide feedback on the mentor evaluations forms.

October 17– December 5 will be spent in small group consultation.

November 21
Thanksgiving Break – no class.

December 5
Students schedule second site visit for spring semester.

December 12
Written Examination on Legal and Ethical Issues.

January 9
Mentor evaluations due.

January 23
Small group consultation continues weekly throughout spring semester. Sign up for date of case presentation. Additional site visits as needed must be scheduled and completed by last day of finals week. Inform instructors of anticipated date of completion of field placement, so evaluation rubrics can be sent to field supervisors.

January 30
Career and Employment Services personnel discuss job search process.

April 10
Panel of recent graduates discusses the job search process.
Draft of Professional Growth Plan due; submit electronically.

May 8
Printed, signed Professional Growth Plan due.

May 15
Final class meeting and celebration

TEXTS - REQUIRED READING

REQUIREMENTS AND EVALUATION
Course grades will be based on the following indicators:
1. Instructor evaluations and feedback from mentors. (75% of grade in both fall and spring)
2. Written exam given at the end of fall term. (25% of fall grade)
3. Written case report and presentation. (25% of spring grade)
4. Professional Growth Plan (ungraded, but acceptable plan must be submitted to complete Ed 648) *
5. Interns are expected to behave in a professional and ethical manner at all times. Both the university and the internship site reserve the right to remove an intern from a field site at any time and without prior notice. Typically such an action would be taken only when there is evidence of severely inadequate performance or for an ethical violation. The intern has the right to appeal such decisions by contacting the Dean of the School of Education. The Dean will inform the intern of the next steps in the appeal process. An intern who is removed from the field placement normally will receive an "F" or "fail" at the end of the grading period. Questions about this policy should be addressed to the instructor.

* It is the student's responsibility to ensure that material submitted electronically has been received. If you do not receive confirmation of receipt, please contact the instructor.
BIBLIOGRAPHY
Additional sources of information include:

ACA Code of Ethics (2014)


CACREP STANDARDS ADDRESSED IN THIS CLASS

| F1f. professional counseling organizations, including membership benefits, activities, services to members, and current issues |
| F1g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues |
| F1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling |
| F1j. technology’s impact on the counseling profession |
| F1k. strategies for personal and professional self-evaluation and implications for practice |
| F1m. the role of counseling supervision in the profession |
| F5k. strategies to promote client understanding of and access to a variety of community-based resources |
| F5i. suicide prevention models and strategies |
| F1m. the role of counseling supervision in the profession |
| F5k. strategies to promote client understanding of and access to a variety of community-based resources |
| F5i. suicide prevention models and strategies |
| C2k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling |
| C2l. legal and ethical considerations specific to clinical mental health counseling |
| C2m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling |
| G2n. legal and ethical considerations specific to school counseling |
| G3g. strategies to facilitate school and postsecondary transitions |
| G3i. approaches to increase promotion and graduation rates |
OTHER IMPORTANT INFORMATION PERTAINING TO ALL OF YOUR CLASSES

CLASSROOM EMERGENCY RESPONSE GUIDANCE

Please review university emergency preparedness, response procedures and a training video are posted at www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie down on the floor, away from doors and windows. Place cell phones and pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

NAMES AND PRONOUNS
We want to call you by what you consider your name, no matter what the official roster might tell us. Similarly we want to use pronouns appropriate to your gender. Please inform us if you want us to refer to you differently than the official record.

OFFICE OF ACCESSABILITY AND ACCOMMODATIONS
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

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