

**CNED 794A: Master’s CMH Internship (3 credits)  
 Spring 2023**

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**Class Day:** Wednesdays  
**Class Hours:** 8:00-9:30a  
**Location:** Morrill 214  
**Office Hours:** By Appointment

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**Office Hours:** By Appointment

**COURSE INFORMATION**

The purpose of Master’s Internship is to integrate knowledge, skills, and dispositions into professional practices. Internship is an experiential course, which includes the practice and application of counseling techniques with individuals, small groups, couples, and families. Counselor-trainees provide supervised counseling for clients at faculty-approved agencies.

**Course Requirement and Prerequisites**

Prior to enrolling in Internship, students must submit an application for faculty review and have successfully completed CNED 794: Master’s Practicum.

**Course Objectives/Outcomes, CACREP Standards, and Assessments**

Learners will gain knowledge and skills in the following areas outlined by the 2016 CACREP-Standards:

Objectives/Outcomes	CACREP Standards	Learning Outcome Assessments
<p><b>Professional Practice:</b> Learners will apply knowledge and skills necessary for client growth and welfare and to evaluate their effectiveness based on measurable outcomes</p> <ol style="list-style-type: none"> <li>Learners will demonstrate counseling skills necessary for effective therapeutic conversations and relationships with clients</li> <li>Learners will perform counseling work function within a structured setting and assume the roles and responsibilities of a professional staff member based on the policies and procedures outlined at their internship placement and the Clinical Mental Health Internship Handbook</li> <li>Learners will complete supervised counseling practicum experiences that total a minimum of 600 hours with at least 240 hours of direct service with clients</li> <li>Learners will develop and implement effective treatment plans when working with diverse clients that demonstrate skills in</li> </ol>	<p>III.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</p> <p>III.D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship</p> <p>III.J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in toles and settings with clients relevant to their specialty area</p> <p>III.K. Internship students complete at least 240 clock hours of direct service</p> <p>II.F.5.g Essential interviewing, counseling, and case conceptualization skills</p>	<p>Case Presentations</p> <p>Mid-term Evaluation</p> <p>Final Evaluation</p> <p>Individual and Group Supervision</p> <p>Community Service</p> <p>Creative Project</p>

Objectives/Outcomes	CACREP Standards	Learning Outcome Assessments
<p><i>assessment</i>, case management, technology use, and case conceptualization</p>	<p>II.F.8.e Evaluation of counseling interventions and programs</p> <p>V.C.2.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)</p> <p>V.C.2.e Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders</p> <p>V.C.2.m Record keeping, third-party reimbursement, and other practice and management issues in clinical mental health counseling</p> <p>V.C.3.a Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</p> <p>V.C.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues</p>	
<p><b>Professional Development:</b> Learners will demonstrate dispositions, including conduct and attitudes, congruent with the development of a professional counselor</p> <ol style="list-style-type: none"> <li>1. Learners will incorporate supervisory feedback to assist clients and promote their own developmental growth</li> <li>2. Learners will develop an individualized approach to counseling that incorporates their strengths and beliefs consistent with ACA ethical guidelines</li> <li>3. Learners will implement ethical standards of the counseling profession (e.g., ACA, NBCC) and state regulations</li> <li>4. Learners will maintain professional counseling association memberships (e.g., NDCA, ACA, etc.)</li> <li>5. Learners will maintain liability insurance from ACA</li> </ol>	<p>III.A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship</p> <p>III.L. Internship students have weekly interaction with supervisors that averages one hour per peer of individual and/or triadic supervision throughout the practicum by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member</p> <p>III.M. Internship students participate in an average of 1 ½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervision who is under the supervision of a counselor education program faculty member</p> <p>II.F.1.i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</p>	<p>Case Presentations</p> <p>Mid-term Evaluation</p> <p>Final Evaluation</p> <p>Individual and Group Supervision</p> <p>Community Service</p> <p>Creative Project</p>

Objectives/Outcomes	CACREP Standards	Learning Outcome Assessments
	<p>V.C.2.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</p> <p>V.C.2.k Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling</p>	
<p><b>Professional identity:</b> Learners will demonstrate characteristics and behaviors to enable and maintain responsible, respectful therapeutic and supervisory relationships that help facilitate client growth and welfare and personal wellness</p> <ol style="list-style-type: none"> <li>1. Learners will maintain overall wellness through the development and implementation of individualized self-care strategies</li> <li>2. Learners will examine and choose behaviors based on self-awareness regarding communication and relationship patterns, as well as affective and cognitive processes</li> <li>3. Learners will demonstrate sensitivity to, empathy for, belief in the potential of, and commitment to the welfare of others</li> </ol>	<p>II.F.1.k. Strategies for personal and professional self-evaluation and implications for practice</p> <p>II.F.1.l. Self-care strategies appropriate to the counselor role</p> <p>II.F.1.m. The role of counseling supervision in the profession</p> <p>II.F.2.b Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</p> <p>II.F.3.a Theories of individual and family development across the lifespan</p> <p>II.F.4.j Ethical and culturally relevant strategies for addressing career development</p> <p>II.F.5.d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</p> <p>II.F.5.h. Developmentally relevant counseling treatment or intervention plans</p> <p>II.F.5.n. Processes for aiding students in developing a personal model of counseling</p> <p>II.F.7.m Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results</p>	<p>Case Presentations</p> <p>Mid-term Evaluation</p> <p>Final Evaluation</p> <p>Individual and Group Supervision</p> <p>Community Service</p>

**Required Text/Materials**

American Counseling Association (2014). *Code of ethics and standards of practice*. Alexandria, VA:

Author. Download at <http://counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

LiveText subscription

NDSU Counselor Education Clinical Mental Health Counseling Internship Manual

NDSU Counselor Education Master’s Handbook

\*Additional readings, such as journal articles, may be assigned or recommended to you based on your specific needs and/or interests. Assigned readings are to be completed prior to the class period in which they will be discussed.

### **Philosophy**

We view learning through a constructivist lens. We believe learning is co-created and each individual, including myself and Steve, will learn in this environment based on our own strengths, worldviews, and experiences. It is our shared responsibility, as an entire group, to create a learning environment that is conducive to intentional and thoughtful knowledge sharing and meaning making. In addition, I (Dr. Danielson) identify as a relational and feminist instructor who seeks to enhance your learning through connection, mutuality, and creativity. Throughout this course, we will attune to your unique interests and capabilities, while also challenging you in developmentally-appropriate ways to lean into your growth edges. We encourage each of you to hold personal responsibility and accountability for your learning as you engage with us, supervisors, and peers.

It is also important to note that safety does not mean comfort. We believe we all have growth edges we must explore and we encourage you to engage in meaningful discussion that will further your growth as a human and emerging counselor (e.g., ask questions, share your experiences, provide feedback). The process of growth, personally and professionally, takes courage. Rarely can individuals be courageous and comfortable at the same time, the choice between these two things is up to you.

### **Academic Progress and Professional Dispositions**

As a counselor educator, one of my (Dr. Danielson) primary responsibilities is to ensure that students who graduate from NDSU are competent and capable to work in the field (as school counselors, clinical mental health counselors, supervisors, etc.). Thus, we will closely monitor students' academic progress and professional dispositions (see *Handbook* for the full list of student dispositions). If we notice issues in any of these areas, we will discuss it with the faculty, and it may lead to a formal report and/or dismissal from the program (see the *Handbook* for detailed policies). In the spirit of feminist pedagogy, we acknowledge the level of power we have been afforded in this position, and we do not take these situations lightly. Our primary goal is to ensure and uphold safety, dignity, and respect for all parties involved – including clients, students, supervisors, and faculty.

### **Methods of Instruction**

Internship is a unique course due its experiential nature. A variety of instructional methods are utilized in this course including, but not limited to, case presentations, role plays, written assignments, personal reflection, readings, collaboration with others, experiential exercises, and small and large group discussions.

## **CLASSROOM POLICIES**

### **Attendance**

According to NDSU Policy 333 ([www.ndsu.edu/fileadmin/policy/333.pdf](http://www.ndsu.edu/fileadmin/policy/333.pdf)), attendance in classes is expected. Students must also abide by the attendance and time management expectations outlined in the NDSU Clinical Mental Health Internship Handbook. Due to the clinical obligations associated with this course, you are expected to attend every class, supervision

session, and client session. Moreover, you are expected to be on-time, prepared, and remain present until the end of class, supervision, and client responsibilities.

If you are unable to attend class, please notify us *before* class. It is your responsibility to obtain all materials and information missed during your absence. You are allowed *one absence* during the semester without consequence. (Leaving class early and arriving late will count as half absences.) If you miss more than one class, your grade and/or internship experience may be impacted. Exceptions may be made in the case of medical and/or life emergency or extenuating circumstances: however, it is your responsibility to contact me to arrange accommodations as soon as possible. Patterns of being late, leaving early, missing supervision sessions, or missing counseling sessions may lead to dismissal from the course or program.

### **Informed Participation**

You are expected to actively participate in all aspects of the class. This includes reading and reflecting upon the material beforehand (come prepared with questions and comments), participating in class discussions, and engaging in experiential activities. If we notice a lack of participation, we may approach you about the issue. Further lack of participation will negatively impact your grade and/or internship experience.

### **Electronics**

Please be respectful to yourself and others by setting any electronic devices to silent settings before class. Unprofessional technology use (e.g. social media, texting, internet surfing) is not permitted during class time, in order to allow yourself full presence to engage with class material and activities. If you anticipate the use your phone during class, please let me know before class.

### **Course Communication and Consultation**

All e-mail communication will be sent and received through NDSU e-mail addresses. Please be sure to check your e-mail account regularly, as we frequently provide updates on classes and assignments. Unless we send out an e-mail indicating otherwise, we will typically respond to your e-mails within 24 hours during normal working hours Monday through Friday.

Although the fastest way to get a hold of us is through e-mail, you are more than welcome to contact us by office phone or schedule an appointment to meet face-to-face or via Zoom if you have questions, concerns, or areas of the course that you would like to discuss.

### **Class Cancellation**

If class is cancelled for some reason (e.g., instructor emergency/illness, adverse weather), we will make every effort to notify you through your NDSU e-mail account. Additionally, follow the NDSU protocol for adverse weather, and if class is still scheduled, please be judicious in making the decision whether or not to drive. Your safety is the most important.

### **Classroom Environment**

It is vital you respect your peers, yourself, and me in this course. More specifically, we all have differing backgrounds, experiences, worldviews, and privileges. Please become aware of your own stereotypes, prejudices, and biases, in order to be mindful of your interactions with others. Enhancing our respect for each other will help cultivate an environment for vulnerability which allows for risks and growth personally and professionally. Disrespect of any type – discrimination, gossip, etc. – will not be tolerated. Additionally, due to the experiential nature of

the activities, you and your classmates may disclose personal information. You are required to uphold the ethical code of confidentiality unless someone talks of hurting themselves or others or reports any suspicions of child/elder abuse and/or neglect.

### **Diversity and Personal Growth**

It is important to respect and honor the diverse backgrounds and experiences of others in the class. It is your responsibility to become aware of your own stereotypes, prejudices, and biases – presence or absence of privilege – and be mindful of this in your interactions with others. Throughout this class and the counseling program, you will be expected to engage in self-reflection, demonstrate increasing levels of self-awareness, and challenge yourself to move outside your personal comfort zone. This is especially important in this class as you participate in deeper class discussions and work with clients.

### **Land Acknowledgement**

We collectively acknowledge that we gather at NDSU on the traditional land of the Anishinaabe, Dakota, Lakota, and Nakota peoples in addition to many diverse Indigenous People still connected to this land. We honor with gratitude the land itself and the people who have stewarded it through generations. As a land grant institution, we are committed to continuing to learn how to be better stewards of this land as well as building strong, trusting relationships with our Indigenous Peoples of this region.

### **Statement on Counseling**

This course has been designed to increase your own self-awareness, and therefore, the activities have the potential of unearthing painful thoughts or feelings. If at any time, you feel concerned about your own mental health, you are encouraged to consult with us, your supervisor, or seek outside counseling services. We may empathize with your concerns; however, we will not act as your personal counselor. If at any time during the course you threaten to hurt yourself or others or there is any suspicion of child abuse and/or neglect or vulnerable adult abuse and/or neglect, this will be reported.

### **Title IX**

Faculty members and NDSU employees are mandated reporters in situations related to Title IX (e.g., sexual harassment, gender-based discrimination, sexual assault). If you disclose situations related to Title IX, we may report this to the coordinators. If you have questions or concerns about the policy, see [https://www.ndsu.edu/equity/title\\_ix/](https://www.ndsu.edu/equity/title_ix/)

### **Ethics**

The Counselor Education Program at NDSU adheres to the professional ethics of the counseling profession as set forth by the American Counseling Association (ACA) Code of Ethics and Standards of Practice and the National Board for Certified Counselors (NBCC). Please familiarize yourself with those standards and consider them binding to your involvement in the course and internship. The ACA code of ethics is available online at the American Counseling Association web site at <http://www.counseling.org/>.

### **Facilities and Food/Drink/Restroom**

Please take care of your needs as necessary and respect the facility by throwing away or recycling trash, respecting room furniture and contents, etc.

### **Standards for Academic Honesty and Integrity**

The academic community is operated on the basis of honesty, integrity, and fair play. NDSU Policy 335: Code of Academic Responsibility and Conduct applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the Office of Registration and Records. Informational resources about academic honesty for students and instructional staff members can be found at [www.ndsu.edu/academichonesty](http://www.ndsu.edu/academichonesty).

### **Copyright Permissions**

NDSU prohibits students from transferring their class lecture notes or instructor-provided materials for commercial purposes unless approved by me (or the person who created the course material). Materials supplied by others (including me) are subject to copyright rules and cannot be posted or distributed without others' permission.

### **Students with Disabilities or Special Needs**

Students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with me and contact Disability Services at <http://www.ndsu.edu/disabilityservices/> as soon as possible.

### **Veterans and Student Soldiers**

Veterans and student soldiers with special circumstances or who are activated are encouraged to notify me as soon as possible and are encouraged to provide Activation Orders. Contact Military and Veteran Services at <http://www.ndsu.edu/veterans/>.

## **MASTERS PRACTICUM REQUIREMENTS**

### **Following Policies and Procedures**

You are expected to follow all policies and procedures outlined in the NDSU Clinical Mental Health Internship Handbook, Counselor Education Student Handbook, and at your internship placement. You are also expected to follow the specific guidance, oral and written, provided by instructor and supervisor(s). Failure to adhere to policies, procedures, or instruction from faculty, supervisors, and internship placement will result in suspension of clinical privileges and/or dismissal from program.

### **Hour Requirements**

Internship requires a total of 600 clock hours, with a minimum of 240 direct clock hours. Direct hours include all direct contact with clients, their families, or other providers regarding the client's care (e.g., collateral contacts, releases of information). Indirect hours include class, supervision, consultation, paperwork, session preparation, completing assignments, etc. Meeting hour requirements does NOT necessarily mean course requirements are met, since passing is competency-based.

### **Liability Insurance**

You must have and maintain individual professional counseling liability insurance while enrolled in internship. You can receive free student liability insurance with the purchase of a yearly ACA membership.

### **Internship Logbook**

Document your time spent on internship experiences using the hour log on Blackboard. Ensure you are updating your hours regularly (e.g., daily or weekly). Following each semester, these logs will be placed in your permanent student file. It is important that you also keep a copy for your own records. Be prepared to update myself (Dr. Danielson) and supervisors of your weekly hours when attending group and individual supervision sessions.

### **Individual and Group Supervision**

During internship, you will receive an average of one hour per week of individual supervision, performed by an independently licensed practitioner at your internship placement. These hours must be documented in your hour logbook, under the supervision column.

You will also receive an average of 1.5 hours per week of group supervision (class), performed by the NDSU faculty. These hours must be documented in your hour logbook, under the supervision column. You are expected to come to each group supervision session prepared to discuss client concerns, case management, and/or general counseling-related concerns.

### **Evaluations**

You will be formally evaluated a minimum of twice during the semester, approximately at mid-semester and end-semester points by the faculty supervisor and site supervisor. Evaluations are based on counseling skills, procedural skills, and dispositions. These evaluations are available on Blackboard for your review and information. Evaluations will be completed and submitted in LiveText. These evaluations are placed in your permanent student file.

In instances where have yet to demonstrate satisfactory competencies and/or skills, additional counseling-related work may be required, even if it extends into another semester or fulfilling additional supervised counseling hours.

## **ASSIGNMENTS AND EVALUATION**

### **Graduate-Level Expectations**

We expect graduate-level performance in this course. Thus, you are expected to read all course materials, monitor your own understanding of course concepts, and seek support if necessary. Due to the experiential nature of the course, some textbook concepts may not be formally covered in class. However, you are still responsible for learning these concepts.

The final grade for this course is based upon the quality of your performance using the general standards below, as well as adherence to professional and ethical standards (e.g., 2014 ACA Code of Ethics). A developmental progression is expected. Thus, early assignments are evaluated in a way to enhance higher performance on later ones.

### **Assignment Expectations**

Our expectation is that you consistently exhibit graduate-level effort and work. Submit all assignments in the proper format and in the proper place. The following guidelines apply:

1. **On time and complete submission of assignments.** Late work will not be accepted and will receive *zero credit* for the assignment. Our practice is that you will get *one* exception to this policy on one assignment throughout the duration of the class. Contact us **24 hours in**



*advance* to make arrangements, if you do not contact me to make arrangements you will *receive zero credit with no exception.*

2. **Graduate and professional writing.** Written assignments, including journals and essays, should follow the general guidelines for written English and comply with APA's guidelines. Papers will also be evaluated on how well you organize your ideas, synthesize information, and attend to writing mechanics (including spelling, grammar, word usage, punctuation, subject-verb agreement, etc.).
3. **Hindering** the learning of others will result in formal dispositions and potential removal from NDSU CCS and/or the counseling program.

### **General Grading Scale**

S = Satisfactory, has met all expectations for this course

U= Unsatisfactory, has not met all expectations for this course

### **Specific Assignments**

All assignments in this section are credit/no credit. A course grade of "unsatisfactory" may result from not completing all assignments or not following assignment requirements.

#### **1. Weekly Hour Report**

The purpose of these reports is to monitor your progress towards direct (240 hours) and total (600 hours) hours at your internship placement. Weekly reports allow for instructors, supervisors, and interns to address potential client hour concerns more quickly and easily. At the beginning of each group supervision, you will report your direct and total hours for internship. I (Dr. Danielson) will distribute Weekly Hour Reports for interns to complete at the beginning of class.

#### **2. Weekly Case Presentations**

The purpose of case presentations is to demonstrate case conceptualization, consultation, and counseling skills. Interns will conduct a minimum of two case presentations during the semester. Case presentations will include an overview of de-identified client demographics information and therapeutic context (e.g., diagnosis, presenting concern, therapeutic goals, interventions/approached used). Examples of case presentation worksheets are available on Blackboard. You do not need to submit formal case presentation handouts to peers or instructors. At least one case presentation during the semester should be an audio or video recording of 5-10 minutes in duration.

#### **3. Community Service Project**

Advocacy is one of the competencies outlined in the American Counseling Association's Code of Ethics and is often considered the flagship of our field. Advocacy is a multifaceted concept and practice. The purpose of this assignment is for you to further explore your own advocacy practices, as well as evaluate your interests and values, while connecting to the communities you are collaborating with as a counseling intern. For this assignment, you will consider a community need, a social movement or cause, or population that you value and create a plan to spend a minimum of 4 hours engaging in service with that community/cause/social movement this semester. You will present your project at the end of the semester in-class including what you did, your experience, etc.

**4. Internship Site Check-ins (letter/15-minute conference three times during semester)**

During the semester, you are expected to provide updates of your experience at your internship site. To ensure you are regularly checking-in, you will be required to formally submit a letter to me (Dr. Danielson) or schedule a 15-minute consultation meeting (Zoom or in-person) at least three times during the semester. You are welcome to formally check-in more than three times; however, three times is the minimum. If you choose to write a letter, it must be 2-4 pages, double-spaced and submitted to Blackboard. To arrange a 15-minute consultation meeting, e-mail me directly. You are welcome to do a combination of letters and consultation meetings, or chose one method of check-in for the entire semester.

**5. Creative Project**

Using any creative means you choose, generate a creative project which represents your journey to becoming a counselor. There is no wrong way to do this project, as this is a representation of your journey. Creative projects will be shared during our final class meeting. When you are sharing this project with others, do not put your project down, compare it to others' projects, or belittle your project (i.e. I can't draw, but...). Potential ideas include PowerPoint, creating a collage, writing a poem/song, baking/cooking, filming a video, etc. Be creative, be you.

**6. Final Internship Checklist**

This assignment promotes organization and ensures all required internship documentation (e.g., evaluations, supervisor evaluations, hour log) is submitted to earn a "satisfactory" for internship. The checklist is available on Blackboard and when it is completed you will sign and submit to Blackboard.

## TENTATIVE SCHEDULE

\*\*This schedule is subject to change\*\*

Date	Class Plan	Assignments & Readings Due
Jan 11	Syllabus & Course Structure Update Case Presentation Container “Rules” Case Presentations	In-Class: Hours Report
Jan 18	Case Presentations Topic:	In-Class: Hours Report
Jan 25	Case Presentations Topic: Job Market	In-Class: Hours Report
Feb 1	Case Presentations Topic: Licensure	In-Class: Hours Report
Feb 8	Case Presentations Topic:	In-Class: Hours Report <b>1<sup>st</sup> Check-in Due*</b>
Feb 15	Case Presentations Topic:	In-Class: Hours Report
Feb 22	Case Presentations Topic:	In-Class: Hours Report
Mar 1	Case Presentations Topic:	In-Class: Hours Report
Mar 8	Case Presentations Topic: Applications & Interviews	In-Class: Hours Report <b>2<sup>nd</sup> Check-in Due*</b>
Mar 15	SPRING BREAK – NO CLASS	<b>Mid-Term Evaluation</b> (unless otherwise discussed)
Mar 22	Case Presentations Topic: Negotiating Job Offers	In-Class: Hours Report
Mar 29	Case Presentations Topic:	In-Class: Hours Report
Apr 5	Case Presentations Topic:	In-Class: Hours Report
Apr 12	Case Presentations Topic:	In-Class: Hours Report
Apr 19	Case Presentations Topic:	In-Class: Hours Report <b>3<sup>rd</sup> Check-in Due*</b>
Apr 26	Case Presentations Topic: Community Service Projects	In-Class: Hours Report <b>Community Service Project Due*</b>
May 3	FINAL Graduate Class!	In-Class: Hours Report <b>Creative Projects Due*</b>
May 10	FINALS WEEK - NO CLASS	<b>Final Evaluation</b> (unless otherwise discussed) <b>Final Internship Checklist Due*</b>