Course and Instructor

Course Number: COUN 526

Course Title: COUNSELING INTERNSHIP I

Course Day/Time: Monday 8/31, 9/14, 9/28, 10/12, 10/26, 11/9, 11/30, 12/7; 6-8:45

Course Location: Education Building, Rm. 642

Semester: Fall 2015

Credits: 3 credits

Instructor: Raissa Miller, Ph.D., LPC
Office E613
(208) 426-1307
raissamiller@boisestate.edu
Office Hours: Tuesday 9:00-12:00; Thursday 1:00-3:00

Course Objectives Accreditation

<table>
<thead>
<tr>
<th>CACREP Standards Addressed in the Course</th>
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<td>H.1</td>
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</table>

Addiction CACREP Standards Addressed in this Course

Foundations

B.1 Demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling.

Counseling, Prevention, and Intervention
D.1 Uses principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling.

D.2 Individualizes helping strategies and treatment modalities to each client’s stage of dependence, change, or recovery.

D.3 Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

D.5 Demonstrates the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions.

D.6 Demonstrates the ability to provide referral to self-help and other support groups when appropriate.

D.7 Demonstrates the ability to provide culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.

D.8 Applies current record-keeping standards related to addiction counseling.

D.9 Demonstrates the ability to recognize his or her own limitations as an addiction counselor and to seek supervision or refer clients when appropriate.

**Diversity and Advocacy**

F.1 Maintains information regarding community resources to make appropriate referrals for clients with addictions.

F.3 Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction clients.

**Assessment**

H.1 Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

H.2 Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and case management.

H.3 Screens for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental and/or addictive disorders.

H.4 Helps clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse.

H.5 Applies assessment of clients’ addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care.

**Diagnosis**

L.1 Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with addictive disorders and mental and emotional impairments.

L.2 Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by clients and communicate the differential diagnosis with collaborating professionals.

C. 6 Demonstrates knowledge of models and methods of assessment and use of data.

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**Student Learning Outcomes (SLOs) for Addiction Standards**
The student will demonstrate knowledge, skills, and practices necessary for success as a counselor via his or her participation in key assessments in this course. SLOs for this course are as follows:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>CACREP</th>
<th>Key Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling.</td>
<td>B.1</td>
<td>Supervisor Evaluation</td>
</tr>
<tr>
<td>Demonstrates models and methods of assessment and use of data.</td>
<td>C. 6.</td>
<td>Case Conceptualization</td>
</tr>
<tr>
<td>Uses principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling.</td>
<td>D.1</td>
<td>Supervisor Evaluation, AC Paper</td>
</tr>
<tr>
<td>Individualizes helping strategies and treatment modalities to each client’s stage of dependence, change, or recovery.</td>
<td>D.2</td>
<td>Supervisor Evaluation, AC Paper</td>
</tr>
<tr>
<td>Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.</td>
<td>D.3</td>
<td>Supervisor Evaluation, AC Paper</td>
</tr>
<tr>
<td>Demonstrates the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions.</td>
<td>D.5</td>
<td>Supervisor Evaluation, AC Paper</td>
</tr>
<tr>
<td>Demonstrates the ability to provide referral to self-help and other support groups when appropriate.</td>
<td>D.6</td>
<td>Supervisor Evaluation, ADT Paper</td>
</tr>
<tr>
<td>Demonstrates the ability to provide culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.</td>
<td>D.7</td>
<td>Supervisor Evaluation, AC Paper</td>
</tr>
<tr>
<td>Applies current record-keeping standards related to addiction counseling.</td>
<td>D.8</td>
<td>Supervisor Evaluation</td>
</tr>
<tr>
<td>Demonstrates the ability to recognize his or her own limitations as an addiction counselor and to seek supervision or refer clients when appropriate.</td>
<td>D.9</td>
<td>Supervisor Evaluation, AC Paper</td>
</tr>
<tr>
<td>Maintains information regarding community resources to make appropriate referrals for clients with addictions.</td>
<td>F.1</td>
<td>Supervisor Evaluation, Referral List</td>
</tr>
<tr>
<td>Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction clients.</td>
<td>F.3</td>
<td>Supervisor Evaluation, AC Paper</td>
</tr>
<tr>
<td>Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.</td>
<td>H.1</td>
<td>Supervisor Evaluation, ADT Paper</td>
</tr>
<tr>
<td>Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and case management.</td>
<td>H.2</td>
<td>Supervisor Evaluation, ADT Paper</td>
</tr>
<tr>
<td>Screens for psychoactive substance toxicity, intoxication,</td>
<td>H.3</td>
<td>Supervisor Evaluation</td>
</tr>
<tr>
<td>and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental and/or addictive disorders.</td>
<td>Evaluation, ADT Paper</td>
<td></td>
</tr>
<tr>
<td>Helps clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse.</td>
<td>H.4 Supervisor Evaluation, AC Paper</td>
<td></td>
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<tr>
<td>Applies assessment of clients’ addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care.</td>
<td>H.5 Supervisor Evaluation, ADT Paper</td>
<td></td>
</tr>
<tr>
<td>Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with addictive disorders and mental and emotional impairments.</td>
<td>L.1 Supervisor Evaluation, ADT Paper</td>
<td></td>
</tr>
<tr>
<td>Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by clients and communicate the differential diagnosis with collaborating professionals.</td>
<td>L.2 Supervisor Evaluation, ADT Paper</td>
<td></td>
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</tbody>
</table>

### School CACREP Standards Addressed in this Course

**Foundations**

B.1 Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

**Counseling, Prevention, and Intervention**

D.1 Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

D.2 Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

D.3 Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, (f) factors of resiliency on student learning and development.

D.5 Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer to clients when appropriate.

**Diversity and Advocacy**

F.1 Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

F.2 Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

F.3 Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

F.4 Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

**Assessment**

H.1 Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

H.2 Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.
H.3  Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

H.4  Makes appropriate referrals to school and/or community resources.

H.5  Assesses barriers that impede students’ academic, career, and personal/social development.

**Academic Development**

L.1  Conducts programs designed to enhance student academic development.

L.2  Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

L.3  Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

**Collaboration and Consultation**

N.1  Works with parents, guardians, and families to act on behalf of their children to address problems that student success in school.

N.2  Locates resources in the community that can be used in the school to improve student achievement and success.

N.3  Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal-social development.

N.4  Uses peer helping strategies in the school counseling program.

N.5  Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, services groups) to secure assistance for students and their families.

**Leadership**

P.1  Participates in the design, implementation, management and evaluation of a comprehensive developmental school counseling program.

P.2  Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance, and advisor/advisee programs for teachers).

**Student Learning Outcomes (SLOs) for School Standards**

The student will demonstrate knowledge, skills, and practices necessary for success as a counselor via his or her participation in key assessments in this course. SLOs for this course are as follows:

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<tr>
<th>Student Learning Outcomes</th>
<th>CACREP</th>
<th>Key Assessment</th>
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<tr>
<td>Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.</td>
<td>B.1</td>
<td>Supervisor Evaluation</td>
</tr>
<tr>
<td>Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.</td>
<td>D.1</td>
<td>Supervisor Evaluation, ASCA Paper</td>
</tr>
<tr>
<td>Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.</td>
<td>D.2</td>
<td>Supervisor Evaluation, ASCA Paper</td>
</tr>
<tr>
<td>Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, (f) factors of resiliency on student learning and development.</td>
<td>D.3</td>
<td>Supervisor Evaluation, SI Paper</td>
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<tr>
<td>Task</td>
<td>Code</td>
<td>Evaluation</td>
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<td>Demonstrates the ability to recognize his or her limitations as a</td>
<td>D.5</td>
<td>Supervisor Evaluation, ASCA</td>
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<td>school counselor and to seek supervision or refer clients when</td>
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<td>appropriate.</td>
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<td>Demonstrates multicultural competencies in relation to diversity,</td>
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<td>Supervisor Evaluation, SI Paper</td>
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<td>equity, and opportunity in student learning and development.</td>
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<td>F.2</td>
<td>Supervisor Evaluation, SI Paper</td>
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<td>promote the academic, career, and personal/social development of</td>
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<td>students.</td>
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<td>F.3</td>
<td>Supervisor Evaluation, SI Paper</td>
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<td>multicultural student populations.</td>
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<td>Engages parents, guardians, and families to promote the academic,</td>
<td>F.4</td>
<td>Supervisor Evaluation, ASCA</td>
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<td>abilities.</td>
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<tr>
<td>Selects appropriate assessment strategies that can be used to</td>
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<td>Supervisor Evaluation, SI Paper</td>
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<tr>
<td>evaluate a student's academic, career, and personal/social</td>
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<td>development.</td>
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<td>inferences when evaluating the needs of individual students and</td>
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<tr>
<td>assessing the effectiveness of educational programs.</td>
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</tr>
<tr>
<td>Makes appropriate referrals to school and/or community resources.</td>
<td>H.4</td>
<td>Supervisor Evaluation, ASCA</td>
</tr>
<tr>
<td>Assesses barriers that impede students’ academic, career, and</td>
<td>H.5</td>
<td>Paper</td>
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<tr>
<td>personal/social development.</td>
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<tr>
<td>Conducts programs designed to enhance student academic development.</td>
<td>L.1</td>
<td>Supervisor Evaluation, ASCA</td>
</tr>
<tr>
<td>Implements strategies and activities to prepare students for a full</td>
<td>L.2</td>
<td>Paper</td>
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<tr>
<td>range of postsecondary options and opportunities.</td>
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<tr>
<td>Implements differentiated instructional strategies that draw on</td>
<td>L.3</td>
<td>Supervisor Evaluation, ASCA</td>
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<td>subject matter and pedagogical content knowledge and skills to</td>
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<td>promote student achievement.</td>
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<tr>
<td>Works with parents, guardians, and families to act on behalf of</td>
<td>N.1</td>
<td>Supervisor Evaluation, ASCA</td>
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<tr>
<td>their children to address problems that affect student success in</td>
<td></td>
<td>Paper</td>
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<td>school.</td>
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<tr>
<td>Locates resources in the community that can be used in the school</td>
<td>N.2</td>
<td>Supervisor Evaluation, Referral</td>
</tr>
<tr>
<td>to improve student achievement and success.</td>
<td></td>
<td>List</td>
</tr>
<tr>
<td>Consults with teachers, staff, and community-based organizations</td>
<td>N.3</td>
<td>Supervisor Evaluation, SI paper</td>
</tr>
<tr>
<td>to promote student academic, career, and personal/social</td>
<td></td>
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<tr>
<td>development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses peer helping strategies in the school counseling program.</td>
<td>N.4</td>
<td>Supervisor Evaluation, ASCA</td>
</tr>
<tr>
<td>Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.</td>
<td>N.5</td>
<td>Supervisor evaluation, ASCA paper</td>
</tr>
<tr>
<td>Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.</td>
<td>P.1</td>
<td>Supervisor evaluation, ASCA paper</td>
</tr>
<tr>
<td>Plans and presents school counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).</td>
<td>P.2</td>
<td>Supervisor evaluation, ASCA paper</td>
</tr>
</tbody>
</table>

### Course Description

The Counseling Internship experience is the final and most comprehensive professional experience in a student’s counseling program. It is an opportunity to synthesize and apply knowledge with supervised training at a site congruent with the student’s career goals, while also counseling clients representative of the ethnic, lifestyle, and demographic diversity in the community. Through the sharing of experiences in both group and individual supervision, students refine previously learned skills in an increasingly autonomous role with clients.

### Course Objectives

The six credit, two semester counseling internship course is designed to provide the student with an opportunity to practice and expand his/her counseling skills. For students enrolled in the school counseling emphasis, at least one semester’s site must be a K-12 setting with 600 hours total over two semesters being supervised at a school site. The additional 100 hours (total = 700 hours) can be at any site. Supervised hours must total 350 hours each semester. For students in the addictions counseling emphasis, 350 hours per semester are needed in order to total 700 hours. Site supervisors monitor student activities and provide effective and appropriate feedback with direct supervision. Campus supervisors serve as a link to the counseling program and a monitor of student progress through video and/or audio recording, group supervisory sessions, student logs, and possible direct supervision.

The internship student will be expected to demonstrate a commitment to implementing and/or expanding the following skills:

- establish and maintain a client caseload;
- apply appropriate intentional counseling and intervention techniques, including consultation, demonstrating multicultural awareness, knowledge and increasing skills;
- establish and maintain effective working relationships with staff, supervisors, and colleagues;
- demonstrate willingness to learn with appropriate follow through to feedback;
• exhibit continued awareness of ethical standards of practice within a defined and consistent decision-making paradigm;
• develop the specialized knowledge and techniques relevant to the requirements of the host site;
• demonstrate ability to explore and use community resources for referrals;
• consistently exhibit personal traits conducive to effective counseling, learning, and professional growth;
• demonstrate enthusiasm for and a commitment to the counseling profession including professional membership and involvement; and
• demonstrate willingness to meet professional obligations, including punctuality of self and requisite documentation.

Clinical Hours

Documented Hours (Signed and Verified Logs Due Friday December 11th)

Each student must commit a minimum of 350 clock hours each semester to the Internship/Field experience, 4.75 hours/day or 24 hours/week over the semester (20:1 supervision ratio total hours), including:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minimum of 140 hours of direct service with clients (40% of 350 total intern hours)</td>
<td>140</td>
</tr>
<tr>
<td>1 hour of supervision for every 20 direct/indirect hours (18 hours is estimated for 350 hours per semester – if you get more hours, you will need more supervision)</td>
<td>18</td>
</tr>
<tr>
<td>A minimum of 1 ½ hours of group supervision per week – accomplished with meetings every other week on campus. <strong>Attendance is mandatory.</strong> <em>Absences must be made up through attendance at a Tues. night supervision.</em></td>
<td>24</td>
</tr>
<tr>
<td>Indirect client hours (e.g., peer/supervisor observation, case study preparation, record keeping, research on behalf of clients, developmental program or curriculum unit preparation and evaluation, non-credit workshops/continuing education, and additional activities approved by site supervisor and/or</td>
<td>168</td>
</tr>
</tbody>
</table>
COUN 526: Counseling Internship, Fall 2015
Raissa Miller, Ph.D., LPC

<table>
<thead>
<tr>
<th>campus supervisor</th>
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</thead>
<tbody>
<tr>
<td>Total hours</td>
<td>350</td>
</tr>
</tbody>
</table>

**Expectations and Academic Requirements**

**Course Readings**

**Primary Text**


**Individualized Reading Selections**

You have completed many courses and clinical practicum hours to get to this point in your professional development. These experiences were necessary to get you to where you are now, but will not be sufficient in carrying your forward through internship. You will need to identify and read scholarly resources throughout your internship experience that build upon your prior learning and help you develop an expertise in specific clinical populations. These readings will be unique to your site and professional interests. Beginning on October 26th, we will set aside some class time to report on what you are reading and what impact the readings are having on your clinical work. Be prepared to share titles and citations to other members of the class.

**Suggested Readings**

Professional development:

Neuroscience and counseling:
Course Requirements for All Students:
*indicates an assignment is a key assessment tied to Student Learning Outcomes (SLOs) – turn in an electronic and hard copy version of assignment and review rubric in detail before turning in to instructor.

1. Two (2) Demonstration Videos of Skills

BEFORE CLASS
- Sign up for two nights to show a demonstration video (one before mid-term, one after mid-term).
- Get permission to record from client (Student Handbook page 99). You will turn this form in to your campus supervisor the night you show your video.
- Watch recorded session and identify a 10 minute (approximate) segment to show during class.
- Complete a self-assessment of this 10 minute segment (Student Handbook page 63). You will turn in this self-assessment to your campus supervisor the night you show your video.
- Recorded segments should be selected to not reveal your client’s identity (i.e., no names).

IN CLASS
- Turn in permission to record and self-assessment.
- Orally provide the necessary background, including target skill(s) (10 minutes max).
- Play cued recorded session (10 minutes max).
- Engage in discussion of clinical thinking (e.g., theoretical approach, conceptualization), skills, difficulties, and strengths (approximately 10 minutes).

*Note: Page numbers provided for documents may changes as the Student Handbook is updated throughout the semester.

2. Referral List*

Develop a list of community resources that can be used to provide appropriate referrals for your clients (whether addiction or school). If your site already uses a particular referral/resource document, review list to verify that it is up to date and relevant (make modifications as necessary). Provide a copy of this list to your campus supervisor.

Due: September 28th, 2015.

3. Reading Reflections

Complete readings prior to date listed on course schedule. After reading, engage in meaningful reflection of text in preparation for in class discussions. Some general reflection questions to consider:

1. What were the key points of the reading?
2. What aspects of the reading particularly resonated with you?
3. What aspects of the reading did not resonate with you?
4. What questions arose while you were reading?
5. How did you integrate (or anticipate integrating in the future) what you read into your personal life and/or clinical work?

**Additional Course Requirements for Addictions Students:**

1. **Assessment, Diagnosis, and Treatment Plan Paper**

   Select a client from your internship site presenting with co-occurring disorders. Conduct a diagnostic intake assessment and provide a write-up of the assessment with a diagnosis and treatment plan for the client. This should include 1) information regarding screening and assessment inventories with a statement of cultural bias in the implementation and interpretation of the assessment results, 2) a complete mental status exam, including danger to self or others, 3) screening procedures for substance toxicity, intoxication, and withdrawal, 4) a bio-psycho-social assessment of the client, including psychological, family, spirituality and multicultural issues, 5) an assessment of stages of dependence, change, or recovery, and 6) criteria used to determine level of care. Additionally, provide a DSM diagnosis and treatment plan addressing co-occurring disorders, appropriate individual, group, self-help referrals, and family intervention strategies. See attached format for paper. **Paper due November 30th, 2015.**

2. **Addiction Counseling Case Description Paper & Presentation**

   Select a client with a co-occurring disorder from your internship site. Write-up a case presentation of your course of treatment including 1) the use of diagnosis, treatment and referral to initiate, maintain and terminate counseling, 2) the individualization of helping strategies and treatment modalities at each stage of dependence, change, or recovery for the substance-related disorder and psychiatric disorder, 3) techniques used to help clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, 4) counseling and education provided to family members, 5) cultural considerations in provision of education to the client and in modification of counseling strategies, and 6) discussion of limitations as an addiction counselor and description of use of supervision. See attached format for paper. You will present this paper to the class on one of the internship days that we meet (we will sign up for presentation dates on our first class meeting).

**Additional Course Requirements for School Students:**

1. **ASCA Paper**

   In this paper, you will demonstrate your knowledge of a school counseling program based on the ASCA model, primarily using your internship site as an example. You will
describe the school counseling program at your site and then elaborate on interventions, activities, and services provided in each domain. Be specific -- support your general statements (e.g., met with students to address social and emotional needs) with concrete examples (e.g., I met with one student struggling with grief related to the death of her father. Using (insert therapy approach), I met with the student five times over six weeks. At the end of the five sessions, the student was reporting fewer absences from school, improved grades, and fewer symptoms of depression as evidenced by . . . I also referred the student to a peer support group . . . etc.). **If you do not have an example of how you assisted with a specific area, describe one program, strategy, or activity that you could implement to enhance development of the area.** Additionally, identify the limitations of school counselors as you have observed them at your site, including your own limitations and how you compensate for them (i.e., – supervision, referral, etc.). In order to adequately attend to all areas of this paper, you will likely need to review material learned in previous courses and seek additional ASCA model resources. **See attached template and rubric for more details and formatting.** Paper due on November 30, 2015.

2. **Student Intervention Case Paper & Presentation**

Select a student at your internship site that has been identified as needing assistance. Develop and implement a plan that assesses and assists with these key areas (if intervention not needed in specific area, please state): 1) student growth and development, 2) health and wellness, 3) language, 4) ability level, 5) multicultural considerations, and 6) factors of resiliency. Describe how the student functions in these areas, and if they are areas of concern, how you intervened (direct and indirect services) to assist the student. How did you advocate for this student? If needed, what types of systemic change could you advocate for (i.e. - school policy, program, service changes that assist the student)? **Please see attached template to assist with case write-up.** Presentation dates will be assigned on the first night of class.

**For Your Information: Licensure and Certification**

Your site supervisor will sign for your supervised hours to go towards requirements for becoming a Licensed Professional Counselor for the State of Idaho. Your campus supervisor will sign for your State Department of Education Pupil Personnel certification. We encourage you to keep all logs at least until final documentation for licensure and certification is completed. Boise State retains copies of your summary logs only. Group supervision does not count toward licensure (towards total but not direct supervision).

**Evaluation Criteria**

Pass/Fail grades for COUN 526 Counseling Internship will be based on the following criteria:
- punctual and consistent attendance (must reschedule any missed classes with another internship instructor); completion of assignments;
- evidence of professional enthusiasm and demeanor;
- completion of required number of clock hours;
- accurate maintenance of advanced practicum/internship/field experience log; and
- formal evaluations by site supervisors, campus coordinators, and program advisors.

A “pass” grade indicates that in addition to completing all the course requirements, including record keeping in a timely and professional manner, the student counselor demonstrates strong to excellent counseling skills, consistently exhibits appropriate standards of professional and personal behavior, demonstrates a willingness to learn and to incorporate feedback into his/her work, is cooperative and resourceful in her/his work environment, and is committed to the counseling profession.

Read the above carefully as it includes timely attendance at group and individual supervision and on site as well as assignments and paperwork; a work ethic that is productive, consistent, team oriented, and sensitive to others, and an aura of professionalism is speech, dress, and manner that indicates motivation to learn and a positive attitude towards counseling. Campus coordinators and site supervisors expect to review student progress regularly and you may expect prompt feedback of any concerns along with avenues by which you address those concerns.

Please refer to the Boise State Graduate Catalog and the Master of Arts in School Counseling Student Handbook for additional explanation and detail of Boise State grievance procedure, program requirements, internship forms, and Program retention policy.

### Disability and Academic Integrity Statements

**Disability Statement:**
Students with disabilities needing accommodations to fully participate in this class should contact the Disability Resource Center (DRC). All accommodations must be approved through the DRC prior to being implemented. To learn more about the accommodation process, visit the DRC’s website at http://drc.boisestate.edu/students/getting-started/.

**Academic Integrity Statement:**
Academic misconduct or dishonesty such as cheating and plagiarism is unacceptable and appropriate penalties will be imposed. This includes referencing material which has not been read by you, such as secondary references.

**Diversity Statement:**
This is a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religion,
economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

**Suggestions for Getting the Most from the Course**

1. Read the contents of this syllabus. Ask necessary questions the first part of class, rather than later.
2. Maintain weekly summary logs of activities and contact hours. Notify your site supervisor of dates for evaluations and provide him or her with the necessary forms in a timely manner.
3. Address site concerns with your site supervisor first. Your site supervisor is your first line of resource. If concerns persist, consult with your campus supervisor. Time is set aside to process site problems or professional issues that are beneficial to air in a group setting; if you believe your concerns do not meet these criteria please schedule a time to meet with your campus supervisor outside of class.
Clinical Assessment and Treatment Plan
Addiction Emphasis

*You may use a different framework/format for presenting material, however, make sure to include all relevant areas.

Client Name:______________________ Date of Assessment:_____________

Identifying Information
Age, gender, marital status, sexual identity, race/ethnicity, religious/spiritual affiliation, educational/occupation status, ability status, socio-economic status, and any other relevant identifying information (e.g., refugee, active or retired military, etc.).

Referral Information
Referral source, referral reason.

Methods of Assessment
Clinical interview, collateral interview, and mental health and substance use screening/assessment inventories used. Include information regarding cultural bias in the implementation and interpretation of the assessment results. Also include screening procedures for substance toxicity, intoxication, and withdrawal.

Chief Complaint
Problem/reason for coming to treatment as stated by the client; often stated as a direct quote.

History of Presenting Problem
Recent history of problem, events that led up to treatment, symptoms over past few weeks and currently.

Past Psychiatric History
Previous hospitalization, previous treatment, previous medications.

Medical History
Any significant current medical problems, any significant medical history, including birth and delivery complications.

Family Psychiatric History
Any family history of mental health problems or substance abuse.

Family, Social, and Spiritual History
Patient's history such as where born, siblings, relationship with parents, parent's marital status, significant traumas, education and employment history, relationship history,
spirituality, and multicultural background. Current social situation such as employment, marital status, children, living situation, substance use (more detail than the “labeling” provided in identifying information). Spirituality and multicultural history. Include client’s strengths. Also note the significance of these factors (e.g., how do these multicultural factors impact the client and the counseling process?).

Mental Status
Orientation, appearance, mood, affect, thought process, thought content (including danger to self or others), speech, motor activity, cognitive functioning (memory, concentration, intelligence), insight, judgment, impulse control.

ASAM Level and Dimensions

Severity rating for each domain of functioning (including supporting evidence)

Dimension 1:
Dimension 2:
Dimension 3:
Dimension 4:
Dimension 5:
Dimension 6:

Level placement recommendation (include supporting evidence)

Clinical Impression and DSM-5 Diagnosis
Summary of identifying information, presenting problems, thoughts about diagnosis based on symptoms.

Plan

<table>
<thead>
<tr>
<th>Aim (long term goal)</th>
<th>Objective (short term goal)</th>
<th>Intervention</th>
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<tr>
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Therapeutic support services (i.e., adjunct services) recommendations:
1.
2.
3.

**TIPS**
- Be consistent with verb tense – past tense preferred.
- Include as much detail as is possible and relevant for each section – in the past, students tended not to provide sufficient detail in the assessment section.
Addiction Counseling Case Description

Client Name: ____________________ Treatment Dates: ________________

Identifying Information
Age, gender, marital status, sexual identity, race/ethnicity, religious/spiritual affiliation, educational/occupation status, ability status, socio-economic status, and any other relevant identifying information (e.g., refugee, active or retired military, etc.).

Summary of Presenting Problem Including Diagnosis
Problem that brought client into treatment; include relevant DSM-5 primary diagnoses, as well as any z-codes.

Individualization of Helping Strategies
Describe how you individualized your treatment plan, including helping strategies and treatment modalities at each stage of dependence, change, or recovery for the substance-related disorder and psychiatric disorder.

Techniques Used
Describe techniques used to help clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse. Indicate theoretical and evidence-base for techniques used.

Family Interventions
Describe counseling and education provided to family members. If family interventions are not currently part of treatment, include how you would like to involve family members if you could do so.

Cultural Considerations
Discuss cultural considerations in the provision of education to the client and in modification of counseling strategies. What culture factors does the client bring to the table? How are those factors significant (e.g., how are they impacting the client’s mental health/addiction, how are they impacting you, how are the impacting the therapy process, etc.)?

Course of Treatment
Describe how you used diagnosis, treatment interventions, and referral to 1) initiate, 2) maintain and 3) terminate counseling.

Counseling Limitations and Use of Supervision
Discuss your limitations as an addiction counselor in this case and how you used supervision to address these limitations.
ASCA Paper Template
School Emphasis

ASCA Model Program Involvement at Internship Site

*In this section, provide an overview of the school counseling program at your site and your role in the program. You will have an opportunity to elaborate on each domain in the sections below.

**Design** – provide overview of school counseling program at your site. How is ASCA model interwoven into the program? Who designed the program? Did you have any role in this design process? To what degree was there flexibility in the design and opportunities for you to influence curriculum in each domain?

**Implementation and Management** – How is the school counseling program implemented and managed at your site? Who is involved? What role does each person play? A visual chart or graph may be helpful here.

**Evaluation** – How are services tracked, monitored, and evaluated? If evaluation is not occurring at your site or is not adequately taking place, how would you recommend it being implemented and/or improved on?

**Adjustments Needed** – what are aspects of the school counseling program that you would change (e.g., take out, put in, make better, etc.) and why?

*For the domain areas below, refer to resources describing appropriate activities/services for each domain to make sure you are on track with what you include and/or recommend for inclusion.

**Academic Domain**
- **Direct Services**
  - School Counseling Core Curriculum (brief summary of school counseling program curriculum in this domain)
  - Individual Student Planning (remember to include specifics regarding what you do in this area, as well as what you would like to do if you could – this suggestion applies to all areas in the domains)
- **Responsive Services**
- **Indirect Services**
  - Referrals
  - Consultation
  - Collaboration

**Career Domain**
- **Direct Services**
  - School Counseling Core Curriculum
  - Individual Student Planning
  - Responsive Services
- **Indirect Services**
  - Referrals
Consultation
Collaboration

Personal/Social Domain
Direct Services
School Counseling Core Curriculum
Individual Student Planning
Responsive Services
Indirect Services
Referrals
Consultation
Collaboration

Limitations as School Counselor and How Accommodate
Personal limitations – how do you seek to address limitations?
General limitations of the school counselor as you have observed in your school --and how could these limitations be addressed?

*Use past tense when writing about interventions you provided – use future tense when writing about a program or intervention you would like to implement.
*Remember to address multicultural concerns and awareness as is relevant.
*Remember to include attention to how you (or school personnel) engage parents and teachers in the school counseling program (or if not being done, how you would recommend doing so?).
*Attend to peer-helping strategies (or peer helping strategies that you would implement given the opportunity).
Student Intervention Case Presentation

School Emphasis

Student Initials: _______________   Grade: _______________

Age: _______________   Sex: ______

Referral source: ____________________

**Presenting Problem:**
Who referred the student to you? Why? What have you observed since beginning counseling with the student?

**Assessment:**
(include attention to formal (e.g., measures of academic success – grades, testing scores --, attendance, and other tests to measure ability, language, mental health, and so forth) and informal (your observations, teacher comments, family reports, etc.) assessments when evaluating the information below).

Growth and Development- strengths and barriers to development

Health and Wellness – include attention to physical and mental health considerations.

Language --

Ability Level --

Multicultural Considerations – include attention to how these considerations factor in to the student’s development, health, and academic success as well as the counseling process. As an example, “Tom is a refugee. This status exposes him to stigma in the community that could negatively impact with sense of self. This factor also . . . . Tom’s family lives below the poverty line. His poverty increase stress in the household and limits his availability to needed resources. And so forth . . . ”
What programs/policies/services are offered at the school that help enhance school climate and provide support for multicultural populations?

Resiliency Factors – what strengths and support serve as protective factors for your student?

Other

**Interventions**

Direct – What responsive services have you engaged in with the student (e.g., individual counseling, group counseling, guidance, testing, etc.). What theory guides your work with the student? What specific techniques have you used?

Indirect – How have you engaged in consultation with teachers, staff, and community-based organizations in your work with this student? How have you engaged in advocacy at a school and/or community level in ways that directly or indirectly support the student?
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