

## PSYCHOLOGY 659: INTERNSHIP IN COUNSELING PSYCHOLOGY

**INSTRUCTOR:**  
**COURSE DAY/TIME:**  
**COURSE ROOM:**  
**OFFICE HOUR:**  
**OFFICE:**  
**TELEPHONE:**  
**EMAIL:**

### **COURSE DESCRIPTION AND REQUIREMENTS:**

Internship Supervision is an advanced course designed to facilitate the student's integration of theory and practice in the therapeutic context. This course must be taken concurrently with PSY659F (Internship Fieldwork) and the three credits earned in this course is for the in-class supervision of the mental health counseling experience gained at a Program-approved field placement.

Through direct client contact at a program-approved field placement, students will develop a sound conceptualization of the counseling process, mastery of skills to apply their theoretical orientation, understanding of the roles and functions of professional counselors, and awareness of ethical and professional behavior. Issues related to counseling individuals from various cultural groups will be an additional main area of focus. Evaluation of student trainees, supervisors, and training sites is another essential component to the experiential training sequence. Students are required to complete a combined minimum of 300 client contact hours and 300 indirect hours across PSY659F and the previous practicum fieldwork (PSY640F), for a total minimum of 600 hours. Included in these hours, students are required to receive a minimum of one hour per week of individual or 1.5 hours of group supervision from the onsite supervisor.

In terms of specific objectives, students will develop an individualized therapeutic relationship with clients, based upon a sound theoretical approach. Based upon this approach, students will be able to:

- Conceptualize client concerns using individual, cultural, and developmental understanding;
- Gain competence in identifying an appropriate diagnosis of client issues based on the DSM-5;
- Identify and define treatment goals;
- Select and employ techniques designed to facilitate movement toward treatment goals as well as applying, evaluating, and altering these strategies as needed;
- Evaluate counseling outcomes, level of goal attainment, and perceived therapeutic effectiveness;
- Practice in a culturally competent manner;
- Effectively negotiate the initial, middle, and termination stages of the therapeutic encounter;
- Increase understanding of the professional counselor's role and function;
- Increase understanding and appreciation for the role that diversity holds in working with all individuals;
- Practice according to the ethical standards for professional behavior of the ACA and APA.

### **REQUIRED READING:**

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders, 5<sup>th</sup> Edition*. Arlington, VA: Author.

### **ACADEMIC ACCOMMODATIONS FOR PERSONS WITH UNIQUE NEEDS:**

In compliance with and in the spirit of the Americans with Disabilities Act (ADA), I would like to assist you if you have a disability that is relevant to your work in this course. If you have a documented disability and wish to discuss academic accommodations, please do not hesitate to contact me.

HERE IS A NOTE FROM THE UH-HILO DISABILITY SERVICES OFFICE: "Any student with a documented disability who would like to request accommodations should contact the Disability Services Office - Student Services Center E215, 932-7623 (V), 932-7002 (TTY), [uds@hawaii.edu](mailto:uds@hawaii.edu) - as early in the semester as possible."

### **UH HILO SEXUAL DISCRIMINATION AND VIOLENCE POLICY:**

The University of Hawaii is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these, the University has staff and

resources on your campus to support and assist you. Staff can also direct you to resources that are in the community. Here are some of your options:

If you wish to remain **ANONYMOUS**, speak with someone **CONFIDENTIALLY**, or would like to receive information and support in a **CONFIDENTIAL** setting, contact:

UH Hilo Counseling Services: SSC, room E-203. 932-7465.

UH Hilo Medical Services: Campus Center, room 212. 932-7369

Hawaii Island YWCA, 935-0677

If you wish to **REPORT** an incident of sex discrimination or gender-based violence including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence or stalking as well as receive information and support\*, contact:

Libby Bailey, Title IX Coordinator: 932-7818 [libby.bailey@hawaii.edu](mailto:libby.bailey@hawaii.edu)

Jennifer Stotter, Director of the Office of Equal Opportunity & Deputy Title IX Coordinator: 932-7641 [jstotter@hawaii.edu](mailto:jstotter@hawaii.edu)

Kalei Rapoza, Interim Director of Human Resources, 932-7626 [kaleihii@hawaii.edu](mailto:kaleihii@hawaii.edu)

\* Please note that you do not have to file a report with the University to receive institutional support or assistance.

As a member of the University faculty, I am **required to immediately report** any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, Interim EP 1.204, go to: <http://www.hawaii.edu/titleix>

## **EXPECTATIONS FOR PROFESSIONAL, ETHICAL BEHAVIOR BY STUDENTS**

Students are expected to attend class on time. Students having more than one unexcused absence will be dropped from the course and will receive either a W or an F for the course. At the discretion of the instructor and the Director of the Counseling Psychology Program, students who commit serious professional or ethical violations or omissions may be removed from the course and may receive a W or F. Serious ethical/professional violations or mistakes may also lead to dismissal from the Counseling Psychology Program. Serious violations include but are not limited to plagiarism and violation of rules of client confidentiality.

## **COURSE STRUCTURE AND ACTIVITIES:**

Graded Activities:

- (1) Case presentation: Students will conduct two 45 minute presentations on their work with their clients. Please prepare and distribute a comprehensive case report containing the following items: client demographic information, description of the presenting problem, relevant background and historical information, behavioral observations, assessment information (if any), past and current diagnosis, conceptualization of the client's presenting issue(s) based on your theoretical orientation, treatment plan (short- and long-term goals), review of your work (up to the current time) that you have done with the client (hopefully reflecting the treatment plan), and clinical concerns (e.g., ethical concerns, transference/countertransference, cultural issues). During the presentation, please also try to include an audio- or videotaped segment of a session to further illustrate your work with the client. (GRADE: 25% each for a total of 50%)
- (2) Discussion of client issues: The majority of the class time will be devoted to discussing client and agency issues. The goal is to provide opportunities for students to express any concerns they have in their counseling work as well as positive experiences at their sites. (GRADE: 50%)

Additional Responsibilities:

- (3) Confidentiality: As we will be discussing materials that are confidential in nature, students are expected to adhere to the fullest extent the standards of confidentiality of professional counseling. When describing their clients, students must avoid using any identifying information (e.g., actual name).
- (4) Check-in at the beginning of each meeting: In addition to expressing their readiness to participate in class, students are asked to identify any issues that may require additional discussion time (e.g., crisis situation with client). This will ensure that enough time is set aside to meet each student's supervision needs.

- (5) Communication with supervisors: The instructor will maintain an ongoing open communication with the students' supervisors to discuss training goals and student progress during the semester.
- (6) Counseling Timesheet: Students are expected to maintain a weekly timesheet that documents their counseling work. The timesheet should be signed by their counseling supervisors during their weekly supervision session.
- (7) SOAP Notes: Students are expected to maintain timely SOAP notes, preferably completed immediately following each session. The SOAP notes should be reviewed and signed by their counseling supervisors.
- (8) Topical Discussions: As time allows during each meeting, the instructor will introduce topics relevant to counseling for discussion during class.

## **GRADING**

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = BELOW 60

**Mid-semester Evaluation:**

**Final Evaluation:**