I. **Course Description.** The Counseling Internship is required of all master’s candidates in School and Community Counseling. Completion of the Counseling Practicum (CEP 894C) is a prerequisite. The internship is an intensive fifteen-week experience in a field setting. Emphasis is placed upon having a wide range of experience within the field setting, including some or all of the following: learning about procedures and practices of the setting, counseling with individuals and groups, preparation for session, preparation for supervisory sessions, general work of the agency or office, and learning opportunities found within the setting. A significant time commitment will be necessary. All students should arrange their schedules accordingly.

II. **Purpose of Internship.** The counseling internship provides a degree candidate with a vehicle for acquiring extensive supervised counseling experience within a field setting. All interns are required to have a 600-clock hour internship, which may be completed in one or two semesters. The internship meets the State of Michigan standards for licensure as a Professional Counselor. Becoming a professional counselor involves not only the learning and blending of theory and skills but a socialization process as well.

III. **Required reading.** Texts will be used from which selected portions will be assigned for discussion in group supervision. In addition to limited assigned readings, students are encouraged to seek out sources for independent study. A variety of books, articles and papers may be suggested and/or required during the semester. The following are required texts:


   **Recommended Reading**


IV. **Arrangements for internship site.** Interns are encouraged to work in a field setting that will provide them with a full range of experience in working with individuals, groups, and other aspects of the counseling office operation. Interns assume primary responsibility for finding an internship site. The internship instructor may be helpful in identifying possible sites. Once a site is found, the instructor must approve the site selected. Site approval will be given if the site meets basic requirements (outlined in the internship site agreement form). Site selection should be completed and all arrangements made well in advance of the internship experience.

V. **Duties of Internship Field Supervisors.** Field Supervisors are requested to attend a Counseling Program Internship Orientation each year on the main campus of Michigan State University.

   Each field supervisor is expected to:

   A. Provide space for the intern to work in an atmosphere that is consistent with the confidential nature of counseling.

   B. Orient the intern to the field setting.
C. Arrange for counselees/clients with whom the intern can work on a continuing basis (17 or more weekly client contacts of 20+ minutes - depending upon the age and maturity of the client).

D. Submit two evaluative reports to the internship instructor - the first at mid-semester, and the second, one week before final examinations begin. Report forms will be distributed in class.

E. Provide weekly supervision of 40-60 minutes to assist the intern with cases that the intern is handling.

VI. Responsibilities of Interns: Client Contact Rules. Interns are encouraged to counsel both individuals and groups during the course of the internship. A few rules, however, should be clearly stated. They are:

A. Principal attention will be focused on developing NEW client contacts and not on maintaining client caseloads from a prior practicum or internship experience.

B. Our time with each client is relatively brief and we need to be mindful that we are providing each with a structure for understanding the Purpose, Responsibilities, and Expectation (PRE) within counseling. Often it is necessary to provide this structure more than once with a given client.

C. The focus of our work as counselors, whether working with individuals or groups, is upon helping clients make choices and changes within their lives that are within their control. Clients, as we already have experienced, are sometimes quite willing to assign the responsibility for their actions to others and at other times to assume responsibility for bringing about change that is beyond their control. We have a responsibility to see that they focus upon what they can handle—and that they make significant changes that improve their lives as the result of their meetings with us.

D. Our participation in group work also needs to be focused on bringing about change. Some groups may be based upon principles outside the scope of our roles as counselors. We should not become involved in these types of groups. If we are leading a group, we want to be active participants. Groups need structure. Members have little idea of the potential that can be realized from group counseling unless we describe this to them, perhaps repeatedly.

VII. Time Commitment. Students may enroll for three through twelve semester credits, depending upon the number of clock hours they wish to commit themselves to at the field setting. The basic formula is 50 clock hours for each credit of enrollment (i.e., if 300 or more contact hours are planned, enroll for six credits; if 600 or more contact hours are planned, enroll for twelve credits). Of the 600-clock hour total, 240 or more clock hours are devoted to various forms of face-to-face contact.

NOTE: Because of time constraints, some interns elect to take eight or nine hours of internship during the Spring Semester and the remainder during the following first summer session.

A. Activities which may be included within the 240-hour face-to-face contact requirement:

1. Counseling with individuals and groups (application of counseling, consultation, or human development skills)
2. Presentations concerning services, counseling issues, and any other function of the Guidance and Counseling Office (school settings only)

B. Activities which may NOT be counted toward the 240-hour requirement:

1. Staff meetings, other than the time when you are making a case presentation.*\ 
2. Case presentations* 
3. All forms of supervision (on-site, MSU group supervision, and MSU Individual supervision)* 
4. Client advocacy* 
5. Preparation for counseling, reading about methods for working with a particular client, and preparations for supervision.* 
6. General work of the counseling office*

*these activities may be counted toward the 600-hour requirement along with all other internship related activities
VIII. **Instructional and Supervisory Format.** The internship course will have three formats, as here described:

A. **GROUP MEETINGS.** A program faculty member meets with all interns in group supervision sections. These sessions will be devoted to discussing common issues, learning about helping strategies, considering ethical issues, discussing assigned readings, and generally improving each intern’s knowledge of counseling practices and the counseling profession. **All students are required to bring an audible tape or video tape of a recent counseling session to each group meeting.** Failure to provide a recorded example of your work when requested will negatively affect your final grade. The group supervisor may request that you provide the audio recording of any client for further review (all interns are required to audio record all clients). Audiotapes are not to be erased until all supervisors have had the opportunity to meet with the counseling intern in supervision.

In the event that you are unable to attend your regularly scheduled group supervision session, you are required to notify your instructor and make arrangements to attend an alternate group supervision session during the same week.

B. **INDIVIDUAL APPOINTMENTS.** Individual appointments with the university supervisor will focus on improving clinical skills. A one-hour, weekly session with the university supervisor is required. Please plan to bring an audible tape of a recent counseling session for critique and half-page session summary to each individual session.

C. **FIELD VISITS.** Purposes of field visits are to: (a) discuss the intern’s performance with the field supervisor, (b) become acquainted with the field site, and (c) discuss case management issues with the intern. A field visit may be initiated by the faculty supervisor at his discretion. In the event that a field visit is desired, the instructor will spend approximately one hour on site. 20-30 minutes will be spent with the field supervisor and the intern together, and the remaining time with the intern. More time can be spent on site if the intern or supervisor wishes and arrangements have been made in advance.

IX. **Course Expectations.**

A. Each intern registering for twelve credits (12) will prepare a **PROFESSIONAL PORTFOLIO** (described in detail in another paper) and submit it to the instructor by the end of the thirteenth week of the semester. Students planning to extend the internship into the first summer semester will submit portfolios during the summer session.

B. Each intern will keep a **COMPOSITE LOG OF TIME ALLOTED TO TASKS DURING SEMESTER.** This will be inspected by the field supervisor on a weekly basis or at whatever interval is established as convenient and appropriate by the field supervisor. The **COMPOSITE LOG** will be brought to each individual and group meeting with the instructor for review. Both the intern and the field supervisor will verify the accuracy of this log at the semester’s end. This record of intern activity is required for both completion of course requirements and for licensure after graduation.

C. Audio taping or video taping all individual counseling sessions each week of the internship is required. Students are required to bring at least one tape for review to the class meeting following the most recent session with their client. As noted above, the group supervisor may request that a student produce/provide a tape of any client for which the student is receiving supervision at Michigan State University. Field supervisors are encouraged to utilize the student’s tapes during site-supervision. When tapes are prepared, they will be labeled with the **client identifier, the session number, the date of session, and the counselor’s name.** As stated above, bring a recent tape to each individual and group meeting.

The following represent special situations when taping may be a concern. Please note the prescribed procedures in each situation:

1. **Minors and vulnerable adults:** Interns do not provide counseling services to children (minors under the age of eighteen) or vulnerable adults without the written consent of their legal guardian. In the initial meeting when consent is not available immediately (e.g., school environments) the intern should provide a basic overview of the counseling process, review the procedure and reasons for obtaining consent, provide a consent form to be completed by the parent/legal guardian (this may also be mailed), and schedule a follow-up appointment for the minor/child to return the form as soon as possible. This initial meeting should be brief and should not include any form of
intervention. Interns do not conduct a second session with children without a signed consent form. In cases where parents do not consent to treatment, interns are required to recommend alternative forms of treatment with the assistance of their on-site supervisor. If you are involved in an on-site emergency situation and you do not have a parent’s written consent to work with their child, seek assistance from your on-site supervisor. Do not provide emergency interventions for a minor, for whom you do not have written consent, without a licensed professional present.

2. Clients that revoke consent to tape after the counseling relationship is formed: Clients that revoke their consent to be taped mid-way through the counseling relationship present an interesting set of ethical concerns. In cases such as these, issues of abandonment, breakdown in the counseling relationship, and professional boundary violation abound. For these reasons, and others, it is imperative that one condition of the counseling relationship with an intern (you) is taping of sessions. If it is made clear to the client in the beginning that the outcome of revoking consent (which is the client’s right) will likely result in transitioning the client to another mental-health professional, the client will then have received the appropriate information to give or withhold consent at the beginning of the counseling process. If the client does not consent to taping, do not make a second appointment. In spite of all that you may do to obtain informed consent at the beginning of the relationship, clients may still revoke consent (i.e., ask you to turn off the recorder before telling you something “important”). Before agreeing to turn off the tape, remind the client of their consent and the outcome of revoking consent. You, the counselor, are an important member of the counseling relationship; you have the right to maintain your position that you need the opportunity to receive feedback on your work through your tapes. Though your client has the right to “turn off the tape,” you have the right to hold the client to the conditions outlined at the beginning of your relationship. Conversations resulting from a client’s request to turn off the tape almost always lead to discussions more productive than the experience of telling the “secret.” If you are not able to resolve the concern for the client, turn off the tape and begin the process of transitioning the client to a new therapist.

D. Prepare a WEEKLY CLIENT ACTIVITY REPORT (divide clients by group and individual MSU supervision settings) for each group and individual supervision session. Be prepared to go over both lists with the section instructor each week. To maximize counseling and supervision outcomes, please determine early in your work with a client whether you will receive supervision for individual clients in group or individual supervision.

E. Each intern will participate in counselor training of first-year counseling students. At three times (to be arranged) throughout the semester, interns will function as “clients” in counselor training sessions. In this role, interns will develop a client case to be played in the counseling dyad with their first-year student counselor. Dyad assignments will be made by program faculty. After completing a client Intake Form, interns will “make an appointment” to meet with their student counselor. Your objective will be to facilitate a true-to-life professional experience for first-year students based on your own experiences as a beginning counselor. At the conclusion of each session, interns will complete a counselor evaluation of the student counselor (Client Evaluation of Counselor Form-found on ANGEL). The time spent functioning in the counseling role (including time spent completing evaluations of counselor performance) may be counted toward the 600 clock-hour internship requirement.

F. Each intern will complete and present a set of formal documents representing their understanding/conceptualization of one client over the course of the semester:

   a. Intake/Assessment Report (early-semester)
   b. Case Conceptualization (using at least two theoretical orientations)/Treatment Plan (mid-semester)
   c. Treatment Summary (semester-end)

(Note: formats for the above reports will be provided on ANGEL. These reports should resemble work submitted in CEP 865)

X. Special needs. If any person needs special accommodation or assistance for any aspect of the course, please inform the instructor immediately.
XI. **Client homework.** Most clients derive benefit from working on their concern in some manner between sessions. Whether this takes the form of exploring, keeping a log, making various contacts—or whatever, depends upon the client and circumstances of the situation. Make the homework something the client is likely to do and is likely to benefit from doing. However, the word “homework” may not be the best term. Use a palatable and understandable term.

XII. **Confidentiality.** Counseling is a confidential relationship. Your client may or may not initially understand this. As described in PRE, confidentiality needs to be explained, but occasions when confidentiality cannot be maintained also must be clearly defined. You may well be tested by some clients as to whether or not you maintain this confidentiality. In meetings with your supervisors and other internship students, refer only to the first name (and last initial if necessary) of the individual. Do not mention a client’s last name, setting, or any other identifying information. For example, you may tell the class that a female client works for a large retailer like Sears (if she works for another retailer) or a male client lives in a small city such as Mason (if he lives in a small city other than Mason).

In addition to maintaining confidentiality with regard to information we receive from clients, we are obligated to treat information we hear within our class with the same confidentiality. **Share confidential information with no one outside the group.** The singular exception is the occasion/s when the site supervisor or agency director needs to be notified because of harm to the client or someone else.

XIII. **Student insurance.** Every intern should purchase their own liability insurance. Although the possibility of being sued may not be great, the financial consequences, whether the intern is innocent or guilty, could be considerable. The American Counseling Association offers an inexpensive Professional Liability Insurance Program for students who are members of ACA. The address for obtaining full information is:

American Counseling Association
5999 Stevenson Avenue
Alexandria, VA 22304 Telephone: 800-247-7989

XIV. **Professionalism.** While the importance of interns presenting themselves honestly is stressed, interns sometimes do themselves a disservice and reduce their potential as helpers by the way they describe themselves. Rather than saying, “I’m not a member of the staff. I’m just a graduate student working here this semester” you might better say, “I’m helping people like you as part of my advanced training in counseling.”

XV. **Reimbursement for services.** Interns may be paid for their services at the discretion of the school or agency at which they are working. While it is recognized that an intern is not fully credentialed and the internship is a learning experience, an intern is providing considerable service to the agency or office.

XVI. **Grading.** The internship experience is numerically graded. Grading for the internship is based upon the following:

A. Class attendance and participation is required.
B. The two reports of the field supervisor, copies to the instructor of record
C. Class discussion and readings as assigned.
D. Quality of the **PROFESSIONAL PORTFOLIO** submitted.
E. Evidence of time allocation as reported in the **COMPOSITE TIME LOG**.
F. Evidence of work quality as presented to the internship instructor (e.g., **Reports**).
G. Quality of work as displayed on the **WEEKLY CLIENT ACTIVITY REPORT**
H. Quality of preparedness and participation in class sessions.
I. Preparedness and receptivity to learning exhibited during the class and individual meetings.
J. Professional Development Activities

XVII. **Deferred grades.** To protect the best interest of students, faculty, and cooperating schools or agencies, deferred grades are not given for the internship experience. Students who have not completed the contracted hours or satisfactorily completed other requirements must formally re-enroll in the internship for a subsequent semester. In highly extenuating circumstances, an exception may be granted only upon unanimous approval of the counseling program faculty.
XVIII. **Internship and professional counselor licensure.** The 600-clock hour internship is a requirement for licensure as a professional counselor within the State of Michigan. Licensure is granted by the Board of Counseling within state government, not by this program and department. Successful completion of this internship is necessary for licensure, but other requirements also apply. **Negotiations for licensure are conducted between the applicant and the Board of Counseling.** NOTE: For information write:

Department Consumer and Industry Services  
Michigan Board of Counseling  
P.O. Box 30670  
611 Ottawa - 1st floor  
Lansing, MI 48909  
Phone: 517/335-0918

Additional information regarding National Board Examination may be obtained by contacting NBCC at 336-547-0607.
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<tr>
<th>Week</th>
<th>Course Schedule</th>
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<tr>
<td>1</td>
<td>Course Overview (graduation applications due-Registrar-1/16) Baird-Ch.4 (class/peers)</td>
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<td>2</td>
<td><strong>Due: first Client Activity Report and tape</strong> Baird-Ch.5 (supervision) <strong>MLK Holiday-no class for section 003 (Monday)</strong> Corey et al.-Ch.1&amp;9</td>
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<td>3</td>
<td><strong>Due: Emergency Contact/Procedure Form</strong> Baird-Ch.3 (ethics) <strong>Due: Intake/Assessment Report</strong></td>
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<td>Discussion: Ethics in the counseling profession</td>
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<td>4</td>
<td>Discussion: diversity Baird-Ch.6 (diversity)</td>
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<td>5</td>
<td>Discussion: counseling records Baird-Ch.8 (records)</td>
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<td>6</td>
<td>Discussion: stress and self-care Baird-Ch.9&amp;10 (self-care)</td>
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<td>7</td>
<td>Due: Case Conceptualization/Treatment Plan Report Discussion: assessing risk for suicide</td>
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<td>8</td>
<td><strong>Due: mid-semester evaluation (site supervisor)</strong> Discussion: brief therapy</td>
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<tr>
<td>9</td>
<td><strong>Spring Break-No classes-No MSU supervision</strong> (students encouraged to take some time off-make necessary arrangements with site(s))</td>
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<tr>
<td>10</td>
<td>Discussion: starting the closure process</td>
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<tr>
<td>11</td>
<td>Discussion: dual relationships Corey et al.-Ch.7</td>
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<tr>
<td>12</td>
<td>Discussion: diagnosis of clinical and personality disorders Corey et al.-Ch.10</td>
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<td>14</td>
<td><strong>Due: Portfolio</strong> (only students completing internship Spring semester)</td>
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<td>15</td>
<td><strong>Due: Final Evaluation (site supervisor)</strong> Baird-Ch.12 (closing cases) <strong>Due: Treatment Summary Report</strong> Discussion: Closure with clients</td>
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<td>16</td>
<td>Closure and the internship experience</td>
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<tr>
<td>17</td>
<td><strong>GRADUATION!</strong></td>
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