**New York University**

**The Steinhardt School of Culture, Education and Human Development**

**Department of Applied Psychology**

**Course Syllabus**

**E63.2655: Internship I in Counseling for Mental Health & Wellness**

**Fall, 2010**

**Thursdays: 4-6:30**

**NYU Internship Instructor: Michael J. Koski, Ph.D.**

**email: MJK38@columbia.edu**

***“We are beings shaped by and inevitably embedded within a matrix of relationships***

***with other people, struggling both to maintain our ties to others and to differentiate***

***ourselves from them…The person is comprehensible only within this tapestry***

***of relationships, past and present.”***

**(from, Stephen Mitchell: *Relational concepts in psychoanalysis*)**

***A troop of porcupines is milling about on a cold winter’s day. To keep from***

***freezing, they move closer together. When close enough to huddle, however,***

***they start to poke each other with their quills. In order to stop the pain,***

***they spread out, but again begin to shiver. This sends them back to each***

***other, and the cycle repeats, as they struggle to find a comfortable place***

***between entanglement and freezing*.**

**(Schopenhauer’s fable)**

**“*I am a person through other persons”***

**Zulu adage**

**COURSE DESCRIPTION:** Internship I is the first course in a two-semester internship sequence that is part of the Master of Arts degree program in Mental Health and Wellness. This course complements the 300 hours of supervised practical experience to be gained concurrently at the student’s field work placement in a mental health counseling setting during the fall semester. The course will focus on the integration of didactic learning with the actual experience of counseling in a practicum setting by addressing specific topics, practicum experiences and counseling cases. Topics addressed will include: assessing and negotiating learning needs; understanding the nature and culture of the internship site; the professional role of the counselor; developing one’s identity as a counselor-in-training; the role of supervision, the counseling relationship, ethical and multicultural issues; and other topics relevant to the field settings in which students are placed. As the semester progresses and students begin to counsel individual clients and groups, supervision of cases will focus on counseling skills, case conceptualization, treatment planning, intervention strategies and termination. Students spend a minimum of **16-20** hours a week in a college or community agency setting approved by the Director of Internship performing counseling related tasks. The NYU Internship Instructor will function as the liaison between the NYU Department of Applied Psychology’s Masters in Mental Health and Wellness Program and the internship site supervisor. More specifically, this Internship course has the following objectives:

**COURSE OBJECTIVES:**  The overall goal of Internship I Class is to assist you in making the transition from student to professional counselor. The **following objectives** serve this goal:

1. To introduce students to the practical **application** of the counseling skills and theories introduced in more didactic course work.
2. To provide an opportunity for students to begin to develop their own unique style of counseling and gain a greater sense of their **identity** as a counselor.
3. To provide opportunities for students to experience the many dynamic elements of a **counseling relationship**; e.g., transference, countertransference, projection, projective identification and establishing and maintaining boundaries.
4. To provide opportunities for counselors to reflect upon **issues of diversity** within the counseling relationship and work from a **multicultural perspective**.
5. To encourage students to continually think about, appreciate and use their own **reactions, feelings, thoughts and emotions (**i.e., countertransference) that come up during a counseling session to provide a framework for further understanding their clients’ issues.
6. To provide opportunities to use the fact that the class is a **group** with its own dynamics and to examine, when appropriate, how these dynamics may influence the group’s ability to accomplish its stated task. This can include an understanding of “parallel process” and how this dynamic can further illuminate the work one does with a client.
7. To provide students opportunities to address the **ethical issues** involved in counseling as they arise and utilize **ethical guidelines** in practice.
8. To provide students with the opportunity to take up the **role of a supervisee** and to learn how to use the supervisee-supervisor relationship in such a manner that will enable the student to ask for, and receive what she/he needs in order to continue to develop her/his counseling skills.
9. To provide opportunities for students to examine how the **system** (site) in which they work may have dynamics and a **culture** that influence their work with their clients.
10. To help students fill in some of the “gaps” in their mental health counseling knowledge base and encourage them to become **lifelong learners** through reading journals, availing themselves of workshops and advanced training opportunities as well as membership in professional counseling associations.

All of the above objectives can be achieved **only** if the students and professor participate in the creation of a group supervisory/learning experience that provides at atmosphere of **trust and safety** for supervisees to openly share and receive constructive feedback on their thoughts, feelings, experiences and behaviors regarding their learning needs and objectives in their internship site and counseling work.

**REQUIRED READINGS:**

DeSole, L.M, Nelson,A., & Young, L.L. (2006).  *Making contact: The therapist’s guide to conducting a successful first interview.* Boston: Allyn and Bacon.

Sweitzer, H.F. & King, M.A. (2004). *The successful internship: Transformation and empowerment in experiential learning.* Belmont, CA: Brooks/Cole

American Counseling Association. *ACA Code of ethics & standards of practice.*

Baltimore, MD: American Counseling Association. (Available to download at

www.counseling.org)

Journal Articles: A list is found at the end of the syllabus: all articles available on Blackboard.

**COURSE REQUIREMENTS:**

**Internship experience**: The internship experience for the semester will consist of a total of **300** hours of supervised counseling work in a college or community agency and functions as the basis of this course. Students are expected to successfully fulfill their internship commitment.

**Weekly Logs**: Weekly logs that list your days and hours at your internship site must be signed by your on-site supervisor and will be co-signed by your internship class instructor. They will be handed in at the last class in December.

**Attendance**: Since this course is didactic and experiential in nature, attendance and active participation in class discussions are essential. You are expected to notify the professor in advance if you will not be in class. Students who miss more than one class will be expected to complete a make-up assignment (details to be provided in class). A third absence can result in course failure.

**Professional Demeanor:**  Behavior that can reasonably be predictive of poor professional functioning, such as lateness, texting or using a cell phone in class are unacceptable.

**Personal Goals**: Please prepare a list of your goals for the internship experience. They should be specific counseling goals, e.g., “to be able to deal with highly emotional clients.” Please prepare this in duplicate – one copy will be kept by you and one by the instructor. These goals will enable the group and the instructor to be more attuned to what you need in supervision and will be used to measure your progress for the end of semester evaluation. This is due the **2nd** class session.

**Session Recording:** Students ideally should record at least two sessions each week so they have ample material to choose from to present in class. If audio recording is not permitted, process recording (a verbatim written record of a session with comments on your thoughts, feelings, and interventions) is acceptable. For presentation in class, choose a portion of your fieldwork experience during the week- from a counseling session conducted by you, a session or an exchange you observed, or any other interaction with a staff member or client that was meaningful or troubling to you.

**Readings:**  Readings are assigned in advance and should be read prior to the class in which they will be discussed.

**Weekly Journal**: You will submit a **weekly** written journal at each class meeting. The journal will consist of two parts. The first part is an opportunity to reflect on your experiences at your site. This part of the journal is not simply a list of activities. It is to be a serious reflection on the meaning of your experience(s) and should particularly highlight experiences that can be shared with your fellow supervisees. The second part is a written reaction to any article(s) assigned for that week. Your reaction(s) can include: what did you learn from the article that you can apply to your counseling skills, repertoire, etc. in general and/or at your fieldwork site. (note: some articles do **not** require a written reaction; they have a star (\*) preceding them.)

**Class Presentation**: Each student will make a presentation to the class that provides an overview of a clinical issue/problem that is experienced by clients at one’s site. For example: working with clients with alcohol/drug abuse history; or, working with clients with eating disorders. Details for what should be covered in the presentation will be handed out in class.

**Written Final Paper**: Case Report: You will submit a case report from an active case you are working on at your site. Further information and guidelines will be provided in class. This paper is due in mid-December.

**Commitment to Confidentiality:** Students/supervisees are required to maintain confidentiality in relation to cases discussed in the course and personal information shared by other members of the internship class.

**Mid-Semester and End of Semester Individual Meetings:** Each student will participate in mid-semester and end of semester individual meetings with the NYU instructor to address progress towards learning goals. A written evaluation of your work for the semester will be prepared by me at the end of the semester and shared with you before it is given to the department. You will also have the opportunity to provide a written evaluation of my work with you as your course instructor.

**Remediation:** Students are encouraged to review the remediation policy contained in the program handbook.

**Role of course instructor**: As your NYU course instructor I have a variety of roles. Besides acting as a clinical supervisor and course instructor I am also responsible for maintaining a relationship with your site supervisor. At various times during the semester I will be speaking with your site supervisor to monitor your progress at your site. Any feedback I receive from site supervisors will be shared with you, formally at mid-semester and at other times as deemed necessary. I will also be available for consultation if problems arise at your site and you are not able to work out any issues with your on site supervisor(s).

**CRITERIA FOR PASSING INTERNSHIP I:** This is a pass/fail class. Students must complete all course requirements listed above. The on-site supervisor will complete an evaluation and submit it to the NYU instructor who will determine that the student has made adequate progress in developing those counseling skills and professional behaviors required at their site. More specifically, all of the following are part of the requirements for a grade of “Pass”:

* Consistent attendance at internship site and internship I class
* Active participation in class discussions
* Completion of weekly log of internship activity
* Satisfactory fulfillment of internship site contract
* Adequate progress in developing counseling skills and achieving learning goals
* Class presentation
* Submission of final paper (case formulation)
* Submission of weekly journals
* Submission of completed evaluations of site supervisor, site and NYU internship instructor

**CLASS SCHEDULE:**

**Please note:** Most class sessions will begin with a “check-in” and a didactic portion (topics listed below) followed by students having the opportunity to present to the class the experiences and challenges they face as they begin and adapt to work at their internship sites. As you begin to work with individuals and/or groups, you will have the opportunity to present counseling sessions with individuals and groups in class for feedback and additional supervision.

**Class 1**: **September 9:**  Introduction to course requirements; review of syllabus; students’ goals and expectations for the semester; experiential exercises to begin the process of self-understanding and introspection as students begin to take up the counselor-in-training role.

Reading: It is expected that you have read the DeSole text before the first class.

**Class 2:**  **September 16:** Making the transition from student to counselor-in-training; training goals for the semester; acculturating to the culture of a clinical setting; preparing for initial counseling sessions

Presentation of detailed description of your internship site (guidelines will be discussed in class)

Readings: Sweitzer: Ch. 1,2

Barrett, et al. article.

\* **Written list of personal goals due**\*

**\* Weekly journals due beginning today\***

**Class 3:** **September 23:**  Knowing your site: interface between clients, colleagues and community; review of establishing and maintaining a counseling relationship; developing and maintaining a supervisor-trainee relationship; parallel process in supervision

Presentations for supervision

Readings: Sweitzer: Ch. 3-4

Jorgensen article

**Class 4:** **September 30:** Conducting a thorough clinical interview (handout)

Presentations for supervision

Readings: Sweitzer, Ch. 5

Turner, et al. chapter

**Class 5:** **October 7:** The client population of college and community agencies: challenges and issues; Prochaska’s model of readiness for change and its application to counseling. The “difficult” client

Presentations for supervision

Readings: Sweitzer, Ch. 6

O’Brien article

**Class 6:**  **October 14:** Professional challenges: reporting abuse, referrals, crisis intervention and suicide assessment. **1st** Class presentation

Presentations for supervision

Readings: Sweitzer: Ch. 7

Hage article

**Class 7:** **October 21:** Ethical issues in counseling: professional and legal; **2nd** Class presentation; individual meeting with NYU Internship Instructor to discuss progress toward meeting learning goals.

Readings: Sweitzer: Ch.13 ; ACA Code of Ethics and Standards of Practice.

**Class 8: October 28:** The Mental Status Examination; **3rd** Class presentation.

Presentations for supervision

Readings. Daniel & Crider chapter

Sweitzer: Ch. 8-9

**Class 9: November 4:**  Multicultural issues in counseling; **4th** Class presentation.

Presentations for supervision

Readings: Sweitzer: Ch. 10-11

La Roche article

Constantine & Sue article

**Class 10: November 11:**  Case conceptualization and Diagnosis; Review of strengths and limitations of DSM five axis diagnoses; Sample case conceptualization and report. **5th** Class presentation

Presentations for supervision

Reading: Zalaquette, et al. article

Sweitzer: Ch. 12

**Class 11: November 18:** Review of CBT interventions; contrast with psychodynamic approaches; motivational interviewing with chemically dependent clients; **6th** Class presentation

Presentations for supervision

Reading: Wachtel chapter; Sweitzer, Ch.14

**Class 12: December 2:**  Psychopharmacology. (Make up of any presentations)

Presentations for supervision

Reading: White article

**Class 13:**  **December 9:** Group work in clinical settings; \***Supervisor evaluations due**.\*

Reading: McCollom chapter

Presentations for supervision

**\*Final project due\***

**Class 14:**  **December 14 (Tuesday):** Final full group class. Unfinished business. **Logs signed by supervisor(s) due.**

**Class 15: December 16:**  End of semester individual meetings for evaluation and feedback

**Required Readings:**  (starred, \* readings do not require written reaction in weekly journal)

Barrett, M. S., Chua, Wee-Jhong, Crits-Christoph, P. (2008). Early withdrawal from

mental health treatment: Implications for psychotherapy practice.

*Psychotherapy Theory, Research, Practice, Training, 45(2),* 247-267

Constantine, M. G. & Sue, D. W. (2006). Factors contributing to optimal human

functioning in people of color in the United States. *The Counseling*

*Psychologist, 34(2),* 228-244.

\*Daniel, M. S. & Crider, C. J. (2003). Mental status examination. In, Michel Hersen &

Samuel M. Turner (eds.). *Diagnostic interviewing (3rd ed.).* 21-39. NY: Klewer

Academic Publishers.

Hage, S. M. (2006). Profiles of women survivors: The development of agency in abusive

relationships.  *Journal of Counseling and Development, (84),* 83-93.

Jorgensen, C. R. (2004). Active ingredients in individual psychotherapy. *Psychoanalytic*

*Psychology, 21(4),* 516-540.

La Roche, M. J. (2005). The cultural context and the psychotherapeutic process: Toward

a culturally sensitive psychotherapy. *Journal of Psychotherapy Integration, 15(2)*

169-185.

\*McCollom, M. (1990). Reevaluating group development: A critique of familiar models.

In J. Gillette & M. McCollom (Eds.), *Groups in context* (pp. 134-154). MA:

Addison-Wesley.

O’Brien, M. (2004). An integrative therapy framework: Research and practice. *Journal of*

*Psychotherapy Integration, 14(1),* 21-37.

\*Turner, S. M., Hersen, M., & Heiser, N. (2003). The interviewing process. In, Michel

Hersen & Samuel Turner (eds.). *Diagnostic interviewing (3rd ed).* 3-17.

NY: Klewer Academic Publishers.

Wachtel, P. (1993). Therapist self-disclosure: Prospects and pitfalls. In, P. Wachtel:

*Therapeutic Communication: Principles and effective practice,* 206-233.

NY: Guilford Press.

White, K. P. (2002). Surviving hating and being hated: Some personal thoughts about

racism from a psychoanalytic perspective. *Contemporary Psychoanalysis,*

*38(3),* 401-422.

Zalaquett, C. P., Fuerth, K. M., Stein, C., Ivey, A. E., & Ivey, M. B. (2008). Reframing

the DSM-IV-TR from a multicultural/social justice perspective.

*Journal of Counseling and Development, 86,* 364-371.

**RECOMMENDATIONS FOR FURTHER READING:**

Bender, S. & Messner, E. (2003). *Becoming a therapist: what do I say and why?*

NY: The Guilford Press.

Brown, S.E., & Lent, R.W. (2000). *Handbook of counseling psychology.* New York:

John Wiley.

Dass-Brailsford, P. (2007). *A practical approach to trauma: Empowering interventions*.

New York: Sage

Lippincott, J.A. & Lippincott, R.B (eds.) (2007).  *Special populations in college*

*counseling: A handbook for mental health professionals.* American

Counseling Association.

Luepnitz, D.A. (2002). *Schopenhauer’s porcupines: Intimacy and its dilemmas.* New

York: Basic Books.

Peebles-Kleiger, M.J. (2002). *Beginnings: The art and science of planning*

*psychotherapy.* Hillsdale, NJ: Analytic Press.

Ponterotto, J.G., Casas, J.M., Suzuki, L.A., & Alexander, C.M. (1995). *The handbook*

*of multicultural counseling.* Thousand Oaks, CA: Sage Publications.

Raskin, P.M. (1987). *Vocational counseling: A guide for the practitioner.* New York:

Teachers College Press.

Seligman, L. (1980). *Assessment in developmental career counseling.* Cranston, RI:

Carroll Press.

Shea, S.C. (1998). *Psychiatric interviewing: The art of understanding. A practical guide*

*for psychiatrists, psychologists, counselors, social workers, nurses and other*

*Mental health professionals (2nd ed.).* Philadelphia: Saunders.

Stevens, P. & Smith, R.L. (2005). *Substance abuse counseling: Theory and practice*

*(3rd ed).* Pearson/Merrill Prentice Hall.

Sue, D.W. & Sue, D. (1999). *Counseling the culturally different: Theory and practice.*

New York: Wiley.

Teyber, E. (2000). *Interpersonal process in psychotherapy: A relational approach.*

Belmont, CA: Brooks/Cole

Yost, E.B. & Corbishley, M.A. (1987). *Career counseling: A psychological approach.*

San Francisco, CA: Jossey-Bass, Inc.

http://ccvillage.buffalo.edu/vpc.html (this site has links to different college counseling centers and information they provide students on a wide-range of mental health issues)

http://www.utexas.edu/student/cmhc/RelaxationTape/index.html (This site has relaxation tapes that clients often find helpful)

**Journals**: The Counseling Psychologist

Journal of Counseling Psychology

Journal of Multicultural Counseling and Development

Journal of Counseling and Development

**Professional Organizations:** American Counseling Association – student affiliate

Addenda to Class syllabus:

**ACCOMODATIONS:**

Anyone who has a disability which may require some modification of seating, testing, the homework, assignments, or other class requirements should see the Professor after the first class or make an appointment.

Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities 719 Broadway, 2nd Floor, 212.998-4980 (telephone and TTY), www.nyu.edu/csd