



WINEBRENNER
THEOLOGICAL SEMINARY

“Winebrenner equips leaders for service in God’s Kingdom.”

Term:

Course: CC 7100: Internship in Clinical Mental Health Counseling II [C]

Instructor:

Phone:

Email:

Office/Contact Hours:

MAACC Syllabus

COURSE DESCRIPTION

This course is a continuation of Internship I. Students are under the guidance of a professor and a licensed professional clinical supervisor. This course provides students with opportunities to further their knowledge. This course will also continue to assist students in developing and applying their skills in techniques, theory, assessment, case presentation, diagnosis (DSM-5-TR). Further opportunities will be given to students to identify their strengths, limitations, and challenges, and to assist further self-awareness. *Prerequisite: CC 7050. (3 credit hours)*

COURSE OUTCOMES AND OBJECTIVES

This course addresses the following 2024 CACREP Standards for Clinical Mental Health Counseling Programs. At the conclusion of this course, the successful student will successfully meet the following standards:

1. practice their roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including a) collaboration and consultation, b) community outreach, c) advocates, d) case managers, and e) emergency response providers (3.A.3., 3.E.4., 3.E.17.- 3.E.20., and 5.C.6.- 5.C.8.).
 - *Assessment occurs through case presentations, project, reflection journal, and site supervisor evaluation.*

2. develop skills in practical matters such as record-keeping, documentation, and other management issues (3.E.16. and 5.C.9.)
 - *Assessment occurs through case presentations, reflection journal, and site supervisor evaluation.*
3. demonstrate competence in case conceptualization and treatment planning (3.E.3., and 3.E.13.- 3.E.15.)
 - *Assessment occurs through case presentations, reflection journals, and site supervisor evaluation.*
4. strengthen their interviewing, intervention, diagnostic and counseling skills (3.E.2., 3.E.8.- 3.E.10., 3.E.12., 5.C.1., 5.C.4., and 5.C.5.).
 - *Assessment occurs through case presentations, log completion, journal reflections, and site supervisor evaluation.*
5. further develop their ability to apply various counseling theories in clinical practice (3.E.1. and 3.E.21.).
 - *Assessment occurs through case presentations, journal reflections, and site supervisor evaluation.*
6. demonstrate an understanding of critical legal and ethical issues relevant to clinical practice including the use of technology related to counseling (3.E.5., 3.E.6., and 5.C.3.).
 - *Assessment occurs through case presentations and journal reflections.*
7. show an understanding of issues of diversity and how these issues impact service provision and clinical intervention (3.E.7. and 3.E.11.).
 - *Assessment occurs through case presentations, journal reflections, and site supervisor evaluation.*
8. lead or co-lead a counseling or psycho-educational group during practicum or internship (4.E.)
 - *Assessment occurs through case presentations, log completion, and site supervisor evaluation.*

REQUIRED TEXTBOOKS

American Psychological Association. (2019). *Publication manual of the American Psychological Association*. (7th ed.). Author.

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders*. (5th ed.). Author.

Additional required reading available on Populi.

METHODOLOGY

This course will utilize didactic learning methods including large and small group discussion, individual case presentations, and role-play..

EVALUATION AND GRADE SCALE

Grade Scale

Letter Grade	Percentage
A+	99-100%
A	94-98%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-73%
F	Below 70%

A course grade of F will not meet the requirements for degree credit.

Pluses and minuses are regularly assigned. The student's GPA is determined by dividing the total points by the number of trimester hours completed.

Calculation of grade will be based on the following:

Participation-Journal reflections	140 pts.
Logs and Completion of hours	200 pts.
Case Presentation	200 pts.
Evaluations (midterm and final)	100 pts.
Live observation form	60 pts.
CPCE Study Guide	200 pts.
Final Exam	100 pts.
TOTAL	1000 pts.

Participation grades for the course grade and may include, but is not limited to, classroom engagement, attendance, on time arrivals, timely responses to instructor emails, completion of required readings, engagement in synchronous sessions (online), and discussion board posts that meet the instructor's standards for quality and quantity (online). Consult the participation section of the syllabus for more details.

COURSE REQUIREMENTS

Students must satisfactorily complete each of the course projects. Grades will be calculated on a total of 100 points for the course. Format for projects is double-spaced with appropriate documentation of sources, utilizing the *Publication Manual of the American Psychological Association*, 7th edition.

Client and Student Confidentiality

Counselors recognize that trust is a cornerstone of the counseling relationship. The ACA Code of Ethics (section B) and the APA Code of Ethics (section 4) specifies that counselors must respect their client's right to privacy and avoid illegal or unwarranted disclosures of confidential information. This includes anything that might readily identify a client to others who are not authorized to have this information. Counselors must make every effort to ensure that a client's Private Health Information and confidentiality are maintained by supervisees, students and supervisors. Therefore, privacy and confidentiality are requirements regarding the sharing cases in class and any identifying information should be properly deidentified during class discussions, presentations, and other course assignments. **Any breach of confidentiality will result in disciplinary action.**

- 1. Participation (Professional Behavior)** – A portion of your grade will depend upon your level of participation during class each week. This means arriving to class on time, staying for the duration of class, and remaining focused during the allotted class time. This also means being prepared for class by bringing textbooks, articles, and other course material to class each week. Additionally, *reading required materials and viewing required videos prior to class time is essential as students cannot enter class discussions and activities with relevant questions and comments if they are not prepared.* Spontaneous assessments may be given to assess student preparedness. As we strive to provide a biblically-based approach to counseling, it is expected that you evaluate all readings and discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work.
- 2. Logs (KPI 5)** – Students are required to complete a minimum of 600 clock hours of supervised counseling experiences. A minimum of 240 of these 600 hours must be in direct service activities with clients. Additionally, students must have a minimum of 200 clock hours of indirect and direct service experiences, which include the diagnosis, and treatment of mental and emotional disorders and conditions. Students will produce a log cataloging these experiences in appropriate clinical counseling areas to assure some exposure to each: assessment/appraisal and records, group work, individual counseling, consultation, resources and referral, placement, case note procedures, evaluation, and treatment planning. *Logs will be checked by site supervisor on a weekly basis and Final Log turned in at the end of the trimester.*

3. **Written Case Presentation (KPI 5)** – Students will complete a written case presentation of a present internship client. This case will be presented in class, to include the diagnosis, treatment plan and prognosis (see case presentation example).
4. **Journal Reflections** – Students are expected to practice the skills of introspection and reflection. It behooves us to look at ourselves as we move through the process of creative self-examination with our clients, not only during the internship but throughout our careers (Instruction found in Populi)
5. **Study Guide for Counselor Preparation Comprehensive Exam (CPCE) (KPI 1)** – Students will develop and present a PowerPoint presentation (up to 20 minutes) reviewing one of the eight CACREP core areas assessed on the CPCE. The presentation should help classmates prepare for the exam by summarizing major theories, key terms, foundational concepts, and important study points. (Instructions found in Populi.)
6. **Evaluations (KPI 5)** – Students must submit a satisfactory performance evaluation by site supervisor, otherwise known as the Counselor Competencies Scale-Revised (CCS-R). Students will also submit a self-evaluation, Christian Counselor Effectiveness Characteristics (CCEC) and the Fieldwork Site Evaluation form at the end of the trimester.
7. **Final exam (KPI 5)** – Content specific: Use of technology and provision of telehealth services in counseling.

Supervisor requirement:

- a. Supervision must include activities related to the Diagnosis and Treatment of Mental and Emotional Disorders.
- b. The Supervisor must include one hour of face-to-face supervisory contact between supervisor and student weekly, and at minimum for every 20 hours of internship activities.
- c. The supervisor will complete an evaluation form attesting to the student’s satisfactory completion of all the above activities in Clinical Counseling.
- d. The supervisor will adhere to all legal and ethical requirements of clinical practice.

CLASS SCHEDULE All class meetings will be offered in-person and online via Teams meetings.

Week/Date	Topic	Readings/Assignments
1	Review of syllabus/expectations	Journal Reflections
2	Supervision – Case presentations	Journal Reflections

3	Supervision – Case presentations	Journal Reflections CPCE Study Review
4	Supervision – Case presentations	Journal Reflections CPCE Study Review
5	Supervision – Case presentations	Journal Reflections CPCE Study Review
6	Supervision – Case presentations	Journal Reflections CPCE Study Review
7	Supervision – Case presentations	Journal Reflections CPCE Study Review
8	Supervision – Case presentations	Journal Reflections CPCE Study Review
9	Supervision – Case presentations	Journal Reflections CPCE Study Review
10	Supervision – Case presentations	Journal Reflections Final Exam Due
11	Supervision – Case presentations	Final Evaluations due
12	Supervision – Case presentations	CPCE Exam Scores due

WEBSITES

American Counseling Association (ACA)

<http://www.counseling.org/>

American Psychological Association (APA)

<https://www.apa.org/>

Council for Accreditation of Counseling and Related Education Programs (CACREP):

<http://www.cacrep.org>

Ohio Counseling Association (OCA)

<http://www.ohiocounseling.org/>

Purdue Owl APA Writing Assistance

<https://owl.english.purdue.edu>

State of Ohio Counselor, Social Worker, Marriage & Family Therapist Board

<https://www.cswmft.ohio.gov/>

PROFESSIONAL DISPOSITIONS

The Master of Arts in Clinical Counseling Program has adopted a set of dispositions to be demonstrated by all students. These dispositions include:

- **Commitment** – including counselor identity, investment, advocacy, collaboration, and interpersonal competence.
- **Openness to ideas** – including learning, identifying needed changes, giving and receiving feedback to and from others, and engaging in self-development.
- **Respect for self and others** – including honoring diversity, self-care, and wellness.
- **Integrity** – including personal responsibility, maturity, honesty, courage, and congruence.
- **Self-awareness** – including humility, self-reflection, and understanding of place in history.

These dispositions represent the values of the Department of Counselor Education at Winebrenner Theological Seminary. All students should embody these dispositions inside and outside the classroom to the greatest extent possible.

DIGITAL DELIVERY GUIDELINES

(Since all of this course is digitally delivered, the following guidelines will be followed.)

Teams Online Meeting Etiquette

Students attending class via Microsoft Teams should do so in a distraction free environment and a learning posture. Taking class while driving or engaged in other activities that requires direct attention should be avoided. **For class sessions** you will need your computer with camera and microphone and a stable Internet connection. Your instructor recommends using a desktop or laptop that is stationary to avoid making your classmates “seasick” with a moving image of you on the screen. It is optimal that you can look straight into the camera rather than down or to the side to give everyone in the class session a sense that we are all “present” and looking at each other. You can have the session on one side of your screen and take notes or view documents beside it in a split screen.

Except during breaks, all cameras should be turned on, and you must be present; no blank screens or avatars during class session. **Exercising, walking on a treadmill, driving your car, or rocking in a chair can also disrupt the classroom environment; please refrain from engaging in distracting activities during class sessions.** Unless otherwise specified by the instructor, please mute yourself until ready to speak to avoid having the class disrupted by background noise. You may use headphones if background noise is present. **Participation grades do include students’ attentiveness whether in-person or online.**

Secure Environment

An adequate and appropriate learning environment is necessary when working within digital delivery systems. Students enrolled in the MACC digital delivery program must adhere to the following guidelines:

- Students should attend class meetings in a distraction-free environment that is secure from inadvertent breaches of privacy and confidentiality.
- Students should attend class from a webcam equipped computer or tablet with keyboard and use headphones if background noise is present.

Video Submissions

For class assignments requiring submission of a video displaying your skills in working with another individual, guidelines have been created to uphold privacy. Creating secure videos and submitting them for grading involves several key steps to ensure both the integrity of the content and the privacy of the individuals involved. To create secure videos for grading, **follow these guidelines:**

- *Use Secure Recording Tools:* Utilize software that offers encryption to protect your video files from unauthorized access.
- *Ensure Privacy:* Make sure to record in a private, quiet environment to avoid capturing sensitive information or background noise.
- *File Protection:* Save your videos in a secure format and use strong passwords for any file-sharing services.
- *Submission Protocols:* Videos will be submitted through Populi (Winebrenner's Learning Management System). Due to size limitations, links may be submitted. Again, ensure that links are secured with access limited to only the course instructor.
- *Data Backup & Deletion:* Keep a backup of your videos in a secure location to prevent data loss. Upon completion of the assignment and instructor grading, all data should be permanently deleted.

By adhering to these practices, you can ensure that your videos are both secure and ready for grading while protecting the privacy of individuals and confidentiality of the content.

THE SEMINARY POLICIES FOR PAPERS AND LATE WORK

All work is due to the instructor on or before the final day of class, according to the syllabus schedule.

Late Work During the Term

A student who submits assigned written work late during the trimester, when the lateness is not due to a serious illness or death of a family member or extreme life/ministry situations outside his/her control, and reported to the instructor at the time of the late submission, will have his or her grade on such late work reduced a total of 10% for the first week's lateness (from one to seven days). The reduction will be an additional 10% for the second week's lateness (from eight to fourteen days, for a cumulative total of 20% penalty); and another

10% for the third week's lateness, after which the grade on the late work becomes an F. This same policy will also apply to scheduled examinations or tests. Students may petition the instructor in writing for an exception to this policy. When such exceptions last longer than the initial one week, the Chief Academic Officer shall be notified by the instructor.

The instructor may have a stricter policy provided they consult with the CAO to make a final determination. It must be clearly stated in the syllabus with corresponding reasons for the exception, such as multiple assignments building on each other.

Coursework extensions are negotiated with the course instructor during the term. Late work may not be submitted after the end of a term without filing a request for a course extension of the course through the CAO no later than one week prior to the end of the term.

DISABILITY INFORMATION

If you are a student with a diagnosed disability, it is your responsibility to notify your instructor and the Chief Academic Officer at least one week prior to beginning of the trimester so that reasonable accommodations can be made. Students with approved ISAPs are responsible for providing each of their instructors with a copy of their ISAP and having a careful conversation with each instructor regarding how the ISAP can best be followed within the specific parameters of the course. See the Graduate Catalog for the full policy.

ACADEMIC INTEGRITY

Academic integrity is the personal responsibility of students to represent as their own work in reports, papers, or examinations only what they are entitled to honestly present. Violations of academic integrity include dishonesty and plagiarism. If a student violates the standard on academic integrity, he or she will be subject to disciplinary action determined by the instructor and CAO.

A growing concern in graduate work is the use of artificial intelligence (AI) to compose or contribute to some or all written work. Please be aware that this is considered plagiarism. Doing respected, scholarly work requires that the work submitted is the learner's own, original work. Something written by AI is not considered the original work of the learner, but the work of the AI. Academic integrity at Winebrenner requires that all learners submit work that is their own.

Using helpful tools or apps to check spelling and grammar are permissible. For example, tools like MS Word autocorrect, spell-check, grammar-check features, or the Grammarly app can scan for errors and may make suggestions for edits. A translation app may help improve the readability of a paper for those whose first language is not English. However, using a translation app to improve another translation app can appear to be plagiarism. These helpful, rule-based, non-generative AI programs are very different from an AI program that composes writing from a few suggestions.

There are some educational benefits of using generative AI, so Winebrenner does not unilaterally prohibit all use of AI. Generative AI may only be used in very specific courses and assignments with the express permission of the instructor of record.

GRADE DISPUTE

When a student wishes to dispute a grade assigned in a course, the student should contact the Chief Academic Officer. This appeal process must be started within three weeks of the grade in dispute being posted. A Committee of Arbitration will be convened, whose decision shall be final. (See the Graduate Catalog for full details.)

INFORMED CONSENT

The MACC faculty members are dedicated to the educational, personal, spiritual, and professional growth and development of Winebrenner students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. All students are cautioned that the MACC courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor knowledge and skills. Should a student disclose information indicating impairment or the potential for harm to themselves, future clients, and/or others (including animals), the faculty member may take appropriate action in accordance with the state laws and the ACA Code of Ethics (2014). It is each student's responsibility to determine *an appropriate level of self-disclosure balanced with reactions* in experiential learning activities. A more detailed Informed Consent Statement is available from the CAO. It will also be made available to all students. Please contact Dr. Iiames if you have any questions of concerns about the Informed Consent Statement.

All students are subject to policies outlined in the Winebrenner Graduate Catalog.

Syllabus revised: 01/01/2026