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# TYNDALE SEMINARY

COUNSELLING MAJOR

# INTERNSHIP HANDBOOK

**DOCUMENT HISTORY**

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**COUNSELLING INTERNSHIP**

**HANDBOOK**

**Introduction**

In addition to the required course work, students in the Counselling Major program are required to register for COUN 0701 and complete 450 hours of Counselling Internship. This counselling-related placement is intended to provide students with an opportunity to put into practice what they have learned from the classroom experience.

Internship can be completed in a number of clinical settings. These include public or private agency, clinic, private practice, Hospital, etc. Another form of internship is via a [Canadian Association for Spiritual Care (CASC)](http://www.cappe.org/) Clinical Pastoral Education (CPE) or Pastoral Counselling Education (PCE) course unit. It is anticipated that this practical experience, along with the wisdom and expertise of the supervisor, will further enhance the growth and development of each student, personally and professionally.

**Placement Settings and Selection Process**

In December of each academic year, students will receive an annotated list of approved placement settings. Each student is then required to prepare and submit a student profile and a resume to the Coordinator of Counselling Major Internship Program. In response to the request of the supervisors in these settings, students are asked **not** to contact the sites directly. Instead, students will indicate their site preferences in the student profile. If further information is needed to determine the goodness of fit between setting and career goals, students are encouraged to make an appointment with either Coordinator of Counselling Major Internship Program to discuss these concerns. Please note that some sites charge a fee for supervision; that fee is paid directly to the site and is not part of your tuition fees.

Students are advised to list at least three (3) sites in order of preference on the student profile. While every effort will be made to send each student to a preferred site, there is no guarantee that you will be placed at the site you indicate. This information will serve as a guide in determining the site that might best meet the student’s needs. There may be some competition involved in the placement process. It is the responsibility of the site supervisor to interview the candidates they deem suitable in order to determine to whom an intern placement will be given. Since application and notification timelines differ from site to site, please be advised that there may be a lag between your submission of a file and hearing back from the site supervisor.

The sites that are currently part of the approved list have been chosen based on a number of factors. These include their ability to provide consistent clinical experience and supervision appropriate for the program and which meets College of Registered Psychotherapist of Ontario (CRPO)’s requirements. If students have contacts outside of the approved list, the Coordinator of Counselling Major Internship Program will have the responsibility of determining if the site and supervisor can guarantee the kind of experience necessary for successful completion of the internship.

**Prerequisites**

Students must have completed “Pre-internship Counselling Skills Lab” I and II (COUN 0601 and 0602), “Spiritual Formation” (SPIR 0700) and “Leadership Formation” (LEAD 0510) before registering in “Counselling Internship.” Additionally, the clinical track students must have either completed or be co-registered in, during the year of their internship, "Theories and Methods of Family Therapy" I and II (COUN 0772 & 0774) and "Professional Ethics" (COUN 0775) in order to register for the Counselling Internship course. Pastoral Care and counseling students must have either completed or be co-registered in, during the year of their internship: "Professional Ethics" (COUN 0775) or “Christian Ethics” (THEO M513).

***Timeline:***

* Students are given the list of internship sites in December.
* Student profiles and resumes are due by the Friday of the first week of classes of the winter semester. If an individual meeting with a faculty advisor is required, students are encouraged to request an appointment as soon as possible.
* The Coordinator of Counselling Major Internship Program will send the student resume to the sites by mid-February.
* Students will await contact from Site Supervisors.
* Once an offer of internship has been accepted, students are then responsible for completing a *Learning Contract* with their supervisor and submitting it by the end of the first month in the internship.

**Internship Registration Process**:

1. Register for COUN 0701 in the semester when you begin your internship. The credit will be given once all the internship course requirements are met (see internship Syllabus for details).
2. Register for COUN 0772 (Fall) (clinical track only) and COUN 0775 (Winter) if you have not taken them already.
3. The Association of Theological Schools (ATS) which is Tyndale's accrediting body, requires that all students involved in an off-campus internship placement meet regularly throughout the semester in individual and small group reflection seminars. Reflection seminars are help in the fall and winter semesters. Please see the internship course syllabus for details of the dates and times. A web form is the only means for signing up for these seminar. It will be updated to reflect the details for each internship year/semesters. The web form can be accessed at [www.tyndale.ca/seminary/counselling/internship](http://www.tyndale.ca/seminary/counselling/internship).

**CASC Internship and Process**

Overview

* Tyndale recognizes the [Canadian Association for Spiritual Care (CASC)](http://www.cappe.org/) Clinical Pastoral Education (CPE) and Pastoral Counselling Education (PCE) course unit as equivalent to selected M.Div. Counselling courses.
* Upon prior consultation with the Coordinator of internship, a student may take a CASC (formally CAPPE) CPE or PCE unit as a substitute for selected Tyndale counselling courses as follows:
* One CASC (CPE or PCE) unit may be substituted for counselling internship course (COUN 0701)
* One CASC (CPE or PCE) unit may be substituted for two Tyndale counselling elective courses for students in the Pastoral Care and Counselling track only.

To qualify as a substitute for the internship course, the CASC unit can only be taken after the appropriate counselling internship pre-requisites have been completed.

Process:

1. Student consults with Tyndale Coordinator of internship regarding taking a CASC unit
2. Student contacts a CASC (CPE or PCE) supervisor and applies for the unit. When accepted, the student registers for the unit, pays the required fees (see information below) and begins the program.
3. Upon completion of the unit, the student provides the following to the Coordinator of internship:

* Learning contract
* Direct Client Contact Record
* Copy of final supervisor’s evaluation report
* Certificate of CASC Unit completion

1. (The registrar’s office will be notified by the internship program Coordinator that the student has completed the unit [e-mail])
2. The student pays Tyndale a posting fee of $100.00 to have the CASC unit posted as a substitute for COUN 0701.

**Note:** Students taking the CASC unit for counselling internship are required to participate in the regular scheduled internship reflection seminars in fall and winter semesters. Separate arrangement will be made for students who complete their unit over the summer months.

**CASC/CPE Program Information:**

“CSGTA - CASC Supervisors of the Greater Toronto Area (formerly TIPE - the Toronto Institute for Pastoral Education) offers courses in Clinical Pastoral Education (CPE) in [a variety of centres](http://www.cpe-toronto.ca/centres.asp) in hospitals in the Metro Toronto Area (Canada). These programs are offered in affiliation with the [Toronto School of Theology (TST)](http://www.tst.edu) and may be taken for credit in conjunction with TST degree programs.

All our programs are recognized by the [Canadian Association for Spiritual Care (CASC)](http://www.cappe.org).” (http://www.cpe-toronto.ca/index.asp)

Please visit <http://www.cpe-toronto.ca/index.asp> for program details and schedule.

*Students should look for a site that will take Basic Level students.*

**Learning Competencies**

Students are expected to develop the following competencies through the internship experience:

**Cognitive Mastery**

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| --- |
| 1. The nature of “personhood”, “pathology”, and “health and wholeness” as informed by perspectives from both the theological and social science disciplines 2. The strengths and limitations of the theoretical and therapeutic approaches of the major individual therapeutic theories (specifically Cognitive Therapy, Behavioral Therapy, Transactional Analysis, Psychodynamic Therapy, Client-Centered Therapy, Eclectic Therapy, Biblical Counselling, and Nouthetic Counselling) 3. The strengths and limitations of the theoretical and therapeutic approaches of the major marriage and family therapy theories (specifically Social Learning Approaches, Object Relations Therapy, Bowenian Therapy, Structural Therapy, Strategic Therapy, Solution Focused Brief Therapy, Contextual Therapy, Milan Therapy, Experiential Therapy and Narrative Therapy) 4. The aspects and conditions which considered together comprise the effective therapeutic relationship from initial contact through to termination 5. The essential elements of “systems theory” and its application to the family as system 6. The influence of the contextual factors of ageing, gender, sexuality, socio-economic, spiritual, religion, ethnic and cultural discourses on the lives of people, family relationships and on the nature of the therapeutic relationship 7. The relationship of counselling to the Christian calling and to the missional nature of the church 8. An understanding of the therapeutic relationship in terms of political and activistic involvement in relation to oppressive cultural discourses |

**Clinical Skills**

1. The ability to appropriately assess the personal and relational needs of individuals, couples and families;
2. The ability to conceptualize appropriate therapeutic goals for individuals, couples and families;
3. The ability to implement a therapeutic plan designed to facilitate healing and growth in the lives of individuals, couples and families
4. The ability to implement appropriate therapeutic dialogues with a sensitivity to the influence of ageing, gender, socio-economic, ethnic and cultural discourses;
5. The ability to demonstrate sufficient mastery of clinical skills;
6. The ability to implement a professionally responsible “ethical-decision-making-process” within the clinical setting;
7. The ability to function professionally within both a collegial and a supervisory relationship;
8. The ability to develop skills in clinically-related research
9. Awareness of the ability to access appropriate community support systems

**Character and Spiritual Formation**

1. An awareness of and an ability to articulate the spiritual development in one’s own personal and relational life
2. A growing personal openness to the work of the Holy Spirit expressing God's healing grace through the life and the relationships of the counsellor
3. A self-reflective stance in the formation of one’s sense-of-self within the context of one’s relational and experiential history
4. A deepening experience of the centrality of the spiritual resources and disciplines of the Christian faith in the process of healing and growth
5. A deepening respect for and willingness to listen to and engage with the various stories of one’s peers and those who seek counselling
6. An appreciation for the variety of Learning Styles and an awareness of one’s own personal Learning Style
7. Skills in self-reflection and self-evaluation
8. Skills in working within a collegial group
9. Skills in developing an adequate self-care program

**General Expectations**

The expectations for this counselling involvement are as follows:

1. **Time Commitment**

The total time commitment expected for each student is 450 hours, out of which **a minimum of 150 hours must be in direct contact with clients.** Students who are not able to achieve this within their initial internship will be required to extend their intern placement or apply for a second consecutive intern placement, if available.

Psychoeducational groups (such as leading a course on stress management) will count towards total placement hours, but will **not** count as face-to-face hours.

Psychotherapeutic groups (such as a therapy group on men’s anger issues) will, at the discretion of Tyndale’s coordinator of Internship program, be counted towards face-to-face hours. However, not more than **25% of the face-to-face hours** can be from a group experience.

This time commitment includes the time spent in direct client contact, adequate preparation for counselling sessions, appropriate follow-up procedures (i.e., interview reports, correspondence, etc.), and weekly supervision.

**Note 1:**  Students who intend to practice as a psychotherapist in Ontario must register with the CRPO. All direct client contact hours (DCC) and supervision hours can count towards CRPO clinical requirements. Please review the CRPO’s website ([www.crpo.ca](http://www.crpo.ca) ) for details on the application requirements and process.

**Note 2:**  Students who intend to apply for membership in the AAMFT are reminded that direct client contact hours during their one-year practicum can be used as part of the required 300 hours of direct client contact for eligibility as an AAMFT pre-clinical member. It will be the student’s responsibility to obtain the additional 150 hours necessary to fulfill AAMFT’s requirements ([www.aamft.org](http://www.aamft.org)) prior to or following graduation. If the additional hours are accumulated after graduation, the hours must be supervised by an approved AAMFT supervisor.

2. **Nature of the Counselling Experience**

It is expected that counselling interns should be involved with an average of at least five to seven counselling sessions per week for a September –April internship contract. Should the supervisor consider it helpful, this involvement in the counselling process may begin through participating as a co-counsellor with the supervisor or other therapist, until the student is considered able to assume responsibility for counselling on his/her own.

Questions regarding the appropriateness of facilitating a group counselling experience should be addressed to the Coordinator of the Counselling Internship. Due to the nature of the dynamics of group counselling, it is generally advisable to engage in group counselling only with a co-counsellor trained in group counselling.

1. **Learning Contract**

Students are expected to complete a learning contract with their on-site supervisor and to return this contract to the Coordinator of the Counselling Major by the end of the first month of the counselling internship. This contract should clearly specify the learning goals for the counselling internship, the responsibilities and expectations of the student, as well as the nature and frequency of the supervisory relationship.

4. **Financial Compensation**

As this is a training opportunity for the students, **it is not appropriate that students receive any financial remuneration for their counselling.**

5. **Supervisory Relationship**

Each student is expected to maintain ongoing weekly or bi-weekly supervision, preferably with an "on-site" supervisor.

The main focus of supervision is to assist the students in their ability to respond therapeutically in an ethically appropriate manner within their own counselling sessions. While "case management" and more directed learning experiences are naturally involved in the supervisory experience, particularly with less experienced counsellors, the supervisor should not be expected to become the counsellor from "behind the scene."

As suitable/available in a given site, students are expected to audio tape and, if possible, video tape their sessions so that the supervisor can maintain more direct access to the actual counselling session. This raw clinical data provides rich exposure to the intern’s development and enables the supervisor to tailor comments to the growing competencies and learning edges of the intern.

Students are responsible for fulfilling whatever weekly expectations are deemed necessary by the supervisor within the time allotment and as agreed on in the initial "Learning Contract."

**NOTE TO SUPERVISORS:** The student is a senior-year counselling major. He or she has successfully completed two or three years of courses in addition to completing a one-year counselling skills lab during his/her second year. He/she may, therefore, be expected to function at a reasonable level of competency in terms of both knowledge and practice. While the student will learn much from you, you are not expected to become his/her teacher in a formal sense. The supervisory relationship is rather one in which the knowledge and skills that the student possesses may be more finely developed and sensitively applied in the actual practice of counselling.

As counselling cannot be learned solely from either a textbook or a lecture, your time and personal involvement with this student's personal and professional growth is gratefully appreciated.

As may be expected, students who are beginning this practical counselling experience are doing so from a variety of experiential backgrounds. Some will have quite extensive backgrounds, while others will have had a more minimal experience to date. Supervisors are encouraged to discuss with the students the nature of their academic and experiential background and to set the learning objectives accordingly. Students are expected to make course syllabi available to the Supervisor for any courses that the student has or is taking.

Since the Counselling Internship is a program requirement for our students, there is an evaluative component to your supervision. At the end of the fall and winter semesters, you are asked to complete an evaluation form about your intern(s). At least one month before it is due, the student will provide you with an official copy of the form. As your time is valuable, and deeply appreciated, I have tried to make these forms as simple and straightforward as possible. For your records a copy of both forms, along with the site contract, will be sent to you once you have agreed to be a supervisor of a Tyndale student.

6. **Supervisory Guidelines**

The following guidelines may be helpful:

1. Meet with the student(s) on a weekly or bi-weekly basis,
2. Where possible allow students to sit in as an observer or a co-counsellor with you in your counselling,
3. Help student assess their level of competency in relation to the counselling situation,
4. Assist student in developing therapeutic goals and an appropriate therapeutic plan in relation to the client,
5. Assist student in relation to implementation of appropriate counselling skills,
6. Assist student in understanding and responding to ethical issues where they become apparent,
7. Assist student in understanding and responding to counter-transference issues,
8. Assist student in regards to proper documentation and record keeping.

7. **Other Information**

1. Students are expected to function within the expectations and established procedures of the particular setting that they are involved with.
2. The teaching of groups, while a helpful process, is not understood to be an adequate counselling experience in and of itself.
3. While a mid-year and end-of-year report will be requested from the supervisor, no mark is assigned to the counselling placement.
4. Students who are engaged in a required off-site internship under supervision are covered under Tyndale’s insurance. A copy of the insurance certificate will be provided to supervisors once the internship selection process is completed.