

Austin Peay State University
Department of Psychological Science & Counseling
COUN 5170: Practicum in Mental Health Counseling

Term: Fall 2022

Credit Hours: 3

Meeting Time: Tuesdays, 4:30 to 7:30

Room #: CL 343

Instructor: Jessica A. Fripp, PhD, NCC

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Office: MC 204

Office Hours: M&R: 12-2pm

T: 2-4pm

Clinical Coordinator: Jessica A. Fripp, PhD

Telephone: (931) 221-7238

Email Address: frippj@apsu.edu

Office: MC 204

Prerequisites:

COUN 5410, COUN 5420 with a grade of "B" or better, and permission of clinical coordinator.

Required Text(s):

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (DSM-5). Washington, DC: Author.

American Counseling Association. (ACA). (2014). *ACA code of ethics*. Alexandria, VA: Author.

Association for Multicultural Counseling and Development (AMCD). (2015) *Multicultural and Social Justice Counseling Competencies*. Alexandria, VA: Author.

Association for Specialists in Group Work (ASGW). (2007). *ASGW best practice guidelines 2007* revisions. Hampton, NH: Author.

Other assigned readings are posted on the D2L Course Website

Important Tutorial(s):

<https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials>

Course Description:

The Practicum in Mental Health Counseling is a field experience for students in the Mental Health Counseling concentration. Students will spend at least **100 clock hours** in a mental health agency; of these hours, at least **40 will be in direct contact** with clients. The remaining hours will be spent in consultation with peers and the site supervisor, attendance at staffings, case conferences, or profession education workshops, documentation, research activities and other related activities.

**Austin Peay State University
College of Education**

CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS

As part of the educational unit at Austin Peay State University, the School Counseling program embrace the College of Education's commitment to preparing highly qualified professionals who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme "Preparing Professionals Through Standards-Based Practices" reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

Course Policies

Students with Disabilities:

Any student who has a disability that may affect her/his academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services (phone #: 221-6230; tty: 221-6278; fax 221-7102; email: disabilityservices@apsu.edu).

Academic and Classroom Misconduct:

Students are expected to always conduct themselves appropriately. Academic and classroom misconduct will not be tolerated. Students must read the "Code of Conduct" in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting. [Policy 3:005](#) will be followed in reporting any suspected cases of academic misconduct.

CoBHS Diversity Statement:

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities,

age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Equity, Access, and Inclusion](#).

Divisive Concepts Statement:

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.

Writing Quality and Academic Honesty:

It is important that all written work meets the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in Woodward Library: (phone #: 221-6559; email: writinglab@apsu.edu).

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. If you are in doubt, please ask me for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

Plagiarism Policy:

Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes having another individual write your assignment and presenting as your own. In addition, self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Therefore, using previous work or work from other persons without proper citations will be perceived as plagiarism.

Key writing assignments will be submitted through TurnItIn. Material will be considered to include plagiarism if it returns >25% similarity. However, each case will be evaluated independently. For example, even in cases of lower percentages of similarity, if the matching text is one continuous block of borrowed material, it will be considered as plagiarized text of significant concern. On the other hand, text similarity due to the usage of common terminologies and method related details in "Methodology" part of a manuscript should not raise a serious ethical concern.

Policy on Minors:

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in the classroom. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

Service Animals in the Classroom:

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

Confidentiality:

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class and then only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current ACA Code of Ethics will be followed.

Email Policy:

It is important for students to remember that faculty are not available 24 hours a day, 7 day a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

Service Animals in the Classroom:

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

Class Grievances:

I am willing to meet with you to discuss our class and/or assignments. I ask that you wait 24 hours after you have received a graded assignment to come see me. Before we discuss your work, you are required to type out a document detailing what elements of your work you feel merit discussion. For further assistance, please contact the department chair for assistance. APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

Counseling Services

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling

Services include crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

Minimal Technology Requirements

Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

Web Browser: Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

Software: You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at govstech@apsu.edu with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

Assignment Related Policies

Relax, Relate, & Release Policy

*NOTE: may not be applicable for an accelerated course

Students will have the option of utilizing the “Relax, Relate, & Release Policy” in which they can miss one class without penalty. Exceptions to this policy include scheduled presentations. Students are still responsible for assignments due, and material covered. Students utilizing this option must notify the professor prior to the missed class. Click here for more information on wellness: <https://www.eboniesintheivory.com/news-notes/2020/4/7/relax-relate-release-a-wellness-guide-during-uncertain-times>.

Life Happens Policy

If needed, students can submit one late assignment without penalty (up to three days). This policy does not apply to presentations or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

Course Objectives and Requirements

Knowledge and Skill Outcomes

The objectives of this course align with the CACREP Standards (2016) stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Understand theories and models related to clinical mental health counseling	CMHC C.1.b CACREP II.F.1.b	Readings, Counseling Sessions, Case Presentation, Group Supervision
Understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	CMHC C.1.c CACREP II.F.1.c	Readings, Counseling Sessions, Case Presentation, Group Supervision
Recognize roles and settings of clinical mental health counselors	CMHC C.2.a	Discussions, Readings
Recognize psychological tests and assessments specific to mental health counseling	CMHC C.1.e	Readings, Counseling Sessions, Case Presentation, Group Supervision
Apply diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders</i> (DSM) and the International Classification of Diseases (ICD)	CMHC C.2.d	Discussions, Readings, Counseling Sessions, Case Conceptualization
Recognize the potential for substance use disorders to mimic and/or co-occur with variety of neurological, medical, and psychological disorders	CMHC C.2.e	Discussions, Readings, Counseling Sessions, Case Conceptualization
Demonstrate competency in the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	CMHC C.2.h	Discussions, Readings, Case Conceptualization, Group Supervision
Understand impact of crisis and trauma on individuals with mental health diagnoses	CMHC C.2.f	Readings, Counseling Sessions, Case Presentation, Group Supervision
Understand impact of biological and neurological	CMHC	Readings, Counseling

mechanisms on mental health	C.2.g	Sessions, Case Presentation, Group Supervision
Recognize cultural factors relevant to clinical mental health counseling	CMHC C.2.j	Readings, Counseling Sessions, Case Presentation, Group Counseling and Supervision
Participate in professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	CMHC C.2.k	Readings and Discussions on Profession Development through Internship Sites and Professional Organizations, Licensure, Credentialing, Counseling Sessions
Understand legal and ethical considerations specific to clinical mental health counseling	CMHC C.2.l	Readings, Counseling Sessions, Case Presentation, Group Supervision
Conduct intake interview, mental status evaluation, biopsychosocial history, mental health history and psychological assessment for treatment planning and caseload management	CMHC C.3.a	Readings, Counseling Sessions, Case Presentation, Group Supervision
Demonstrate techniques and interventions for prevention and treatment of a broad range of mental health issues.	CMHC C.3.b	Readings, Counseling Sessions, Case Presentation, Group Supervision
Utilize strategies for interfacing with the legal system regarding court-referred clients	CMHC C.3.c	Readings, Counseling Sessions, Case Presentation, Group Supervision
Utilize strategies for interfacing with integrated behavioral health care professionals	CMHC C.3.d	Readings, Counseling Sessions, Case Presentation, Group Supervision
Utilize strategies to advocate for persons with mental health issues	CMHC C.3.e.	Readings, Discussions, Case Presentation, Group Supervision

Methods of Instruction: Discussion of assigned readings, case presentation, and consultation.

Grading Standards:

Grades will be assigned on a standard 90% = A, 80% = B, etc. An incomplete in class will be granted only in rare situations. Should you feel that you will need an incomplete, it is your responsibility to communicate with the instructor in a timely manner (before the last regular day of class) to seek approval. It is then your responsibility to initiate the paperwork to request the incomplete, and to generate a timeline for completing any remaining material. Failure to do so will result in your receiving a grade for the course based on the points you earned according to the due dates listed in the syllabus.

Student Performance Evaluation Criteria & Procedures

(Please note: The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives)

1. Site Supervisor Mid-Semester (October 4th) and Final Evaluation (November 29th):

Toward the middle and end of the semester the site supervisor will complete a "Site Supervisor Summative Evaluation of Counseling Practicum/Internship Student Form" for their respective supervisee. This evaluation will count toward the candidate's final grade in this course.

2. University Supervisor Summative Evaluation of Counseling Practicum Student:

Near the end of the semester the university supervisor will complete a "University Supervisor Summative Evaluation of Counseling Practicum Student Form" for their respective supervisee. This evaluation will count toward the candidate's final grade in this course.

3. Counseling Practicum Candidate Case Presentation/s:

Each candidate is responsible for a case presentation during the semester. Candidates may not provide a case presentation related to a client upon whom they have previously presented in any other university course. Case presentations may not include the first session or intake session with a client. All presentations of counseling sessions for case presentations must be videotaped (if applicable) and be of good audio and video quality. Acceptable forms of video playback include (a) finalized, multiplatform DVD recording, (b) a portable drive (e.g., flash drive); or (c) a camera that may somehow be connected directly to a classroom desktop computer (please note that students are required to bring all cables necessary for playback and connection to the television). If sessions are not audible, points will be deducted, and transcripts of sessions may be required at the discretion of the instructor for individuals and/or for the class.

The specific dates for these presentations will be determined early in the semester. Students are responsible for switching presentation dates if they are unprepared to

present on their scheduled presentation dates. If a student who is scheduled to present on a specific date arrives to a supervision session without a recorded session and/or complete case summary, he or she will receive a failing grade in the course (unless prior arrangements are made with the instructor, or a document student emergency is present. All presentations must include the following:

- a. a typewritten case summary (please bring a copy for everyone in the class, including the instructor).
- b. an oral presentation.
- c. a recorded counseling session (complete session must be recorded, though the recording may be cued to a specific point in the session) – **if applicable to your site; not required**
 - o Candidates must provide the instructor with an original, signed copy of the “Consent for Videotaping of Counseling Session” form pertaining to the session being presented. Videotapes will not be viewed unless this form is provided to the instructor on the day of the tape review.

Case presentations represent a learning experience concerning how to constructively discuss clients with your colleagues. Thus, the case presentations will require students to express their viewpoints of the counseling sessions. Please note that these case summaries are not to be included in the client’s official record at the agency at which the candidate is completing his or her practicum. Feedback regarding the case presentations and videotaped sessions will be provided by the instructor and/or peers in the class as part of the presentation. Please see attached format for case presentations.

4. Course Readings:

Readings will be assigned in the course schedule. Students are expected to conduct the reading prior to class and prepare 3-5 written questions/discussions points based on the reading (assigned prior to class). Students may include current client issues relevant to the article in the discussion points. Course readings and discussion points will be counted in the Class Attendance and Seminar Participation portion of students’ grades. Potential readings are below but subject to change:

Levitt, H., Butler, M., & Hill, T. (2006). *What clients find helpful in psychotherapy*

Feller, C. P., & Cottone, R. R. (2003). *The importance of empathy in the therapeutic alliance.*

Halstead, R. W., Wagner, L. D., Vivero, M., & Ferkol, W. (2002). *Counselors’ conceptualizations of caring in the counseling relationship.*

Steen, R., Engels, D., & Thweatt III, W. (2006). *Ethical aspects of spirituality in Counseling.*

5. Attendance and Participation:

This is a graduate level class as such, class participation and attendance are expected. The minimum expectation is that you are in class (on time) for the full class time each week, are attentive, and actively participate in all class discussions and activities. If you must miss class for a good reason (think in terms of life/death emergencies and circumstances beyond your control) please let me know in advance if possible, or as soon after as

possible. If you miss class, you are responsible for getting any notes from a classmate, and/or seeking me to discuss what you missed. Missing more than one class, or repeatedly coming to class late will result in a lower final grade.

The quality of our discussions depends a great deal upon your commitment and diligence in reading assigned materials. Please come to class prepared by reading the assigned material prior to entering the classroom.

Grading:

Assignment	Value
Site Supervisor Mid-Semester & Final Evaluations	25%
Case Presentation	40%
Attendance and Participation	10%
University Supervisor Summative Evaluation	25%
TOTAL	100%

Additional Requirements:

- a.) **Liability Insurance.** You are required to obtain liability insurance from an organization, which provides liability insurance to student counselors (names of insurance companies can be obtained from the university faculty supervisor). You will be required to submit a copy of the insurance policy to your university instructor on the first night of class. This must be submitted on the first night of practicum class at the beginning of the semester.

- b.) **Practicum Agreement.** You will be required to submit a practicum agreement signed by you and the on-site supervisor to your university supervisor for approval prior to the beginning of the practicum experience. The agreement includes:
 - activities the field experience will include and the estimated percentage of time for each.
 - tasks that will be accomplished as part of the field experience; and
 - the site supervisor’s responsibilities including providing you with 1 hour of individual face-to-face supervision per week.

- c.) **Performance Agreement.** You are responsible for fulfilling the negotiated agreement as spelled out by the university supervisor during the practicum experience.

- d.) **Completion of Time Logs.** You are required to complete separate weekly time logs of your practicum/internship and supervision hours and submit them to your university supervisor with your progress reports. Your university faculty supervisor will provide you with a form to be used for this purpose.

- e.) **Report of Time Distribution**

At the conclusion of your practicum or internship, you will use the Time Logs to summarize the various activities on the *Report of Time Distribution* form. An exact report of the number of hours the student spent in his or her Counseling Practicum or Internship experience is required for the student's record as well as for the site supervisor's record. The university supervisor will provide the form to be used for this purpose.

Diversity Considerations: This course addresses diversity through the comprehensive field experience for students in the Clinical Mental Health Counseling track. By supervision and field experiences, mental health counseling students will plan and strategize methods by which mental health counselors recognize cultural differences.

Technology Considerations: Students will use word processing to complete assignments. Internet and electronic mail systems will be used as needed to complete development of strategies and intervention in the role of a mental health counselor. In addition, power point programs will be developed for professional development purposes and video/audio taping used for clinical supervision.

Tentative Course Schedule

Note: Instructor reserves the right to make changes to the course schedule as necessary. Material may be added or deleted based upon special needs of students enrolled in this course. All changes will, however, be announced in advance.

Week	Date	Topic	Readings/Assignments Due
1	Aug 23	Welcome (CACREP CMHC.C.1.b; C.2.a; C.2.j; c.2.l)	Scheduling/Planning Needs Assessment -Handbook and Paperwork
2	Aug 30	Group Supervision (CACREP Section II.F.1.b.; II.F.1.c.; CMHC C.1.b; CMHC C.1.c; CMHC C.1.e; CMHC C.2.a; CMHC C.2.d; CMHC C.2.e; CMHC C.2.f; CMHC C.2.g; CMHC C.2.h; CMHC C.2.j; CMHC C.2.k; CMHC C.2.l; CMHC C.3.a; CMHC C.3.b; CMHC C.3.c; CMHC C.3.d; CMHC C.3.e)	Special Topics
3	Sep 6	Group Supervision CACREP Section II.F.1.b.; II.F.1.c.; CMHC C.1.b; CMHC C.1.c; CMHC C.1.e; CMHC C.2.a; CMHC C.2.d; CMHC C.2.e; CMHC C.2.f; CMHC C.2.g; CMHC C.2.h; CMHC C.2.j; CMHC C.2.k; CMHC C.2.l; CMHC C.3.a; CMHC C.3.b; CMHC C.3.c; CMHC C.3.d; CMHC C.3.e)	Special Topics
4	Sep 13	Group Supervision CACREP Section II.F.1.b.; II.F.1.c.; CMHC C.1.b; CMHC C.1.c; CMHC C.1.e; CMHC C.2.a; CMHC C.2.d; CMHC C.2.e; CMHC C.2.f; CMHC C.2.g; CMHC C.2.h; CMHC C.2.j; CMHC C.2.k; CMHC C.2.l; CMHC C.3.a; CMHC C.3.b; CMHC C.3.c; CMHC C.3.d; CMHC C.3.e)	Special Topics
5	Sep 20	Group Supervision CACREP Section II.F.1.b.; II.F.1.c.; CMHC C.1.b; CMHC C.1.c; CMHC C.1.e; CMHC C.2.a; CMHC C.2.d; CMHC C.2.e; CMHC C.2.f; CMHC C.2.g; CMHC C.2.h; CMHC C.2.j; CMHC C.2.k; CMHC C.2.l; CMHC C.3.a; CMHC C.3.b; CMHC C.3.c; CMHC C.3.d; CMHC C.3.e)	Special Topics
6	Sep 27	Group Supervision	Special Topics

Week	Date	Topic	Readings/Assignments Due
		CACREP Section II.F.1.b.; II.F.1.c.; CMHC C.1.b; CMHC C.1.c; CMHC C.1.e; CMHC C.2.a; CMHC C.2.d; CMHC C.2.e; CMHC C.2.f; CMHC C.2.g; CMHC C.2.h; CMHC C.2.j; CMHC C.2.k; CMHC C.2.l; CMHC C.3.a; CMHC C.3.b; CMHC C.3.c; CMHC C.3.d; CMHC C.3.e)	
7	Oct 4	Group Supervision CACREP Section II.F.1.b.; II.F.1.c.; CMHC C.1.b; CMHC C.1.c; CMHC C.1.e; CMHC C.2.a; CMHC C.2.d; CMHC C.2.e; CMHC C.2.f; CMHC C.2.g; CMHC C.2.h; CMHC C.2.j; CMHC C.2.k; CMHC C.2.l; CMHC C.3.a; CMHC C.3.b; CMHC C.3.c; CMHC C.3.d; CMHC C.3.e)	Special Topics -Mid Semester Evaluation Due
8	Oct 11	Fall Break – No Class	No Class
9	Oct 18	Group Supervision CACREP Section II.F.1.b.; II.F.1.c.; CMHC C.1.b; CMHC C.1.c; CMHC C.1.e; CMHC C.2.a; CMHC C.2.d; CMHC C.2.e; CMHC C.2.f; CMHC C.2.g; CMHC C.2.h; CMHC C.2.j; CMHC C.2.k; CMHC C.2.l; CMHC C.3.a; CMHC C.3.b; CMHC C.3.c; CMHC C.3.d; CMHC C.3.e)	Special Topics -Case Presentations
10	Oct 25	Group Supervision CACREP Section II.F.1.b.; II.F.1.c.; CMHC C.1.b; CMHC C.1.c; CMHC C.1.e; CMHC C.2.a; CMHC C.2.d; CMHC C.2.e; CMHC C.2.f; CMHC C.2.g; CMHC C.2.h; CMHC C.2.j; CMHC C.2.k; CMHC C.2.l; CMHC C.3.a; CMHC C.3.b; CMHC C.3.c; CMHC C.3.d; CMHC C.3.e)	Special Topics -Case Presentations
11	Nov 1	Group Supervision CACREP Section II.F.1.b.; II.F.1.c.; CMHC C.1.b; CMHC C.1.c; CMHC C.1.e; CMHC C.2.a; CMHC C.2.d; CMHC C.2.e; CMHC C.2.f; CMHC C.2.g; CMHC C.2.h; CMHC C.2.j; CMHC C.2.k; CMHC C.2.l; CMHC C.3.a; CMHC C.3.b; CMHC C.3.c; CMHC C.3.d; CMHC C.3.e)	Special Topics -Case Presentations
12	Nov 8	Group Supervision CACREP Section II.F.1.b.; II.F.1.c.; CMHC	Special Topics -Case Presentations

Week	Date	Topic	Readings/Assignments Due
		C.1.b; CMHC C.1.c; CMHC C.1.e; CMHC C.2.a; CMHC C.2.d; CMHC C.2.e; CMHC C.2.f; CMHC C.2.g; CMHC C.2.h; CMHC C.2.j; CMHC C.2.k; CMHC C.2.l; CMHC C.3.a; CMHC C.3.b; CMHC C.3.c; CMHC C.3.d; CMHC C.3.e)	
13	Nov 15	Group Supervision CACREP Section II.F.1.b.; II.F.1.c.; CMHC C.1.b; CMHC C.1.c; CMHC C.1.e; CMHC C.2.a; CMHC C.2.d; CMHC C.2.e; CMHC C.2.f; CMHC C.2.g; CMHC C.2.h; CMHC C.2.j; CMHC C.2.k; CMHC C.2.l; CMHC C.3.a; CMHC C.3.b; CMHC C.3.c; CMHC C.3.d; CMHC C.3.e)	Special Topics -Case Presentations
14	Nov 22	Out of Class	Activity Due
15	Nov 29	Final Documentation	-Final Paperwork Due -Case Presentations

Topics Addressed in the Course:

- Preparing for Practicum and Internship
- Securing a Practicum/Internship Site
- Beginning to Work with Clients
- Assessment and Case Conceptualization
- Goal Setting, Treatment Planning, and Treatment Modalities
- Group Supervision in Practicum and Internship
- Individual Supervision in Practicum and Internship
- Professional Practice Topics
- Selected Topics on Legal and Ethical Issues in Counseling
- Selected Topics on Legal Issues in Counseling
- Working with Clients in Crisis and Other Special Population
- Consultation in the Schools and Mental Health Agencies: Models and Methods
- Final Evaluations

CASE PRESENTATION FORMAT

1. **Presenting Complaint/Problem:** Client's view of the problem, Family members/friends' view of the problem Counselor's view of the problem, other's view (i.e., court, school personnel, medical professionals)
2. Include current psychological, social, and occupational functioning
 - symptom expression
 - physical symptoms (if applicable),
 - current life situation (i.e., relationship status, developmental stage, etc.), sources of stress
 - current support system
 - observations related to physical appearance
 - demeanor
 - openness for therapeutic interaction, etc.Include a DSM diagnosis (if appropriate).
3. **Brief History:**
 - Demographic information
 - Include critical developmental incidents History of abuse
 - Family history Relationship history
 - Educational, occupational history Substance use/abuse history
4. **Assessment of Clients' Strengths, Competencies, Coping Skills, etc.**
5. **Summary of Session(s):**
 - Include sequential description of session content
 - Describe treatment goals and plan
 - Include a sample of a video recording or process recording
 - Describe theoretical orientation used
 - Describe interventions applied and outcomes observed
 - Describe transference and countertransference issues
 - Describe treatment plan for future session
 - Provide your prognosis
6. **Staffing Issues:**
 - Include specific questions you have for the reflecting team. What feedback would you like from the group?
 - What was particularly challenging for you in this session? What do you feel were your areas of strength?
 - What do you feel were your areas of need/improvement?

Please be vigilant in protecting client confidentiality. No real names of clients or their family members may be used (use a fake name). Follow all ethical guidelines and agency requirements in presenting your case. Each candidate has the responsibility of ensuring the confidentiality of recordings and erasing them after they are no longer needed for the class. Counseling practicum candidates are also responsible for destroying all case reports prepared for the purposes of this class.

Using the Reflecting Team Approach in Practicum & Internship Supervision

1. Use tentative language.

Examples: "I wonder if...." "I'm curious about..."

2. Present a smorgasbord of ideas.

Examples: "I noticed that your voice grew softer when...and I am wondering what might have been happening for you? I wondered if you felt sad. Or tired? Defeated?"

3. Avoid pathologizing language.

Examples: "With a borderline you have to set boundaries."

4. Use "I" language.

Examples: "I feel.... when...because..."

5. Speak humbly. Avoid professional jargon.

Examples: "I am speculating here...perhaps..."

6. Speak the "unspeakable".

Example: Offer the following: "I noticed that as you talked about the client's dilemma you seemed to speak more impersonally. I wonder if this approach helps you bypass your feelings about your own personal loss." VS. "I appreciate how you offered solutions to the client's problem."

7. Try to focus on process (vs. content).

Example: focus on how rather than what the client is saying. Listen for repetitive themes and patterns in the client's life and in the here-and-now interactions.

8. Look for ways in which client problems can be contextualized.

That is, how social and cultural conditions "pathologize" and oppress clients.

Example: "I am curious about how society's view of masculinity influences the client's fears that he may be gay."

Adapted from: Chen, M. & Noosbond, J. P. (1999). "Unsticking" the stuck group systems: Process illumination and the reflecting team. *Journal of Systemic Therapies*, 18, 23-37.

Internship Case Presentation – Grading Summary

Student Name: _____

Case Presentation #: _____

Evaluation Criteria	Possible	Received
General Information:	1	
Client Description:	1	
Developmental Profile:	1	
Client Intake:	3	
Biomedical History:	1	
Clinical Diagnosis:	3	
Case conceptualization:	3	
Client Goals:	2	
Personal Issues:	3	
Case Staffing Questions:	2	
<u>Additional Strengths & Growth Areas Noted:</u>		
Total	20	