

COURSE SYLLABUS

**COUN 580 – Clinical Mental
Health Counseling Practicum II**
1-3 Semester Credits
[term, year]
Meeting Day/Time: [day, class time]



Professor:
Email:
Office Phone:
Physical Office:
Virtual Office: <https://southern.zoom.us/j/.....>
Office Hours: Available on the following days and times:

[day]	[time]
[day]	[time]

Calendly Link: Students should use the following Calendly link to schedule appointments:
<https://calendly.com/.....>

VIRTUAL CLASSROOM LOCATION: <https://southern.zoom.us/j/.....>

I. COURSE DESCRIPTION:

This course consists of supervised field experience in a counseling setting. A minimum of **100** hours (50 per credit hour, 2 credit hours required) of direct observation, consultation in the clinical area, and practice of counseling skills is required. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills are expected. The student must also attend a weekly hour-long individual supervision session with a supervisor, and a weekly 1-1/2-hour group supervision period. Video-recording of counseling sessions is essential. A lab fee is required. Students must submit an application to Practicum II no later than October 15 (to begin Practicum II in Winter semester) and/or April 15 (to begin in Fall semester of the following school year).

II. REQUIRED READING:

School of Education and Psychology, Southern Adventist University (2022). *Clinical mental health counseling practicum manual*. Collegedale, TN: Author

III. TECHNOLOGY REQUIREMENTS

Class meetings for this course will occur synchronously via Zoom. Therefore, students will need to have internet service at their location. They will also need to be equipped with a webcam and microphone, so that class experience can be productive and enjoyable. Also, students will meet with some, if not all, of their clients through a telemental health platform and will submit all client documentation using an electronic health record. As such, students will need technology that will supports best telemental health practice and document submission. Due to the sensitive content of supervision, end-to-end encryption will be used during all sessions to protect confidentiality.

IV. ACADEMIC SUPPORT

The following resources are available to students in need of academic support:

eClass Help Desk: Email eclasshelp@southern.edu or call 423-236-2086.

Information Technology: Go to IT Workstation Support Desk in Wright Hall, call 423-236-2712, or email it-helpdesk@southern.edu.

McKee Research & Writing Center: The Writing Center, located in McKee Library, provides free writing support for all Southern students on all kinds of projects at any stage of the writing process. Writing tutors can help you brainstorm before you start writing, clarify ideas, organize your paper, strengthen specific sentences or paragraphs, work on grammar and mechanics, and cite sources correctly.

Schedule a 25-minute or 50-minute face-to-face or Zoom appointment at <https://trac.e.southern.edu>, or call the Center for assistance at 423.236.2014, or email Sonja Fordham, Director of the Writing Center at the McKee Library: sfordham@southern.edu. An appointment is not necessary: walk-ins are welcomed. If you just have a quick question, you may ask the question here: <https://southern.libanswers.com/writingcenter>.

Hours: Sundays 3 pm-8 pm, Mondays-Thursdays 9 am-8 pm, Fridays 9 am-12 pm.

The Tutoring Center, located in McKee Library, provides free peer tutoring for more than 50 courses. Students can meet with a tutor to review principles, learn content-specific study strategies, and enhance content area knowledge. Schedule a 50-minute face-to-face or Zoom appointment at <https://trac.e.southern.edu> or call the Center for assistance at 423.236.2578. All Tutoring Center appointments need to be scheduled at least 24 hours in advance. Tutoring Hours: Sundays-Thursdays 9 am-10 pm, Fridays 9 am-4 pm.

V. BIBLICAL FOUNDATION OF THE COURSE

This course will be guided by a central concept taken from Proverbs 3: 5-6 NIV:

⁵“Trust in the LORD with all your heart
and lean not on your own understanding;
⁶in all your ways submit to him,
and he will make your paths straight.”

This course will enable students to develop practical counseling skills that will promote the psychological well-being of humankind, thus demonstrating the commitment to service inherent in the concept of servant leadership and the Christian worldview. Students are encouraged to consider the guiding scripture for the course as they make decisions in clinical practice.

VI. KNOWLEDGE AND SKILL OUTCOMES

Upon successful completion of this course, students will be able to:

1. Demonstrate essential interviewing, counseling, and case conceptualization skills. [CACREP 2.F-5g]
2. Demonstrate competence in record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling. [CACREP 5.C-2m]
3. Demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. [CACREP 5.C-2l]
4. Demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. [CACREP 5.C-3a]
5. Apply effective strategies to promote client understanding of and access to a variety of community resources. [CACREP 2.F-5k]
6. Demonstrate appropriate use of culturally responsive individual, couple, family, group, and system modalities for initiating, maintaining, and terminating counseling. [CACREP 5.C-2j]
7. Screen for addiction, aggression, and danger to self-and/or others, as well as co-occurring mental disorders. [CACREP 2.D-7c; 5.C-2e]
8. Demonstrate appropriate use of diagnostic tools, including the current edition of the DSM [CACREP 5.C-2d]
9. Demonstrate use of developmentally relevant counseling treatment and intervention plans. [CACREP 2.F-5h]

Identifiers between brackets refer to the counseling core and specialty domains of Clinical Mental Health and School Counseling required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the Tennessee licensure standards for school counselors (TNSC) to which the given course expected outcome contributes.

VII. HOW THE COURSE WORKS

A. Policies and Procedures

1. Disclaimer:

The professor reserves the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified if/when any changes are made.

2. Disabilities and Accommodations

1. In keeping with the University's policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge (*i.e. physical, learning, psychological, ADHD or other type*), you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or stop by stop the Bietz Center for Student Life, Suite 3900. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website [here](#).
2. ONLINE COURSES: Students taking online courses from off-campus locations may also contact the DSS through email at dss@southern.edu.

3. Academic Honesty

1. Faculty Responsibilities:
 - i. Professors must clearly explain the requirements for assignments, examinations, and projects, such as "open book," "take home," or "peer collaboration."
 - ii. Professors may assume "no collaboration" is the rule unless they state otherwise.
2. Student Responsibilities:
 - i. Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise, students might innocently misrepresent others' material as their own.
 - ii. Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should

confer with their professor and make every effort to become familiar with the current *Publication Manual of the American Psychological Association*.

- iii. Students are to assume that all course work is “no collaboration” unless stated otherwise by the professor.
- iv. The professor may require students to submit papers through Turnitin, an originality checker application, and/or submit students’ work to Turnitin once they have completed it.

3. TurnItIn:

Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted. While the use of Turnitin may not be initially required on all assignments, professors at Southern may submit students’ work to Turnitin or require that they do so.

4. Profile Picture Policy

1. All students enrolled in an online class at Southern Adventist University must upload a profile picture (instructions here) of themselves to the learning management system (LMS) used by Southern: eClass. For on-campus students, this picture is linked to the picture on their Southern ID card. The purpose of this is so that students and professors can better connect with the individual they will be working with over the course of the semester. Students who do not comply may not be able to register for future online courses. Students must keep in mind when uploading their profile picture, that it must meet the following guidelines:
 - i. The photo should be a full-face likeness, similar to a passport photo or driver’s license photo. No variations permitted.
 - ii. Attire worn in the photo should adhere to the Southern Adventist University dress code.
 - iii. The photo should show *only* you; there should be no distractions such as additional people or pets in the photo.

5. Student Authentication (distance education students only)

1. The Higher Education Opportunity Act of 2008 [viewable [here](#); see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern in order to ensure that a student who is enrolled is the same student who completes and submits work and assignments in that course or program.

This process helps protect the integrity of the education provided by Southern Adventist University.

2. Students should authenticate their identity by using **ONE** of the following options:
 - i. Authenticate in person at Southern Adventist University.
 - ii. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.
3. Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to discipline according to the Procedures for Handling Academic Dishonesty in the Southern Adventist University Undergraduate or Graduate Catalog.

6. Add/Drop Policy

1. *Dropping a class* and completing all parts of the process to ensure that a class is dropped is the student's responsibility. Failure to comply with this procedure may result in a failing grade for the course.
2. *A grade of Incomplete (I)* will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an "F." It is the student's responsibility to make arrangements with the professor to complete the course on time.
3. *Tuition Refund:* A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult the Graduate Handbook for the semester dates by which you must drop a class in order to receive a tuition refund. Prior to the deadline date, students not completing the course for any reason are required to complete the requirements for dropping the course.

B. INSTRUCTIONAL STRATEGIES/METHODOLOGY

1. Methods of Instruction

The instructor will use a variety of instructional methodologies, including: individual and group supervision, peer reviews, Zoom, videos, class discussion, analysis of case studies, reflection on personal experiences, in-class and field activities, presentations, and other experiences.

2. Diversity Considerations

In this course, counselors-in-training will develop proficiencies for working with clients from diverse backgrounds to ensure that all clients have equal opportunity to achieve a desired level of emotional and psychological well-being. To help students develop expertise on how to create an effective therapeutic environment for diverse clients, this course facilitates the opportunity to provide direct counseling services to clients from diverse backgrounds. Issues related to client diversity will be discussed and addressed in the individual and group supervision context.

3. Incorporation of Research

1. Students:

Students will spend most of their time engaged in practice-oriented, experiential learning, rather than research-oriented activities.

2. Instructor:

The instructor will incorporate counseling-related research to this course by using and infusing into group supervision the professional literature resources listed below. Other research resources will be included as appropriate.

Mansor, N., & Yusoff, W. M. W. (2013). Feelings and experiences of counseling practicum students and implications for counseling supervision. *Journal of Educational and Social Research*, 3(7), 731 – 736.

Seligman, L. (2009). *Fundamentals skills for mental health professionals*. Upper Saddle River, NJ. Merrill/Pearson

4. eClass

1. The website for course access is eclass.e.southern.edu. Here students will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where students will access course grades. There are two ways that students can

login to their online course. The course will appear as a link on their Southern Access account <https://access.southern.edu>. They can also put eclass.e.southern.edu into their browser and enter their username and password. If one method does not work, they may try the other method.

2. *System Requirements:* For system requirements, students will need to visit this page: <https://www.southern.edu/academics/academic-sites/online-campus/successful.html>

5. Class Attendance/Presence

1. Attendance policy:

- i. On days and times designated in the Course Schedule, this course will include synchronous class meetings via Zoom. These meetings will include a worship thought, a time for teaching and discussion of course content, and a time for questions and clarification. Students must plan to attend these meetings as well as weekly individual supervision sessions. Regular attendance, punctuality, and participation are essential for success in this class. Therefore, they are required unless arrangements have been made **in advance** with the professor.

Generally speaking, professors will not excuse absences for reasons other than **illness, authorized school trips, or emergencies beyond the students' control**. If a student's absence does not fall into any of these three categories, the student should expect that the absence will not be excused, and attendance credit will not be given.

- ii. Students will be required to share their Zoom video and remain visible to their classmates and professor until class is over. Students' attire should be appropriate for a classroom environment, even if they are connecting to class through Zoom.
- iii. Students who feel ill are encouraged to contact the University Health Center or another health care provider as soon as possible. Students may be asked to present documentation from a health provider to be excused for repeated absences from class due to illness. Students must communicate with their professor **before any absence or within 24 hours** from missed class meetings.
- iv. If for some reason, justified or not, students cannot attend a synchronous class meeting, viewing of the recording of the session is required. The recording can be accessed through eClass.

- v. For the most part, other than on Sabbath, students should enter eClass **daily**. Please note that the professor checks logs of eClass to ensure that students are actively engaging with the course materials. If a student is inactive or misses several assignments without initiating any communication with the professor about the reasons, the student may be contacted.

6. Communication

1. eClass Announcements

- i. To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check the “News Forum” under the Course Resources within your eClass course. All eClass announcements posted to the class will be considered public class announcements

2. Southern Email

- i. To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to regularly check their southern.edu email account. Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within 24-48 hours, except on the weekend. Emails sent on Fridays after 12:00 p.m. will be answered on Mondays.

An important reminder: when a student needs to send an email, the email subject should reflect the purpose of that email. Additionally, as the professor teaches more than one course simultaneously, students should also include the course prefix and number in every email subject line.

C. GRADES AND FEEDBACK PLAN

1. Accessing your grades in eClass

1. There are two places in eClass pertaining to grades. One place is the “Grades” link found in the navigation drawer on the very left side of the page. This section contains the overview of the grades you have received so far in the course. The list of items and the points received for each item is provided here.
2. The other location is called the Open Grader, which can be found by clicking on the course gear icon located near the top right side of the course page. This section contains a detailed look at each assignment and forum item in the grade book. You can view the grading rubric as it was returned to you, along with any comments made in the rubric by the professor. You can also dialog with the professor about

your grade. A list of all the posts you made in a graded discussion is also available in this location.

2. Class Participation

Students' participation and involvement are what will make the class meaningful to them. This involvement is enhanced by having studied any assigned readings ahead of the class sessions in which the specific topics will be discussed (see course schedule for dates), and by bringing questions and observations to add to the class discussions. If students are ill, they are responsible to contact the professor in writing before the beginning of class.

3. Submission Times and Late Work Caution

1. Course assignments are to be submitted electronically to the course site, unless specifically indicated on the *Course Calendar* that they should be completed directly on MindTap.
2. Late work is at risk of not being accepted unless prior approval is received from the professor. It is the students' responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, a student is ill or experiencing an emergency that is out of his or her control, the student must contact the professor immediately regarding the situation.
3. All assignments will be due on **Wednesday nights at 11:59 p.m.** unless otherwise specified in the *Course Calendar* or by the instructor. On very rare occasions, students might lose internet connection or have other technical difficulties when it is very close to submission time. This may cause additional stress for students who are trying to complete their assignments at the last minute. Given this possibility, it is strongly recommended that students plan to start and finish their assignments way ahead of the deadline. This will give them enough margin for unexpected circumstances.
4. The professor recognizes that some students might be trying to manage very complicated academic and/or work schedules during this semester. As a result, following the plan recommended above might not always be possible for them. For that reason, a period of grace will be given to complete assignments between Wednesday at 11:59 p.m. and the next day (Thursday), at 6:00 p.m. (before class).
5. If an assignment has not been submitted 6:00 p.m. on Thursday, according to the course schedule, a grade of zero will be entered in the grade book. **Note:** Although the zero grade may not appear in the grade book exactly at noon on the due date, the eClass system will automatically register the date and time when an assignment

was submitted, whether it was submitted before or after the deadline. If a student wishes to submit a missed assignment after the deadline, the student will need to email the professor explaining the reasons for the missed assignment and requesting permission to submit it. If approval is granted, the student should proceed to complete the assignment as soon as possible.

6. Once the missed assignment has been submitted, the student will be responsible for emailing the professor back, letting her know that the assignment is ready to be graded. ***This step will be important*** because the professor will not go back to review assignments that have been graded already, whether they were assigned a grade of zero or not. Therefore, the only way to get the zero removed from an assignment will be by emailing the professor to make her aware that the assignment is now ready for the change of grade.

4. **Providing Feedback to the Professor**

1. At any time during the semester, students may schedule appointments with the professor, during her office hours, to discuss any questions or ideas they might have that could help them learn the material better.
2. Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. The online evaluation may be accessed at access.southern.edu. Students may log in using their SAU e-mail login and password, and then select *Course Evaluation* from *Course Tools*. All comments and evaluations are completely anonymous, and the results are made available to instructors only after grades are submitted to the Records Office. Completion of this evaluation will be scheduled during one of the last class sessions of the semester and will count as the class attendance points for that day.

5. **Receiving Feedback from the Professor**

Feedback from the professor will be facilitated through the grading of academic assignments and professional dispositions required in this course.

a) Assignment Feedback

Feedback on activities or projects will be provided in a timely manner, usually by the following class period. Although care is exercised when scoring and recording grades, students should keep all grade results after they are returned. If there is a discrepancy, having these materials will be useful for clearing it up. If students have questions regarding any item, an appointment may be made to speak with the instructor regarding the matter.

b) Professional Dispositions and Conduct

Homrich, A. M. & Henderson, K. L. (2018) stated that clinical counseling programs must evaluate their students, not just based on their academic knowledge and skills, but also on their “consistent demonstration of appropriate interpersonal, intrapersonal, and professional behavior expected of clinicians in the practice of their profession.”

The Graduate Studies in Professional Counseling (GSPC) program at Southern Adventist University prepares students to become professional practitioners in the mental health care field. Therefore, students enrolled in counseling courses are expected to always demonstrate professional dispositions and conduct. Towards that goal, students are evaluated every semester, based not only on their academic grades, but also on the professional dispositions and behavior that they model when relating to their professors, classmates, and others around them. The rubric, *Evaluation of Student Professional Dispositions in Semester Courses* is posted and available to students on eClass.

c) Counselor Development

Counselors are individuals who are trained to help clients learn how to relate better to themselves as well as others. The focus in counseling is an intrapersonal, as well as interpersonal, growth.

Successful counselors nurture the following attributes: self-knowledge, competence, good psychological health, trustworthiness, honesty, strength, warmth, active responsiveness, patience, sensitivity, tolerance, and holistic awareness. Counselors will be able to facilitate better what they themselves have learned. Their self-understanding must be rich and multidimensional. Thus, counselors should always work to become comfortable with their own self-development process. Counter-transference issues should always be examined and addressed in healthy ways. Students will need to understand that, as counselors-in-training, they will be encouraged to examine counter-transference issues as those issues emerge. The process may feel quite uncomfortable at first, but it is only through honest self-examination that students will be able to fully mature as counselors.

Students will be expected to use the opportunities provided while enrolled in this course to challenge themselves to grow as individuals and as professional counselors.

d) Enrollment and Completion of Total Number of Hours

i) Proof of Liability Insurance:

IMPORTANT: To begin seeing clients, please submit proof of liability insurance.

Clients may only be seen after liability insurance has been submitted.

ii) Enrollment:

Students must be registered for at least one (1) academic credit of COUN 580-Clinical Mental Health Counseling Practicum II, during any semester in which they are collecting hours towards the **100**-hour total required. If a student has registered for the two (2) academic credits required but has not completed the 100 clock hours, they will need to register for one (1) additional academic credit each semester until the 100 clock hours are complete.

iii) Completion of Direct Client Contact Hours:

Students will be assigned clients from a referral list of individuals, couples, or families who have contacted the counseling clinic seeking counseling services. The faculty supervisor will screen and assign appropriate referrals to students. Counseling sessions involving direct, face-to-face contact with these clients will accrue toward the minimum of **40** direct contact hours required in the practicum experience. In order to accumulate these 40 clock hours of direct counseling, students will need to carry a load of approximately **three** (3) clients throughout the semester. Students must be registered for at least one (1) academic credit of COUN 580-CMHC Practicum II during any semester in which they are collecting hours towards the 100-hour total required.

• **Record-Keeping and Client Charts**

We will be using an electronic health record (EHR) for client charts. The specific platform we will use is *TherapyNotes* (<https://www.therapynotes.com/app/login/Southern5/>). Client charts are to be always maintained secured and confidential. **Under no circumstances should you remove any hardcopy client records or provide access to your EHR account including leaving your computer open and/or unattended when you are logged into TherapyNotes.** Additional information about the confidentiality of client records will be discussed during group supervision. This discussion will include orientation on how to use the client portal for mental health, *TherapyNotes*. **Failure to comply with confidentiality stipulations may result in discipline measures up to termination of practicum.**

Client records will include the following sections:

- a) Clinical Intakes: Clinical intakes MUST be *completed* within two client sessions. Intake reports MUST be submitted in the first individual

supervision meeting following the second session with the client (Ideally, intake reports will be submitted after the first session with the client). This is the first deadline to be met. Ensure that intakes are typewritten. This section is worth 20% of the final grade.

- b) Treatment Plans: Treatment plans must be submitted after the second session with a client (by the next supervision meeting scheduled). If revisions are required, they must be submitted within one week.
- c) Progress Notes: Brief progress notes should follow the S.O.A.P. format, i.e. succinct statements of:

(**S**ubjective experience of client)—Information about the problem from the client’s perspective—client’s thoughts, feelings, goals.

(**O**bjective observations)—Information on the content of the session and any important experiences or concrete changes in the client. Factual observations made by counselor (including physical, interpersonal, or psychological findings noted by counselor—affect, appearance, client strengths, mental status, responses to counseling process)

(**A**nalysis)—Making sense of the data referred to in the previous two sections, interpreting or commenting on the significance of that information. At this point, an appropriate DSM-V diagnosis could also be noted in the first note and modified later if needed.

(**P**lan/s)—In this last section of the progress note, clinicians develop both short- and long- range plans. Particular attention is paid to suggested between-session tasks, important topics that need to be discussed further, other issues needing attention, and plans for future interventions. Include date of next session, proposed interventions, homework assigned etc.

These notes are to be written up on the **SAME DAY THAT THE CLIENT IS SEEN**. Students should discipline themselves to write up progress notes right after each session. Notes are expected to be typewritten. Progress notes must be signed by the student, dated, and brought each week to individual supervision for signing off by the faculty supervisor.

- d) Termination and/or Transfer Summaries: These summaries must be submitted in the next supervision session following termination and/or transfer. All paperwork must be complete and signed off by the last individual supervision period of the semester.

iv) Completion of Indirect Practicum Hours:

Students will be required to complete at least 60 clock hours of practicum work which do not include direct, face-to-face contact with clients and/or their significant others. They will instead involve a variety of other professional activities reflecting the work experience of a professional counselor.

These activities will include the following:

- a. Attending one (1) clock hour of individual supervision every week.
- b. Attending one-and-a-half (1 ½) clock hours of group supervision every week.
- c. Observing peer counseling sessions and providing feedback.
- d. Writing treatment plans, intake reports, progress notes, and termination/transfer summaries, as well as any other pertinent recordkeeping activity.
- e. Using assessment instruments.
- f. Consulting with counselors, psychologists, social workers, physicians, supervisors, and/or other professionals concerning clients when needed, as well as making referrals.
- g. Reviewing DVDs that contain recorded counseling sessions and reflecting on professional practice as demonstrated in the recordings.
- h. Reading extracurricular psychiatry and psychology textbooks, relevant texts, self-help materials, journal articles, and online information with the specific purpose of learning how to best treat a particular client who has been assigned to the student's case load.
- i. Attending counseling conferences, seminars, or workshops for professional development, if they have been required by the faculty supervisor, and as part of professional development activities provided or encouraged by the Clinical Mental Health Counseling program.

Important Note: Hours spent completing other courses in the Clinical Mental Health Counseling program or assignments for other courses in the program, as well as attending conferences, seminars or workshops that have not been required by the faculty supervisor, will not be counted toward indirect practicum hours.

v) Supervision Contract:

In your first or second individual supervision session your supervisor will review the Practicum II Supervision Contract (Form A-1) with you. You will complete your portion of the contract agreeing to your role as the supervisee on the Anthology platform. Your supervisor, agreeing to her responsibility, will complete her portion in Anthology as well.

D. Academic Assignments

i) Participation in Group Supervision:

Students should participate a 1 ½ hours of weekly group supervision. Students' participation and involvement are what will make the class meaningful to them. This is enhanced by having studied the assigned readings/videos ahead of the class sessions in which the specific topics will be discussed (see course schedule for dates) and by bringing questions and observations to add to the class discussions, especially when guest speakers are sharing.

Participation is not only expected, but also **required** from all students. Lack of participation shows lack of interest in the subject, jeopardizing final grade. Tutoring is available through Student Success Center if needed. Reading of material should be completed prior to class so that student is prepared to participate in class discussions. If a class period is missed for whatever reason, it will be the student's responsibility to find out from a colleague what happened in class, to master the concepts and skills covered, and to obtain a copy of any material distributed.

Participation is judged important because it:

- a) fosters an interactive learning environment that includes the self as well as peers.
- b) allows the instructor to immediately assess if course content is being accurately understood.
- c) gives the opportunity for development of critical thinking as well as communication skills.

As part of their participation in-group supervision, students are required to share with classmates any concerns and topics of interest for group discussion.

ii) Participation in Individual Supervision:

One clock hour of weekly individual supervision and case discussion will need to be scheduled with the faculty supervisor for the entire duration of the semester, regardless of whether the student is seeing individual clients at any given time or not. Video recordings of client sessions will need to be brought to individual supervision on a weekly basis (failure to do so regularly will result in loss of credit). Portions of the recording that highlight positive as well as problematic areas should be presented for discussion with the faculty supervisor. This will need to be organized and thoughtfully planned before presentation, with tapes queued to the designated spot.

iii) Self-Evaluation:

Toward the end of the semester, students will formally present one (1) video recorded counseling sessions in individual supervision. This should be done professionally, using the *Self-Evaluation of Recorded Counseling Session* Form (**MP-3**). Following the presentation,

the student will receive from the faculty supervisor a completed *Recorded Counseling Session Feedback Form (MP-4)*. Both forms may be found in the CMHC Practicum Manual. Most of the session will be viewed during that individual supervision meeting.

iv) Case Presentation/Case Conceptualization:

Over the course of the semester, students will develop two (2) PowerPoint presentations on an established client case using the *Guidelines for Case Presentation* (see eClass Week 1 resources) and *Counseling Case Conceptualization Rubric* (see eClass Week 1 resources) to guide development of your presentation.

v) Peer Review:

It is expected that students will make full use of the opportunity to review video recordings of their own sessions, in order to observe and reflect on their roles as counselors. Therefore, each student will be required to participate in at least one (1) session of peer supervision where he/she and a colleague (fellow student) will view their recordings and give each other feedback. This must only take place in the Counseling Suite (for fully remote students, on the secure SAU Zoom platform). Again, attention must be carefully paid to confidentiality issues.

vi) Annotated Bibliography of Professional Resources:

During the semester, students will collect professional resources including books, videos, assessment questionnaires, etc. An annotated bibliography of resources (at least 10) will be submitted in the final supervision session.

1. Grading Criteria:

The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The *Expected Outcome* column indicates the specific desired outcomes (refer to this syllabus section *VII- Knowledge and Skill Outcomes*) being assessed by the given requirement.

<i>Course Requirements</i>	<i>Points</i>	<i>Percentage</i>	<i>Expected Outcome</i>
Group supervision and class discussions (14 X 5 pts)	70	15	1, 3 – 9 2.F-5g, 5.C.2l, 5.C-3a, 2.F-5k, 5.C-2j, 2.D-7c, 5. C.2e, 5.C-2d, 2.F-5h
Individual supervision & weekly journal entries (14 X 5 pts)	70	15	1 – 9 2.F-5g, 5.C-2m, 5.C.2l, 5.C-3a, 2.F-5k, 5.C-2j, 2.D-7c, 5.C.2e, 5.C-2d, 2.F-5h
Self-evaluation: MP-3	70	20	1, 3 - 9 2.F-5g, 5.C.2l, 5.C-3a, 2.F-5k, 5.C-2j, 2.D-7c, 5.C.2e, 5.C-2d, 2.F-5h

Case presentations/case conceptualization (2 X 50 pts)	100	20	1, 3 - 9 2.F-5g, 5.C.2l, 5.C-3a, 2.F-5k, 5.C-2j, 2.D-7c,5.C.2e, 5.C-2d, 2.F-5h
Peer review: MP-4	40	15	1, 3 - 9 2.F-5g, 5.C.2l, 5.C-3a, 2.F-5k, 5.C-2j, 2.D-7c,5.C.2e, 5.C-2d, 2.F-5h
Annotated Bibliography of professional resources	50	15	1 – 9 2.F-5g, 5.C-2m, 5.C.2l, 5.C-3a, 2.F-5k, 5.C-2j, 2.D-7c,5.C.2e, 5.C-2d, 2.F-5h
TOTAL	400	100	

i. Distribution of Scores:

The following distribution of scores will serve as a guide in determining the final letter grades for this course:

Letter Grade	Point Range	Percentage Range
A	374 – 400	94 – 100%
A-	358 – 373	90 – 93%
B+	347 – 357	87 – 89%
B	334 – 346	84 – 86%
B-	318 – 333	80 – 83%
EXTREMELY IMPORTANT!		
PER PROGRAM POLICY, STUDENTS WHO OBTAIN A FINAL GRADE OF LESS THAN A B- IN THIS COURSE WILL NOT BE ALLOWED TO ADVANCE TO COUN 581- CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP, UNLESS PRACTICUM II IS REPEATED AND A GRADE OF AT LEAST B- IS OBTAINED ON THE SECOND TAKE OF THE COURSE.		
C+	307 – 317	77 – 79%
C	294 – 306	74 – 76%
C-	278 – 293	70 – 73%
D+	267 – 277	67 – 69%
D	254 – 266	64 – 66%
D-	238 – 253	60 – 63%
F	0 – 237	0 – 59%

IX. COURSE CALENDAR

Date	Content Area	CACREP Common Core and Specialty Areas	Assignment Due
Week 1 TH – 08/25	<ul style="list-style-type: none"> Class overview and syllabus review Activities and assignments sign-up 	<ul style="list-style-type: none"> Competence in record-keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling [5.C-2.m] Ability to apply and adhere to ethical and legal standards in clinical mental health counseling [5.C-2l] Essential interviewing, counseling, and case conceptualization skills [2.F-5.g] 	<p>Renew Liability insurance if needed</p> <p>Presentation sign-up (please sign up for 2 dates: one between 10/06 – 11/17 and one on 12/01 or 12/08)</p>
Week 2 TH – 09/01	<ul style="list-style-type: none"> Mental Status Examination 	<ul style="list-style-type: none"> Skills in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management [5.C-3a] 	
Week 3 TH – 09/08	<ul style="list-style-type: none"> Case studies (theories, techniques, and diagnosis) Other practicum issues as needed 		
Week 4 TH – 09/15		<ul style="list-style-type: none"> Strategies to promote client understanding of and access to a variety of community resources [2F-5k] 	<p>1stCase conceptualization presentation (due at designated class between 10/06 and 11/17)</p>
Week 5 TH – 09/22		<ul style="list-style-type: none"> Appropriate use of culturally responsive individual, couple, family, group, and system modalities for initiating, maintaining, and terminating counseling [5.C-2j] 	<p>Peer Review Due before Thanksgiving Break</p>
Week 6 TH – 09/29		<ul style="list-style-type: none"> Screen for addiction, aggression, and danger to self-and/or others, as well as co-occurring mental disorders [2.D-7c; 5.C-2e] 	
Week 7 TH – 10/06		<ul style="list-style-type: none"> Appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments [5.C-2d] 	
Week 8 TH – 10/13			
Week 9 TH – 10/20			
Week 10 TH – 10/27			
Week 11 TH – 11/03			
Week 12 TH – 11/10			
Week 13 TH – 11/17			
<p>THANKSGIVING BREAK 11/21-11/27</p>			

<p>Week 14 TH – 12/1</p>	<ul style="list-style-type: none"> • Case studies (theories, techniques, and diagnosis) • Other practicum issues as needed 	<ul style="list-style-type: none"> • Essential interviewing, counseling, and case conceptualization skills. [2.F.5.g] • Competence in record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling. [5.C.2.m] • Ability to apply and adhere to ethical and legal standards in clinical mental health counseling [5.C-2l] • Skills in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management [5.C-3a] • Effective strategies to promote client understanding of and access to a variety of community resources [2.F-5k] 	<p>2nd Theory and case conceptualization presentation</p> <p>Self-Evaluation (MP-3,) Due 11:59 pm on the date of your 2nd case presentation</p>
<p>Week 15 TH – 12/08</p>	<ul style="list-style-type: none"> • Semester wrap up 	<ul style="list-style-type: none"> • Demonstrate appropriate use of culturally responsive individual, couple, family, group, and system modalities for initiating, maintaining, and terminating counseling [5.C-2j] • Screen for addiction, aggression, and danger to self-and/or others, as well as co-occurring mental disorders [2.D-7c; 5.C-2e] • Demonstrate appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments [5.C-2d] 	<p>All semester evaluation forms due (e.g., Diversity Form, final evaluations)</p> <p>Annotated Bibliography Due by 11:59p</p>

APPENDIX A

Southern School of Education & Psychology Conceptual Framework For Professional Counseling Programs

This course is congruent with the *Conceptual Framework* of the School of Education and Psychology. This Conceptual Framework is aligned, in turn, with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core curricular experiences and student learning outcomes established for Clinical Mental Health and School Counseling programs.

To Serve, To Lead, To Transform

- c) *Mission of the School of Education and Psychology:* Our mission is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.
- d) *Goal of the School of Education and Psychology:* The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles:
 - a. a caring person,
 - b. an informed facilitator,
 - c. a reflective decision maker, and
 - d. a committed professional.

Together, these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.

- e) *Core Curricular Experiences and Learning Outcomes:*
 1. As a Caring Person, the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
 - (a) effective **counseling, prevention, and intervention**;
 - (b) service to clients who represent **diverse populations**; and
 - (c) **advocacy** to better the lives of individuals and communities.
 2. As an Informed Facilitator, the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for:
 - (a) meaningful **assessment** that facilitates a plan of action,
 - (b) **diagnosis** leading to appropriate treatment, and
 - (c) promoting optimal **academic development** in the school setting.

3. As a Reflective Decision Maker, the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
 - (a) conduct **research** that contributes to the knowledge base of the profession;
 - (b) critically **evaluate** research and apply current information to decision making; and
 - (c) conduct meaningful **program evaluations** that inform development and enhance services.

4. As a Committed Professional, the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
 - (a) applying and adhering to **ethical and legal standards** specific to the counseling practice;
 - (b) adhering to the **professional orientation** and roles that are relevant to the counseling practice; practice;
 - (c) **collaborating and consulting** with other professionals, both within the clinical or school setting and with other community professionals;
 - (d) utilizing the **foundation knowledge** specific to the area of counseling practice, and
 - (e) **leading** in the development and management of counseling practice in a clinical or school setting.