COURSE SYLLABUS

COUN 581– Clinical Mental Health Counseling Internship
1 - 6 Semester Credits
[term, year]
Meeting Day/Time: [day, class time]

SOUTHERN
ADVENTIST UNIVERSITY
School of
Education and Psychology

Professor:
Email*:*
Office Phone:
Physical Office:
Office Hours: Available on the following days and times:

[day]	[times]
[day]	[times]

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

VIRTUAL CLASSROOM LOCATION:
Meeting ID: [   ]
Passcode: [   ]
https://southern.zoom.us/j/.........

I.   COURSE DESCRIPTION:

This course consists of supervised field experience in a community agency. A total of 6 semester hours and 600 clock hours of clinical work are required. At least 240 clock hours will be direct client contact in the capacity of a professional counselor. A wide range of clients will be chosen. This internship will be completed under the direction of a supervisor with a minimum of a Master's degree in counseling or a related profession with equivalent qualification, including appropriate certifications and/or license. And will also include consultation with an assigned faculty supervisor, and research on clinical issues. The student must also attend a weekly 1.5 hour group supervision with the faculty supervisor. Applications for Summer or Fall Internship experiences must be submitted for approval by April 15 of the previous school year. Applications for Winter Internship experience must be submitted for approval by October 15. Students must remain registered in 1 hour of Internship until they have completed all the requirements, regardless of whether or not they have registered for the number of credits required for graduation. The student must register for this credit each semester until the course requirements are met and a grade has been issued.

Annual program outcomes reporting and the *Counseling Outcomes Assessment Report* are available online at www.southern.edu/academics/edpsych/counseling/resources.html

II. REQUIRED MEMBERSHIP:

Student membership to the American Counseling Association (ACA),
https://www.counseling.org/membership/join-reinstate/student

*Student Membership includes liability insurance needed to conduct clinical internship hours.

III. REQUIRED READING:

Southern Adventist University, School of Education & Psychology. (2017). Internship manual: MS
Clinical Mental Health Counseling. SAU, Collegedale, TN.

IV. SUPPLEMENTAL MATERIALS:

1. **Selected books and articles:**

Boylan, J., & Scott, J. (2019). *Practicum and internship: Textbook and resource
guide for counseling and psychotherapy* [Sixth ed.]. New York, NY: Taylor &
Francis.

Davis, S., & Meier, S. (2001). *The elements of managed care*. Belmont, CA:
Wadsworth Learning.

Hackney, H. (2000). *Practice issues for the beginning counselor*. Boston, MA: Allyn
& Bacon.

Kottler, J. A. (2022). *On Being a Therapist.* Oxford University Press

Norcross, J. C., & Vandenbos, G. R. (2018). *Leaving it at the Office: A Guide to
Psychotherapist Self-Care* [second ed.]. The Guilford Press.

2. **Selected Relevant Websites:**

American Association of Christian Counselors: http://www.aacc.net/
American Counseling Association: http://www.counseling.org/
American Psychiatric Association: http://www.psych.org/
American School Counselor Association: http://www.schoolcounselor.org/
National Board for Certified Counselors: http://www.nbcc.org/
Therapist Aid: https://www.therapistaid.com/

V.   TECHNOLOGY REQUIREMENTS

Students will be using different forms of technology, including but not limited to video recordings and analyses of counseling sessions, presentations of case studies, live zoom session, and the use of computer software in order to log their practice hours. Due to the sensitive content of supervision, end-to-end encryption will be used during all sessions to protect confidentiality.

VI.   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: Call to make an appointment at McKee Library: 423-236-2384, or email Sonja Fordham, Director of the Writing Center at the McKee Library at sfordham@southern.edu.

VII. BIBLICAL FOUNDATION OF THE COURSE

This course will be guided by a central concept taken from Matthew 5:3-10, the Beatitudes:

3 *"God blesses those who are poor and realize their need for him, for the Kingdom of Heaven is theirs.* **4** *God blesses those who mourn, for they will be comforted.* **5** *God blesses those who are humble, for they will inherit the whole earth.* **6** *God blesses those who hunger and thirst for justice, for they will be satisfied.* **7** *God blesses those who are merciful, for they will be shown mercy.* **8** *God blesses those whose hearts are pure, for they will see God.* **9** *God blesses those who work for peace, for they will be called the children of God.* **10** *God blesses those who are persecuted for doing right, for the Kingdom of Heaven is theirs."*

This course focuses on the critical thinking and planning a counselor does for client care. Through this semester students will reflect on the promises of the Beatitudes, remembering that as counselors they represent the hands and feet of Christ, and through their work those who are hurting are made well. When considering diagnosis, students will remember to be humble, merciful, and pure. In their treatment planning, students will remember to aim toward peace and righteousness. And in their advocacy work, may they hunger and thirst for righteousness, and be willing to suffer with their clients for the sake of Him.

VIII.   KNOWLEDGE AND SKILL OUTCOMES

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

1. Understand record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling. [CACREP 5.C.2.M]
2. Demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. [CACREP 5.C.2.l]
3. Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
4. Demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. [CACREP 5.C.2.j]
5. Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.
6. Maintain information regarding community resources to make appropriate referrals. [CACREP 2.F.5.k]
7. Advocate for policies, programs, and services that are equitable and responsive to the unique needs of clients. [CACREP 2.F.1.e]
8. Demonstrate the ability to modify counseling systems, theories, techniques and interventions to make them culturally appropriate for diverse populations.
9. Select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
10. 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.2.d]

Bracketed codes identify the 2016 CACREP standards addressed in each outcome.

IX. 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 at 423-236-2544, Bietz Center, 3rd floor, Suite 3900, or dss@southern.edu. 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.

7. **Transcripts**

    1. It is the students' responsibility to request a transcript to be sent to their parent institution and/or their Seventh-day Adventist union registrar if needed. Students may access more information about this at
    http://www.southern.edu/administration/records/transcripts.html

B. **INSTRUCTIONAL STRATEGIES/METHODOLOGY**

1. **Methods of Instruction**

    This course will utilize a number of instructional methods, including presentations and discussions, case conceptualizations, individual and group supervision, peer review, and audiovisual case reviews.

2. **Diversity Considerations**

    Counselors need to develop proficiencies for working with clients from diverse

backgrounds to ensure that all clients have equal opportunity to achieve their optimal level of emotional and psychological well-being. To help students become effective multicultural counselors, this course facilitates the placement of students on internship sites where diverse clients are typically served. Issues relevant to client diversity will be discussed in individual and group supervision.

3. **Incorporation of Research**
   1. *Students:* Students will be required to use evidence-based practice and professional literature to support treatment planning and interventions in their practice and case study presentations.

   2. *Instructor:* The instructor will incorporate counseling-related research to this course by using and infusing into class discussions and activities the professional literature resources listed below. Other research resources will be included as appropriate. Some examples of these resources are listed below:

Ablon, J. S., Levy, R. A., Katzenstein, T. (2006). Beyond brand names of psychotherapy: Identifying empirically supported change processes. *Psychotherapy: Theory, Research, Practice, Training*, *43*, 216– 231. doi: 10.1037/0033-3204.43.2.216

Adams, C. M., Puig, A., Baggs, A., & Wolf, C. P. (2015). Integrating religion and spirituality into counselor education: Barriers and strategies. *Counselor Education and Supervision, 54*, 44- 56. https://doi.org/10.1002/j.1556-6978.2015.00069.x

Bedford, C., & Gehlert, K. M. (2013). Situational supervision: Applying situational leadership to clinical supervision. *The Clinical Supervisor*, *32*(1), 56-69.

Bitter, J. R. (2021). Theory and practice of couples and family counseling. Alexandria, VA: American Counseling Association

Borders, L. D. (2019). Science of learning: Evidence-based teaching in the clinical supervision classroom. *Counselor Education & Supervision, 58,* 64-79. https://doi.org/10.1002/ceas.12124

Chan, C. D., Cor, D. N., & Band, M. P.(2018). Privilege and oppression in Counselor education: An intersectionality framework. *Journal of Multicultural Counseling and Development, 46,* 58 – 73. https://doi.org/10.1002/jmcd.12092

DeFife, J. A., & Hilsenroth, M. J. (2011). Starting off on the right foot: Common factor elements in early psychotherapy process. *Journal of Psychotherapy Integration***,** *21*, 172– 191.doi: 10.1037/a0023889

Flückiger, C., Del Re, A. C., Wampold, B. E., Symonds, D., & Horvath, A. O. (2012). How central is the alliance in psychotherapy? A multilevel longitudinal meta-analysis. *Journal of Counseling Psychology*, *59*, 10 – 17. doi: 10.1037/a0025749

Fulton, C., Shannonhouse, L. (2014). Developing servant leadership through counselor community engagement: A case example. *Journal of Counselor Leadership and Advocacy, 1*(1), 98-111. http://dx.doi.org/10.1080/2326716X.2014.886978

Gutierrez, D., Mullen, P. R/, & Fox, J. (2017). Exploring emotional intelligence among master's-level counseling trainees. *Counselor Education and Supervision, 56,* 19 - 32. https://doi.org/10.1002/ceas.12057

Hilsenroth, M. J., Cromer, T., & Ackerman, S. (2012). How to make practical use of therapeutic alliance research in your clinical work. In R. A. Levy J.

Hung, L. C., & Smith, C. S. (2008). Supervision styles that are perceived and preferred by supervisors and supervisees: Case studies. In ACA Annual Conference & Exhibition, Honolulu, HI.

Killian, T., & Floren, M. (2020). Exploring the relationship between pedagogy and counselor trainees' multicultural and social justice competence. *Journal of Counseling and Development, 98,* 295 – 307. https://doi.org/10.1002/jcad.12324

Owen, J., Quirk, K., Hilsenroth, M., & Rodolfa, E. (2012). Working through: In- session processes that promote between session thoughts and *Journal of Counseling Psychology*, *59*, 161– 167. doi: 10.1037/a0023616

Owens, E. W., & Neale-McFall C. W. (2014). Counselor identity development: Toward a model for the formation of professional identity, *Journal of Counselor Leadership and Advocacy*, 1:1, 16-27, https://doi.org/10.1080/2326716X.2014.886975

Molnar, Beth E.; Sprang, Ginny; Killian, Kyle D.; Gottfried, Ruth; Emery, Vanessa; Bride, Brian E. (2017). Advancing science and practice for vicarious traumatization/secondary traumatic stress: A research agenda. *Traumatology, 23(2),* 129 – 142. Educational Publishing Foundation.

Parrow, K., Sommers - Flanagan, J., Cova, J. S. Lungu, H. (2019). Evidence-based relationship factors: A new focus for mental health counseling research, practice, and training. *Journal of Mental Health Counseling, 4*(4), 327-342. https://doi.org/IO. 17744lmehc.41.4.04

Person, M., Garner, C., Gholston, M., & Petersen, C. (2020). Counselor Professional Identity Development in CACREP and Non-CACREP Accredited Programs. The Journal of Counselor Preparation and

Supervision, 13(1). http://dx.doi.org/10.7729/131.1335

Peters, H. C., & Vereen, L. G. (2020). Counseling leadership and professional counselor identity: A phenomenological study. *Journal of Counselor Leadership and Advocacy, 7*(2), 99-117. https://doi.org/10.1080/2326716X.2020.1770143

Rando, R. A. (2001). Adaptive supervision in counselor training. *The Clinical Supervisor*, *20*(1), 173-182.

Smith, K. L. (2009). A brief summary of supervision models. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.549.7796

Young, T. L., Lambie, G. W., Hutchinson, T., & Thurston-Dyer, J. (2011). The integration of reflectivity in developmental supervision: Implications for clinical supervisors. *The Clinical Supervisor*, *30*(1), 1-18.

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, or watch the recorded session on their own time. 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.

Because this course is also asynchronous, each session will be recorded. Students who are unable to attend the live session are required to watch the recorded session then email a one paragraph synopsis of what was discussed in the session to the professor. This email will count as your course attendance and participation. The recorded videos will be uploaded to eClass after each live session.

ii. Students who attend the live session are 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. 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. e*Class 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. For instance, if a student has a problem while taking the Week 1 Quiz, the email subject could say something like "COUN 556, Week 1 Quiz."

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. **Submission Times and Late Work Caution**

    1. Course assignments are to be submitted electronically to the eClass course site, or to Anthology (Chalk and Wire).

    2. Due to the nature of this course each student will submit assignments as they need. All assignments must be completed by the end of the semester, including a case study and all supervision documents.

3. **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. An informal survey with feedback questions will also be collected at mid-point in the semester.

    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.

4. **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) **Professional Dispositions and Conduct**

i. 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."

ii. 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.

iii. As part of the GSPC program evaluation of professional behavior, a percentage of this course's final grade will reflect how the student demonstrated professional attitudes and behaviors in this course during the semester. The rubric, *Evaluation of Student Professional Dispositions in Semester Courses* will be used to calculate that portion of the final grade. This rubric is posted and available to students on eClass. Students will be able to see and discuss with the professor at the end of the semester the scores they obtained on this evaluation if they wish to do so.

b) **Attendance and Participation in Group Supervision:**

i. Students will be required to attend a 1 ½ hour of weekly group supervision provided by the CMHC program faculty supervisor. 10 Points for attendance is given each week. In the case where a student is unable to attend group supervision, the instructor should be notified as soon as possible. Three (3) late arrivals to group supervision equals one (1) absence.

ii. Participation is judged important because it

1. fosters an interactive learning environment that includes the self as well as peers
2. allows the supervisor to immediately assess if course content is being accurately understood
3. gives the opportunity for development of critical thinking as well as communication skills

iii. During group supervision, students will be expected to discuss any relevant issues that arise related to their counseling practice at the internship site where they will be located.

iv. Watching and analyzing video recorded didactic demonstrations of counseling sessions, presenting cases, learning about community resources, discussing how to work effectively with diverse cultures, and evaluating relevant legal and ethical issues are examples of supervision activities.

v. When a student presents a case in group supervision at any given time, in order to preserve the safety and confidentiality of any recorded material, the student will exclude any personal identifying information, and protect the client's identity as much as possible.

c) **Individual Supervision:**

i. One clock hour of weekly individual supervision and case discussion will need to be scheduled with the onsite supervisor for the entire duration of the semester, regardless of whether or not the student is seeing individual clients at any given time.

ii. If permitted or required by internship sites, video recordings of client sessions will need to be brought in to individual supervision on a weekly basis. Portions of the recording that highlight positive as well as problematic areas should be presented for discussion with the onsite supervisor.

iii. During the course of the semester students will also be required to complete two *CMHC Internship Form MP-3: Self-Evaluation of Recorded Counseling Session* found in the CMHC Internship Manual, in response to two of their counseling sessions and presented in their individual supervision with the site supervisor. This presentation will need to be organized *and thoughtfully planned.* Onsite supervisors will complete the *CMHC Internship Form MP-4: Recorded Counseling Session Feedback* at the conclusion of the individual supervision meeting.

d) **Completion of Direct Client Contact Hours:**

i. Students will be expected to carry a determined case load at their internship sites. Counseling sessions involving direct, face-to-face contact with these clients will accrue toward the minimum of 240 direct contact hours required in the internship experience. Students must be registered for at least 1 academic credit of COUN 581 Clinical Internship during any semester in which they are collecting hours towards the 600-hour total required.

ii. **Record-Keeping and Client Charts:** Client charts are to be maintained at the internship sites and **should not be removed from the internship site**. Reports and progress notes will be written using the procedures followed at the internship sites

for such activities. Please follow all guidelines put in place by internship site to maintain confidentiality of client's information, and alert your internship site about any potential privacy breaches. Under normal circumstances using **personal computers** to work on client documents or progress notes is **prohibited**, as well as taking home this kind of documentation at any given time.

e) **Completion of Indirect Practicum Hours:**

   i. Students will be required to complete at least **360** clock hours of internship work which do not include direct, face-to-face contact with clients and/or their significant others.
   ii. They will instead involve a variety of other professional activities reflecting the work experience of a professional counselor.
   iii. These activities will include the following:
      1. Attending **one** (1) clock hour of individual supervision every week.
      2. Attending **one-and-a-half** (1 ½) clock hours of group supervision every week.
      3. Observing peer counseling sessions and providing feedback.
      4. Writing treatment plans, intake reports, progress notes, and termination/transfer summaries, as well as any other pertinent record-keeping activity.
      5. Using assessment instruments.
      6. Consulting with counselors, psychologists, social workers, physicians, supervisors, and/or other professionals concerning clients when needed, as well as making referrals.
      7. Reviewing DVDs that contain recorded counseling sessions, and reflecting on professional practice as demonstrated in the recordings.
      8. 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 caseload.
      9. Attending counseling conferences, seminars, or workshops for professional development, if they have been required by the onsite supervisor, and as part of professional development activities provided at the specific internship placement.
      10. Attending in-service and staff meetings

   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 onsite supervisor, cannot be counted toward indirect internship hours.

f) **Clinical Mental Health Counseling Internship Manual Forms:**

   i. Students will be required to complete and submit supervision forms through Anthology (Chalk and Wire). All forms are included in the Clinical Mental Health Counseling Internship Manual. Evaluation files for each student enrolled in this

course will be carefully kept (Chalk & Wire) and audited periodically. All forms must be completed, according to the CMHC Internship.

ii. Students will be required to present one case study presentation. The presentation will include: Background information on the case study – Presenting problem, history of presenting problem, psychosocial history, and other relevant information.

1. An assessment and conceptualization of the case – Clinical impressions, possible diagnosis and approach to treatment.
2. Literature and research support – student should provide a brief overview of what research and literature says about the efficacy of their treatment approach.
3. Reflection of Client's progress – indications of improvement or regression, client's attitude toward treatment, client's responsibility, resistance, or other environmental barriers.
4. reflection – What has the student counselor learned about their strengths and areas of growth while working with this patient, Transference or countertransference issues, reflection of ethical approach, and support from supervisors and peers while working with the client.

Students should see Case Study Rubric (Form E-1) for additional information.

h) Diversity form

Students will be required to complete the diversity form found in the CMHC Internship Manual, Form E-2. This form should be completed at the end of the their internship experience. It is important for student counselors to keep track information on the diversity of their clients. This information is likely to be required for the licensing process.

i) Bibliography

Students will compile a list of useful counseling resources over the course of the semester. These resources should include any literature or research articles they have used to help gather treatment information for clients or to support their treatment approach, books or other materials used as bibliotherapy or homework for clients, and any other useful videos, websites, books, or other media. The bibliography should be written as a list of references in APA format, 7th ed.

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.

COURSE REQUIREMENT	NUMBER OF POINTS	APPROX. PERCENTAGE	EXPECTED OUTCOME
Attendance (10 X15)	150	38	1 - 10
Weekly Individual Site supervision: MP-1's (5X15)	75	19	1 – 10
Case Presentation	50	13	1 – 10
Approved Hours (5X15)	75	19	1 - 2
MP-3 Forms (2X10 pts)	20	5	1 – 10
Evaluations, E-2 (5pts) & E-3 (5pts)	10	2	1 – 10
Bibliography	10	2	9
Diversity Form	10	2	3
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	808 – 860	94 – 100%
A-	774 – 807	90 – 93%
B+	748 – 773	87 – 89%
B	722 – 747	84 – 86%
B-	688 – 721	80 – 83%
C+	662 – 687	77 – 79%
C	636 – 661	74 – 76%
C-	602 – 635	70 – 73%
D+	576 – 601	67 – 69%
D	550 – 575	64 – 66%
D-	516 – 549	60 – 63%
F	0 – 515	

X. COURSE CALENDAR

DATE	TOPIC FOR CLASS DISCUSSION	CACREP STANDARD TAUGHT	ASSIGNMENT DUE DATE/TIME
Tues mm/dd	• Zoom Session • Course Overview • Check-ins	• **[CACREP 5.C.2.m]** Understand record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	Site Supervisor Forms ✓ A-1, Site Supervisor Information (Anthology) ✓ A-2, Supervision Contract (Anthology)
Tues mm/dd		• **[5.C.2.l]** Demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	Beginning Documents ✓ Liability Insurance/ACA membership (Anthology)
Tues mm/dd		• Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	Weekly Checklist
Tues mm/dd	• Zoom Session • Topic discussions • Other internship Site Issues as needed	• **[5.C.2.j]** Demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	✓ Individual Supervision ✓ MP -1 (Anthology) ✓ Group Supervision ✓ Record Direct and Indirect hours (Anthology)
Tues mm/dd			
Tues mm/dd		• Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	
Tues mm/dd			
Tues 10/11 – Fall break, no class		• **[2.F.5.k]** Maintain information regarding community resources to make appropriate referrals.	
Tues mm/dd		• **[2.F.1.e]** Advocate for policies, programs, and services that are equitable and responsive to the unique needs of clients.	Semester Tasks ✓ 2 MP-3, Session evaluations (Anthology) ✓ 1 case study presentation for group supervision ✓ Upload PowerPoint presentation for case study (eClass)
Tues mm/dd	• Zoom session • Case Presentation • Topic Discussions • Other internship site issues and cases as needed		
Tues mm/dd		• Demonstrate the ability to modify counseling systems, theories, techniques and interventions to make them culturally appropriate for diverse populations.	
Tues mm/dd			
Tues mm/dd			
Tues mm/dd – Thanksgiving Break No class		• Select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	
Tues mm/dd	• Zoom session • Case Presentation • Topic Discussions • Other internship site issues and cases as needed	• **[5.C.2.d]** 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	Final Semester Tasks ✓ Diversity Form, E-2 (Anthology) ✓ Site Evaluation, E-3 (Anthology) ✓ Bibliography
Tues mm/dd			
Tues mm/dd			

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

j.) *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.

k.) *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.

l.) *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.