
Psychology 695, Sec 1

Counseling Practicum

Course Description

This course is designed to provide supervised counseling experiences for graduate students preparing to work in community or school settings. Students will provide direct clinical services to clients, participate in supervision and training sessions, and attend practicum class sessions, which will allow for group supervision. Students will also attend weekly staff meetings and trainings for Counseling and Psychological Services (CAPS). Class sessions will focus on topics related to counseling (counselor identity and development, qualities that influence helping professions, theory, etc.) as well as provide an opportunity for group supervision.

Prerequisites include PSYC 660, 661, and permission of the instructor.

Course Objectives and Expected Learning Outcomes

This course will offer the opportunity to explore, discuss and apply the following objectives:

- A variety of appropriate counseling models
- Research relevant to specific disorders or treatment modalities
- Increase in self-knowledge and awareness to advance your personal and professional goals
- Ethical issues and standards of care
- Skills related to the role of diversity and cultural values in counseling

We will also explore:

- Essential interviewing and counseling skills to enable you to develop and maintain positive therapeutic relationships, establish appropriate counseling plans with measurable objectives, evaluate client outcome and successfully terminate the counseling relationship
- Counseling theories and how theory applies to practice
- Counseling models that are consistent with current research and practice
- System perspectives that address family concerns

Required Materials:

American Psychiatric Association.
(2012). *Diagnostic and Statistical Manual of Mental Disorders: DSM-V, Fifth Edition*.
Washington, DC: American Psychiatric Publishing.

Required Supplies:

Audio and/or videotapes as needed for class projects.

Students who successfully complete this course will begin to demonstrate the skills and practices as outlined in the 2016 CACREP Clinical Mental Health Counseling Standards.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

- e. development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER DEVELOPMENT

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.
- d. approaches for assessing the conditions of the work environment on clients' life experiences.

- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making j.
- j. ethical and culturally relevant strategies for addressing career development

5. COUNSELING AND HELPING RELATIONSHIPS

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- c. theories, models, and strategies for understanding and practicing consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- e. the impact of technology on the counseling process
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of community-based resources
- l. suicide prevention models and strategies
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n. processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK

- b. dynamics associated with group process and development
- c. therapeutic factors and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- f. types of groups and other considerations that affect conducting groups in varied settings
- g. ethical and culturally relevant strategies for designing and facilitating groups
- h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. ASSESSMENT AND TESTING

- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes
- reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders

m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION

b. identification of evidence-based counseling practice

e. evaluation of counseling interventions and programs

1 FOUNDATIONS

- A. History and development of clinical mental health counseling;
- B. Theories and models related to clinical mental health counseling;
- C. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning;
- D. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders;
- E. Psychological tests and assessments specific to clinical mental health counseling.

2 CONTEXTUAL DIMENSIONS

- A. Roles and settings of clinical mental health counselors;
- B. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders;
- C. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks;
- D. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD);
- E. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders;
- F. Impact of crisis and trauma on individuals with mental health diagnoses;
- G. Impact of biological and neurological mechanisms on mental health;
- H. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation;
- I. Legislation and government policy relevant to clinical mental health counseling;
- J. Cultural factors relevant to clinical mental health counseling;
- K. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling;
- L. Legal and ethical considerations specific to clinical mental health counseling;
- M. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.

3 PRACTICE

- A. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management;
- B. Techniques and interventions for prevention and treatment of a broad range of mental health issues;
- C. Strategies for interfacing with the legal system regarding court-referred clients;
- D. Strategies for interfacing with integrated behavioral health care professionals;
- E. Strategies to advocate for persons with mental health issues.

JMU CLINICAL MENTAL HEALTH COUNSELING STANDARDS

Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy.

CACREP CORE STANDARDS AND KPI CHART

	4 b	4 d	4 e	4 h	4 i	5 a	5 b	5 d	5 f	5 g	5 h	5 i	5 j	5 k	5 l	5 m	5 n	6 c	6 d	6 e	6 g	6 h	7 b	7 c	7 d	7 e	7 m
KPI 4, 5, 7 (Reinforcement): Counseling Sessions/Evaluations (See Appendix for KPI Rubrics)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x							x	x	x	x	x
KPI 6 (Mastery): Group Facilitation (See Appendix for KPI Rubric)																		x	x	x	x	x					

CMHC STANDARDS and KPI CHART

CACREP CMHC STANDARDS INCLUDED IN COURSE	1 a	1 b	1 c	1 d	1 e	2 a	2 b	2 c	2 d	2 e	2 f	2 g	2 h	2 i	2 j	2 k	2 l	2 m	3 a	3 b	3 c	3 d	3 e	JMU CM HC	
KPI 9 (Reinforcement): Counseling Sessions/Evaluations (See Appendix for KPI Rubrics)																				x	x	x	x	x	x

and expertise to these conversations, course discussions, and work at your site; your instructor and supervisor are help to help you enhance your competence.

Evaluation Criteria and Procedures

Students will be evaluated on their understanding of the course material, the quality of their demonstrated skill acquisition, and the quality of their participation. The final course grade will be assigned on a S/U basis upon the successful completion of the course requirements. The student and practicum instructor will participate in mid-term and final summative feedback/evaluation sessions.

Course Requirements

- Behave in a professional and ethical manner at all times per the ACA Code of Ethics (2014), Virginia State laws, and JMU Graduate Psychology, Counseling Programs procedures and policies.
- Complete 100 hours in the practicum setting, including 40 hours of direct service (face to face or phone calls to client). Indirect services may include participation in staff meetings, class meetings, group meetings and observations. Additional hours spent in report writing, record keeping and professional preparation can also be counted toward the 100-hour requirement.
- Read and be familiar with your site's policies and procedures manual.
- Obtain professional liability insurance before beginning practicum experience. We recommend that you join VCA or ACA at a student rate and then purchase liability insurance through the professional organization.
- Complete the Practicum Goal Statement (Appendix A) and share with your site supervisor and JMU Counseling Program supervisor.
- Maintain case files in an orderly, timely, and professional manner. Case files include intake summaries, progress notes, treatment plans, and termination/transition summaries. Use your site manual as a guide.
- Provide a weekly summary of your caseload (to both your practicum instructor and your JMU supervisor), which includes a brief client description, current therapy focus and disposition of the case (Appendix B).
- Attend class sessions prepared to discuss your counseling experiences.
- Prepare digital recordings of case study presentations of counseling sessions to present in class and in weekly individual supervision sessions for the purposes of supervision and consultation. The format for developing these presentations is described in Appendix C.
- Participate in weekly group supervision sessions with your practicum instructor.
- Participate in weekly process groups.
- Participate in weekly individual supervision sessions with a JMU Counselor Education Program supervisor.
- Co-facilitate 1 therapy group as available at your site.
- Participate in weekly staff meetings at your site as required. You may also be required to present one of your cases during a staff meeting.
- Keep a weekly log of hours completed in practicum. These hours include: direct service hours and hours spent in staff meetings, class meetings, process groups, supervision, tape reviews, observations, supplemental research and professional preparation.
- A final presentation to include a videotaped session, a written review and an oral exam. You will analyze a videotaped counseling session and present your analysis during a class session. The format for developing your final presentation is described in Appendix E.
- Complete the Mid-Semester Self Evaluation (Appendix D).
- Complete a written evaluation of your site and supervisors (Appendix G).

Assignments

Professional Development – Self-assessment and Reflection on Identity – 50 points

This is an opportunity to reflect on the foundations of your learning experience and the specific ways in which you are incorporating them into your developing professional identity. Specifically, addressing each of the categories below, reflect on some of the significant influences on your identity as a counselor. Cite specific theories, models, evidence, and experiences that you are taking from your coursework and applying in your clinical practice (4-5 pgs.).

1. History and development of clinical mental health counseling;
2. Theories and models related to clinical mental health counseling;
3. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning;
4. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders;
5. Psychological tests and assessments specific to clinical mental health counseling.

Contextual Dimensions of Counseling – 130 points

You will engage in one scholarly or professional development exercise for each of the following items. Examples include article review, annotated bibliography, identification and review of specific resources (such as agencies, handbooks, or training opportunities), or engagement in a workshop or other documentable professional development.

Just identify the standard you explored during the workshop and write a 1-page reflection on what you learned as it pertains to that particular standard.

Complete 7 items before Thanksgiving Break and the remainder are due by the end of the semester. You may complete them in any order and may submit any of them early.

1. Roles and settings of clinical mental health counselors;
2. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders;
3. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks;
4. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD);
5. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders;
6. Impact of crisis and trauma on individuals with mental health diagnoses;
7. Impact of biological and neurological mechanisms on mental health;
8. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation;
9. Legislation and government policy relevant to clinical mental health counseling;
10. Cultural factors relevant to clinical mental health counseling;
11. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling;
12. Legal and ethical considerations specific to clinical mental health counseling;
13. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.

KPI 4, 5, 7, 9 (Reinforcement) Counseling Sessions and Evaluations from Faculty Supervisor and Individual Doctoral Student Supervisor – 50 points

Your individual doctoral student supervisor will provide you with a formal summative evaluation (see Appendix F) to be completed and returned at the mid-term point and end of the semester.

The online link is available [here](#) and is included in your supervisor's orientation powerpoint slides. Faculty supervisor will provide summative feedback at the end of the semester via the rubric below.

1. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management;
2. Techniques and interventions for prevention and treatment of a broad range of mental health issues;
3. Strategies for interfacing with the legal system regarding court-referred clients;
4. Strategies for interfacing with integrated behavioral health care professionals;
5. Strategies to advocate for persons with mental health issues.

Keep in mind that your counseling sessions are evaluated according to the following expectations:

- 1 **IH** hour of weekly individual supervision (with a doctoral student supervisor) (KPI; 4, 5, 7, 9)
- 1 **IH** hour of weekly CAPS staffing at 11 am on Wednesdays with Kelly Atwood, Psy.D., Clinic Director (KPI; 4, 5, 7, 9)
- 1.5 **IH** hours of weekly group supervision at 8 am on Wednesdays with your faculty instructor (KPI; 4, 5, 7, 9)
- 1.5 **IH** hours of process group (meets for 10 weeks of the semester) (KPI; 5 & 9)
- 1 **DH** hour of Suitcase Clinic Interprofessional Team (optional but highly recommended/required if you'd like to see clients from the Suitcase Clinic IPR);
- 1.5 **DH** hours of CAPS/ISLA Interdisciplinary Triage (optional but highly recommended) (KPI; 7)
- 4 **IH** hours of Case Conceptualization Workshops (must attend both workshops) (KPI; 4, 5, 7, 9).

This assignment will ensure that each intern has reached a level a satisfactory level in the reinforcement of the following areas:

- Professional Counseling Orientation and Ethical Practice: Recognizes and applies professional ethical standards including clear and appropriate relationships with clients colleagues, and the community.
- Social and Cultural Diversity: Collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status in clinical and other professional settings.
- Human Growth and Development: Develops self-awareness about personal development, applies theories of human development
- Career Development: Applies theories of career development across the lifespan, implements culturally and developmentally appropriate career assessment and intervention strategies.
- Helping Relationships: Establishes and maintains effective counseling relationships.
- Group Counseling and Group Work: Recognizes and positively influences intrapersonal and interpersonal dynamics when leading and co-leading groups. Applies group counseling strategies in developmentally appropriate ways.
- Assessment and Testing: Gathers information to assess needs and next steps in the counseling process, including evaluation for serious and foreseeable harm and reporting requirements for abuse or neglect of children and vulnerable adults.
- Research and Program Evaluation: Critically evaluates research related to core areas of counseling practice. Uses data-informed decision-making practices for program evaluation and management.

- JMU Clinical Mental Health Counseling Standards: Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy.

Please note that all evaluations (form provided below) must be satisfactory in order for this KPI to be assessed at the level of *At Standard* or *Exceeds Standard*.

KPI 6 (Mastery): Group Facilitation

Provided your site has the capability this semester, you will have the opportunity to practice the group counseling and facilitation skills you have been developing throughout the program by working with a peer and/or supervising counselor to manage the oversight and facilitation of a therapy group. You will engage in peer evaluation and will also receive supervisory and evaluation feedback from your supervisor. Please note that all Faculty Supervisor and Site Evaluations (described above) must be satisfactory in order for this KPI to be assessed at the level of *At Standard* or *Exceeds Standard*. Please note that if a group facilitation experience is not offered this semester, you will show evidence of mastery of group facilitation skills during your internship.

Case Presentation (See Appendix E)- 70 points

You will have the opportunity to present your work to the class during one of the final five class periods. This assignment is meant to be celebration of your learning as well as to prepare you for your comprehensive examinations. Your case presentation will be subdivided into the following sections.

1. A paper, 3-5 pgs. in length addressing the following items:
 - A brief background of the client (presenting problem, goals and progress in counseling)
 - A description of your theoretical approach
 - A summary of the process that occurred during your chosen session
 - A critique of your effectiveness
 - Viewing of the chosen segment (approximately 15 minutes)
 - Questions and Feedback
2. A 45 minute presentation. This presentation will review the content of your paper.
3. A 10-15 minute video clip. This clip should evidence your best work during the semester. On the day of your presentation, please have the video cued prior to your presentation.

Recommended Reading

Baird, B. N. (2013). *The internship, practicum, and field placement handbook*, 7th ed. New York, NY: Routledge.

Curran, L. A. (2013). *101 trauma-informed interventions: Activities, exercises, and assignments to move the client and therapy forward*. Eau Claire, WI: PESI Publishing and Media.

Giordano, M., Landreth, G., & Jones, L. (2005). *A Practical Handbook for Building the Play Therapy Relationship*. Lanham, MD: Jason Aronson.

Lanci, M. & Spreng, A. (2008). *The Therapist's Starter Guide: Setting Up and Building Your Practice, Working with Clients, and Managing Professional Growth*. Hoboken, NJ: John Wiley & Sons.

Landreth, G. L. (2002). *Play Therapy: The Art of the Relationship, 2nd Edition*. New York, NY: Brunner-Routledge.

Rogers, C. (1954). *On Becoming a Person: A Therapist's View of Psychotherapy*. Boston, MA: Houghton Mifflin.

University and Departmental Policies

Counseling Programs Academic Policies: Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

Academic Integrity: It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU academic honor code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>. You are expected to understand the boundaries of plagiarism and to adhere to a policy of academic honesty.

Adding/Dropping Classes: Students are responsible for registering for classes and for verifying their class schedules on e-campus. Students must drop classes before the schedule “add/drop deadline.” Students may not register to take this class after the add deadline, per JMU policy. No exceptions will be made to these deadlines. For more details and information on block courses, refer to the Registrar's Web site at www.jmu.edu/registrar/.

Attendance: Attendance is expected and required. If you need to miss class, please let me know as soon as possible.

Inclement weather: Inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you may call the JMU Weather Line at 540.433.5300. You may also listen to the JMU radio station at 1610 AM or other local radio and television stations which inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://jmu.edu/JMUpolicy/1309.shtml>.

Religious Accommodations: Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, reasonable and appropriate accommodations will be provided to students requesting them on grounds of religious observation. Students should notify me by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity. Contact the Office of Equal Opportunity (<http://www.jmu.edu/oeo/>) at (540) 568-6991 if you have additional questions.

Disability Accommodations: We believe that cultural diversity also includes differences based on physical abilities. Therefore, we believe that reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107; you may call 540-568-6705 for more information.

Confidentiality and Title IX: Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and well-being. If you want to report any event, the contact person is James Robinson, director of the JMU Office of Equal Opportunity, at <http://www.jmu.edu/oeo/>. Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information, go to <http://knowyourix.org/title-ix/title-ix-in-detail/>.

Psychology 695: Counseling Practicum
Appendix A: Statement of Goals for Practicum/Internship

Name: _____

Date: _____

Site: _____

Note your current clinical strengths:

Identify any skills you plan to work to refine or develop this semester:

What do you consider your clinical limitations or skill areas that need further development?

How comfortable are you in your identity as a professional counselor? What can help you to further develop this identity?

What specific goals do you have for this clinical experience?

How will you know you are progressing toward accomplishing these goals?

Signature

Date

Psychology 695: Counseling Practicum
Appendix B: Clinical Mental Health Counseling Program
Counseling Practicum/Internship Weekly (or Bi-weekly) Review

Name: _____ Week(s) of: _____

Practicum/Internship site: _____

Total clinical hours: _____

Total client contact hours: _____

General description of activities you engaged in during this period (counseling, triage, staffing, outreach):

Brief client descriptions, current therapy focus, and disposition of cases:

Identify any concerns, areas needing clarification, or general developmental questions you might have as you review the week(s) activities/experiences:

Psychology 695: Counseling Practicum

Appendix C: Case Presentations for Supervision

Before sharing your tape with the class, spend some time reviewing your session. Actively critique your counseling strengths and challenges.

Please prepare your cases for presentation and supervision using the following format:

1. Describe your client(s) by providing appropriate demographic and background information, the presenting concern and the client's previous counseling experience.
2. Identify the current goals of counseling.
3. Describe how you are addressing these goals in your sessions.
4. Discuss any difficulties you are having and describe the feedback you would like to receive.
5. Show a segment of your videotape. Please have this cued prior to class.
6. The supervisor/group will share their reactions and provide feedback. This is an interactive and collaborative process.

Psychology 695: Counseling Practicum
Appendix E: Written and Oral Presentation Guidelines

WRITTEN REQUIREMENTS:

The written component of this assignment will be based on the comprehensive exam format. Please refer to your counseling handbook for guidelines. This presentation will serve as a first draft for your comps preparation. To encourage reflection and analysis, please write these sections in essay format and should be 5-8 pages in length.

VIDEO REQUIREMENTS:

Chose 15 consecutive minutes of videotape in which you show your best work of the semester. Prepared a written transcript of the videotape selection.

ORAL REQUIREMENTS:

The oral component of this presentation provides an opportunity to experience the atmosphere and expectations of an oral examination. The instructor and other class members will serve as the panel. Questions will cover theory, practice and ethics. You will have 60-75 minutes to present your case to the group.

Please follow the structure provided for the oral component by providing:

1. A brief background of the client (presenting problem, goals and progress in counseling)
2. A description of your theoretical approach
3. A summary of the process that occurred during your chosen session
4. A critique of your effectiveness
5. Viewing of the chosen segment (approximately 15 minutes)
6. Questions and Feedback

Psychology 695: Counseling Practicum
 Appendix F: Clinical Mental Health Counseling Practicum
 Practicum Supervisor Evaluation

Name _____
 Site _____
 Supervisee _____
 Year _____ Semester _____

The following items reflect foundational concepts, models, and skills students receive during their coursework. Please indicate the extent to which you have felt the intern or practicum student demonstrated preparation in any of these areas.

1) Below expectations; 2) Approaching expectations; 3) Meets expectations; 4) Exceeds expectations.

N) No exposure during clinical work.

FOUNDATIONS

a. history and development of clinical mental health counseling	1	2	3	4	N
b. theories and models related to clinical mental health counseling	1	2	3	4	N
c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	1	2	3	4	N
d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders	1	2	3	4	N
e. psychological tests and assessments specific to clinical mental health counseling	1	2	3	4	N

Comments (if any):

The following contextual dimensions represent typical issues and expectations that arise during practicum and internship. Indicate the degree to which you feel your supervisee was able to meet expectations during those times.

1) Below expectations; 2) Approaching expectations; 3) Meets expectations; 4) Exceeds expectations.

N) No exposure during clinical work.

Please keep in mind this is both developmental and contextual. We want to assess students based on where they are: end of practicum, end of first internship, end of program. Thank you.

CONTEXTUAL DIMENSIONS

a. roles and settings of clinical mental health counselors	1	2	3	4	N
b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	1	2	3	4	N
c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	1	2	3	4	N
d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD)	1	2	3	4	N
e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	1	2	3	4	N
f. impact of crisis and trauma on individuals with mental health diagnoses	1	2	3	4	N
g. impact of biological and neurological mechanisms on mental health	1	2	3	4	N
h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	1	2	3	4	N
i. legislation and government policy relevant to clinical mental health counseling	1	2	3	4	N
j. cultural factors relevant to clinical mental health counseling	1	2	3	4	N
k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	1	2	3	4	N
l. legal and ethical considerations specific to clinical mental health counseling	1	2	3	4	N
m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	1	2	3	4	N

Comments (if any)

The following Practice areas indicate clinical experience we aim to have present during practicum and internship. Consider the ways in which each of these has presented itself during your practicum or internship student’s work with clients, during group or individual supervision, or during any case staffings or team meetings. Indicate the degree to which you felt the student was able to meet expectations during those times. In other words, given their developmental level as a counselor in training, rate your perception of their competence:

1) Below expectations; 2) Approaching expectations; 3) Meets expectations; 4) Exceeds expectations.

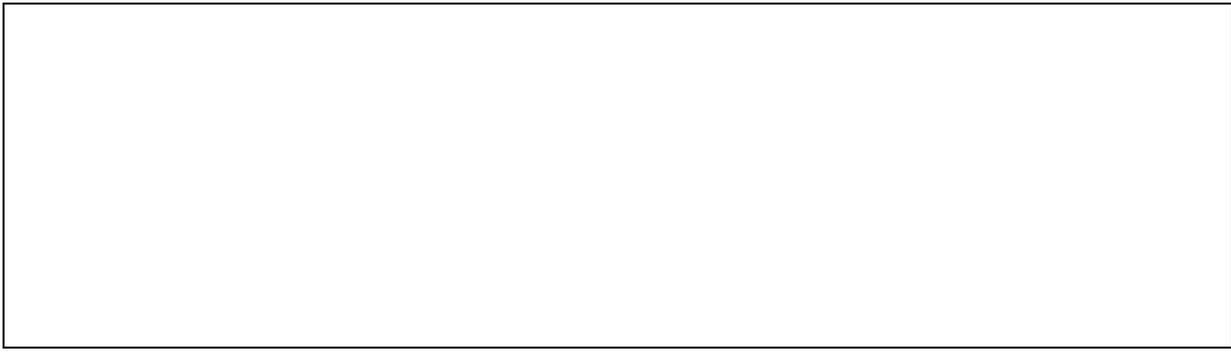
N) No exposure during clinical work.

PRACTICE

a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	1	2	3	4	N
b. techniques and interventions for prevention and treatment of a broad range of mental health issues	1	2	3	4	N
c. strategies for interfacing with the legal system regarding court-referred clients	1	2	3	4	N
d. strategies for interfacing with integrated behavioral health care professionals	1	2	3	4	N
e. strategies to advocate for persons with mental health issues	1	2	3	4	N

Comments (if any)

Additional Reflection and Feedback for the Student and/or the Program



Psychology 695: Counseling Practicum

Appendix G: EVALUATION OF CLINICAL MENTAL HEALTH PRACTICUM/INTERNSHIP SITE AND SUPERVISOR

Name _____ Semester _____ Year _____
Site _____ Practicum or Internship: _____
Supervisor(s) _____

Directions: Select the number that reflects your rating of the internship site on that dimension.

1. Opportunities for counseling experiences

1	2	3	4	5
Very Poor	Poor	Fair	Good	Excellent

2. Supervision

1	2	3	4	5
Very Poor	Poor	Fair	Good	Excellent

3. Staff support

1	2	3	4	5
Very Poor	Poor	Fair	Good	Excellent

4. Atmosphere

1	2	3	4	5
Very Poor	Poor	Fair	Good	Excellent

5. Facility (space, materials, resources)

1	2	3	4	5
Very Poor	Poor	Fair	Good	Excellent

6. Professionalism of staff

1	2	3	4	5
Very Poor	Poor	Fair	Good	Excellent

7. In-service training

1	2	3	4	5
Very Poor	Poor	Fair	Good	Excellent

8. Overall quality of internship site

1	2	3	4	5
Very Poor	Poor	Fair	Good	Excellent

Comments and suggestions. If you had more than one supervisor, please personalize your evaluation comments here:

Student's Signature

Practicum Supervision Schedule Fall 2018

Week of	Topic	Assignments	Reminders/Scheduled Items
8/29/18	Orientation	N/A	Review syllabus, structure of course, and CAPS
9/5/18	Notes & Client Contact	Bring progress note to class	Notes found on Secure Drive
9/12/18	Ethics	Bring Code of Ethics	Video
9/19/18	Intakes & Treatment plans	Bring forms to class	Video
9/26/18	Diagnosis	Bring DSM	Article on Multiculturalism and DSM (Provided)
10/3/18	Theory	Identify 1-3 Theories	Video
10/10/18	Self-care, Compassion fatigue, and Vicarious trauma	Article (Provided)	Video
10/17/18	Risk Assessment	IS PATH WARM? (Article)	Video
10/24/18	Termination	Bring form	Video
10/31/18	Case 1	Appendix E	
11/7/18	Case 2	Appendix E	
11/14/18	Case 3	Appendix E	
11/28/18	Case 4	Appendix E	
12/5/18	Final Class		All cases closed by 12/7/18

Note: each of you will meet for supervision. Those meetings will be scheduled individually.

KPI Rubrics

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
<p>4. Career Development: Applies theories of career development across the lifespan, implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.</p>	Does not meet expectations for level of training and experience when appraising the impact of work-related issues on mental health and wellness. Does not recognize the impact of work environment nor career identity on overall functioning.	Does not consistently meet expectations for level of training and experience when appraising the impact of work-related issues on mental health and wellness. Inconsistently recognizes the impact of work environment on overall functioning.	Meets expectations for level of training and experience when appraising the impact of work-related issues on mental health and wellness. Recognizes the impact of work environment on overall functioning.	Surpasses expectations for level of training and experience when appraising the impact of work-related issues on mental health and wellness. Recognizes the impact of work environment, career identity, and work-life balance on overall functioning.
<p>5. Helping Relationships: Establishes and maintains effective counseling relationships.</p>	Does not meet expectations for level of training and experience when demonstrating counseling skills during client work. Haphazardly employs counseling skills without regard to the client's needs, and without considering the selected theoretical approach.	Does not consistently meet expectations for level of training and experience when demonstrating counseling skills during client work. Recognizes the needs of the client and attempts to employ counseling skills, though these are not always consistent with the selected theoretical approach.	Meets expectations for level of training and experience when demonstrating counseling skills during client work. Attends to the needs of the client, and attempts to incorporate new skills into existing repertoire. Uses counseling techniques that are consistent with the selected theoretical approach.	Surpasses expectations for level of training and experience when demonstrating counseling skills during client work. Interprets the interpersonal dynamics present and adapts to the needs of the client with appropriate pacing, reflections, effective use of questions, and appropriate use of self. Employs counseling techniques that are consistent with the selected theoretical approach.
<p>6. Group Counseling and Group Work: Recognizes and positively influences intrapersonal and interpersonal dynamics when leading and co-</p>	Does not meet expectations for level of training and experience when leading and co-leading groups. Does not recognize	Does not consistently meet expectations for level of training and experience when leading and co-leading groups. Inconsistently	Meets expectations for level of training and experience when leading and co-leading groups. Recognizes individual issues	Surpasses expectations for level of training and experience when leading and co-leading groups. Recognizes individual issues

<p>leading groups. Applies group counseling strategies in developmentally appropriate ways.</p>	<p>individual issues that arise during group situations, and/or does not positively influence interpersonal dynamics. Does not demonstrate basic skills of blocking, drawing out, and diverting.</p>	<p>recognizes individual issues that arise during group situations, and at times is able to positively influence interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting, though these are not consistently applied.</p>	<p>that arise during group situations, and positively influences interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting.</p>	<p>that arise during group situations, intervenes effectively, and positively influences interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting, in addition to advanced skills such as immediacy and process illumination/commentary.</p>
<p>7. Assessment and Testing: Gathers information to assess needs and next steps in the counseling process, including evaluation for serious and foreseeable harm and reporting requirements for abuse or neglect of children and vulnerable adults.</p>	<p>Does not meet expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, though does not demonstrate knowledge and skill in the assessment of suicide/homicide risk and reporting requirements for abuse/neglect.</p>	<p>Does not consistently meet expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, though inconsistently demonstrates knowledge and skill in the assessment of suicide/homicide risk and reporting requirements for abuse/neglect.</p>	<p>Meets expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/neglect.</p>	<p>Surpasses expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/neglect. Makes treatment decisions that are informed by an assessment of this information. Uses supervision as appropriate.</p>
<p>9. Counseling Programs Key Standard for JMU Clinical Mental Health Counseling Graduates: Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health</p>	<p>Does not meet expectations for level of training and experience in demonstrating the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.</p>	<p>Does not consistently meet expectations for level of training and experience in demonstrating the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental</p>	<p>Meets expectations for level of training and experience in demonstrating knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.</p>	<p>Surpasses expectations for level of training and experience in demonstrating knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.</p>

<p>counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy.</p>	<p>Does not apply evidence-based interventions for prevention and treatment of a broad range of mental health issues, nor demonstrate skills for social justice and advocacy.</p>	<p>health counseling. Does not consistently apply evidence-based interventions for prevention and treatment of a broad range of mental health issues, nor adequately demonstrate skills for social justice and advocacy.</p>	<p>Applies evidence-based interventions for prevention and treatment of a broad range of mental health issues, and demonstrates skills for social justice and advocacy.</p>	<p>including applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, and demonstrating skills for social justice and advocacy.</p>
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