

Internship in Clinical Mental Health Counseling PSYC 790 | Fall 2018

Instructor:

Email:

Phone:

Office:

Office Hours: By appointment with instructor

Course Meetings:

Course Description

A capstone, year-long, internship experience in a clinical setting under close supervision. Class time is an opportunity to meet with other Clinical Mental Health Counseling interns and share your internship experiences and support one another in launching your professional counseling careers.

The clinical mental health counseling internship is likely to be your most challenging, as well as your most fulfilling, training experience. The internship is the culminating experience of the Clinical Mental Health Counseling Program. It is more than a culmination, however. It is also an initiation, because you not only are completing your training, you also are facing a major turning point – the beginning of your professional career. You will be doing more than acquiring knowledge and refining skills. Your internship experience will involve a fundamental change in your identity – you enter a trainee and you leave a professional. The purpose of this class is to help you in making that transition.

Prerequisites

Review the following course prerequisites and see me at once if you have not fulfilled them:

- **Courses.** You must have completed PSYC 600, 607, 614, 630, 660, 661, 663, 664, 665, 668, 669, 685, 695, 710, 749, and 760. In addition, you should also have taken any elective courses appropriate to your internship site.
- **Comprehensive examination.** You should have successfully completed the comprehensive examination. However, you may request, by written petition, for an exception to this requirement. In the petition, you must justify the exception and present a plan for completing the comprehensive examination during the internship. The petition must be submitted to the faculty internship instructor for approval before you begin the internship. If I do not approve the petition, you may appeal to the counseling program committee.
- **Liability insurance.** You should have professional liability insurance already from your practicum, but if it has lapsed, be sure to secure it again. ACA student rates are quite reasonable. Please bring a copy with you to the first day of class and provide a copy to your site supervisor.
- **Ethics.** Print and review the ACA (2014) ethical standards for counselors. You will have covered this information in previous courses and in your practicum but take the time to refamiliarize yourself with the ethical principles, and let me know right away if you have any questions. I'm happy to talk with you at any time.
- **Internship Agreement.** By the first day of class, you should have a signed "Internship Agreement" (see Appendix A) with your site supervisor. Please bring a copy with you to the first day of class.
- **Directed research.** You need to have presented a proposal or completed the directed research project appropriate for your comprehensive examination.

CACREP Objectives

In addition to our time together in class, students will complete an on-site training experience under the supervision of an experienced counselor. Students who successfully complete this course will demonstrate the following skills and practices in the Core and Clinical Mental Health Counseling content areas of the CACREP 2016 Standards listed below.

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
- h. current labor market information relevant to opportunities for practice within the counseling profession
- 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. biological, neurological, and physiological factors that affect human 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, interest, 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. 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 profession
- 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
- 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 practices
- e. evaluation of counseling interventions and programs

CLINICAL MENTAL HEALTH COUNSELING

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.

Required Text & Other Materials

American Counseling Association. (2014) *Code of ethics and standards of practice*. Alexandria, VA: American Counseling Association

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington D.C.: American Psychiatric Association Publishing.

Recommended Texts

Boylan, J.C., and Scott, J. (2009). *Practicum and Internship: Textbook and Resource Guide for Counseling and Psychotherapy* (4th ed.).

Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2014). *The complete adult psychotherapy treatment planner*. Hoboken, NJ: John Wiley and Sons.

Kress, V. E., & Paylo, M. J. (2015). *Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment* (1st ed.). Boston: Pearson.

Method of Instruction

Our meetings will be in the form of group supervision. Our meetings will also provide a home base for you during your internship because this is the only group where all your fellow members are also interns. You will be with others who are having the same doubts, concerns, hopes, dreams, and questions as you. Our meetings regularly will highlight a specific topic of importance to interns. For example, we typically discuss and emphasize tips on making the most of your internship experience, ethical and legal issues, using supervision, keeping records and progress notes, managing time and stress, and launching your professional career. These topics will remain flexible in order to account for your most salient needs throughout the semester.

Class Conduct: It is important that you are an active participant in the course. Additionally, expressing views and opinions as relevant to the text are encouraged as long as the rationale for the linkage to the course material is clear. With regard to electronic devices: **Cell phones are to be turned off and texting is not allowed during class time.** If you are on call or expecting an emergency phone call that you must respond to, please step out of the classroom in order to respond. Computers are to be used for class-related assignments or note taking only.

Course Requirements

Class Attendance: Class attendance and punctuality is critical. As presented material will not be repeated, any anticipated absences should be discussed, in advance, with your instructor. Missing more than three classes will result in a failing grade or withdrawal from the course. Group discussion deepens the learning process, which will assist you during later national examinations and your development of a professional identity.

Internship Site: Your first task as a new intern is to become familiar with the internship site. It's a daunting but essential task for you to become an effective member of this system. Therefore, your first assignment is to learn about your internship site – its philosophy, goals, policies, procedures, services, staff, funding sources, organizational structure, and clients. Become aware of the site's emergency management system and crisis procedures. Be sure to secure an "Internship Contract" signed by you and your site supervisor; this is due during our first class.

Logs: Once you begin your internship, you will keep a weekly log of your activities. You will need to report what you do, when you do it and for how long. Your site supervisor will review and sign each weekly log to certify that you have completed these activities. You will then submit bi-weekly logs at each class meeting.

Evaluation Criteria and Procedures

I am looking forward to you being an active, contributing member by attending every class, being fully involved in all activities, and offering your ideas and observations to our discussions – both in class and during the week between our meetings. Of course, you will be receiving detailed feedback throughout the internship experience, but ***your grade in this course will be either satisfactory or unsatisfactory***. That's it – period. Your grade is based on your site supervisor's evaluation of your performance and your successful completion of the course requirements – no quizzes, no tests.

Professional Behavior/Participation

Your grade for the class participation will be based on your respectful and attentive commitment throughout the term. I am looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all the counseling courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When you are granted the sacred trust of entering into someone else's pain, you must honor that invitation with your full and absolute attention. Our class times are your opportunities to hone that skill of being fully present. Please read all assignments before class and do your best to actively engage with the assigned readings and experiences. If you are unable to attend class due to an emergency, I expect you to contact me as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

The following rubric will be used to evaluate your class participation:

| Exceeds requirements | Meets requirements | Does not meet requirements |
|---|--|--|
| Arrives promptly and fully prepared at every class session. Consistently engages, actively listens, and builds on the contributions of other members of the class. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process. | Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics. | Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Engages in non-verbal relational aggression, such as eye rolling and dismissive gestures that communicates disrespect or contempt for peers and the instructor. Brings a presence that sabotages productive group dynamics. |

Activities and Assignments: One of the simplest ways to achieve a goal is to start acting as if you already have achieved it. Since your goal is to become a clinical mental health counselor, all of the assignments in this class involve you acting like one. A clinical mental health counselor is a trained professional who is committed to:

- Pursuing a life-long process of learning and refining clinical mental health counseling
- Providing competent, caring, and ethical clinical mental health counseling services to diverse populations; and
- Advancing the profession through research, innovation, training, supervision and service.

Therefore, you will:

- ***Submit a completed internship supervision contract.*** Your completed contract will define the roles and responsibilities of the faculty supervisor, site supervisor, and intern.

- ***Participate fully in at least 600 hours of internship.*** On your internship, you will look like, talk like, and act like a professional. At least 240 hours should involve direct service, including experience in leading groups. Clinical mental health counseling services include assessment, individual counseling, group counseling, family or couple counseling, emergency or crisis services, outreach services, consultation and education programs, prevention programs, and health promotion activities. During your internship, you will also engage in other professional activities such as keeping records, participating in supervision, making referrals, and attending in-service and staff meetings.
- ***Prior to beginning your internship experience,*** complete the Goal Statement (Appendix D) and share with your site and JMU supervisors.
- ***Be involved in weekly supervision with a qualified site supervisor.*** You will meet face to-face with your site supervisor, who must be a licensed mental health professional with at least a master's degree in counseling or related profession, and have relevant training in counseling supervision. The supervision involves either two hours of individual supervision, or one hour of individual and one hour of group supervision. Case conferences, but not staff meetings, may serve as group supervision. Your supervisor must have at least two years of clinical mental health experience and have knowledge of the JMU Clinical Mental Health Counseling Program's expectations, requirements and evaluation procedures. We provide orientation, assistance, consultation and professional development opportunities to your site supervisor. For example, your site supervisor may attend for free any of the workshops offered during the JMU Summer Institute in Counseling.
- ***Meet an average of 1 ½ hours a week in regular group supervision sessions with your instructor.*** You will be coming together with fellow interns to share your internship experiences, explore the many opportunities for your professional development, look at your counseling work, learn from one another, clarify your professional goals, and help one another to achieve those goals. At these meetings you will turn in the Weekly/Bi-weekly Review form to ensure your instructor is aware of the scope of your work at your site (Appendix E).
- ***Video record, audio record, or receive live supervision of your counseling work with clients.*** Recordings are invaluable resources for reviewing your work and using in supervision. Whenever possible, use this technology to help you continue your professional development. Live supervision is another opportunity for you to receive feedback on your counseling skills.
- ***Attend ALL the Case Conceptualization Workshops being held throughout the 2018-2019 academic year.*** There will be five 2-hour workshops scheduled throughout the academic year, designed to help you with case conceptualization, diagnosis, treatment planning, documentation, and coordinating with other professionals. You will need to attend all five. In addition, at one of the five, you will have the opportunity to present your own work (this could be from your comps experience or another client experience) and actively collaborate with the instructor in leading your colleagues through your own conceptualization process.
- ***Participate in an on-going group reflection.*** As part of your journey toward becoming a self-reflective practitioner, you will journal about your internship experience. These entries provide an opportunity for reflective conversation between students and instructor about your learning experience and allow you to clarify your thinking process, create knowledge about others, develop self-awareness, and provide opportunities for meaning-making. Journals are due on-line (Canvas) every Monday and should cover the last week's experience including class, client sessions, and supervision experiences. Consider the following questions as guides to your responses (not rules, but suggestions for possible topics to cover).
 - What did you learn about working with clients this week?
 - What questions were raised for you in class or in thinking about it later?

- What did you learn about yourself this week that did or will contribute to your professional growth?
- What are you learning about yourself, or others, in supervision?
- What questions have been raised in your supervision that remain unanswered?
- What patterns do you notice about your work with clients or about your interventions with your clients? What do you find to be especially helpful in your work or surprisingly ineffective?
- Was there anything in the past week that left you feeling activated or shut-down and how does this relate to your work?
- What are you reading professionally that you are finding intriguing and/or informative? What resources have you discovered that you would recommend?

In addition to writing your own journal entries, you should read those of your colleagues and offer some meaningful feedback on at least two outside of your own.

- ***Practice using many of the tools of the trade.*** The craft of counseling includes a variety of tools, such as appraisal instruments, computers, print and non-print media, professional literature, and research. Take advantage of any opportunities to develop your expertise in using these tools.
- ***Complete a mid-semester self-evaluation*** (Appendix F) and share with your site and university supervisors.
- ***Complete the Counseling Student Progress Review Form near the end of the fall and spring semester.*** One of the major goals of the internship experience is to enhance your ability to self-reflect as you offer counseling services in an applied setting. To help you in achieving this goal, you will participate in the progress review process. The instructions are on the form but let me summarize them briefly here. First, take some time to think about all that you have discovered, learned and experienced during this semester. Second, rate your progress and comment on your performance in each of the five areas. Finally, describe how you plan to continue your progress. The faculty members then will meet to discuss your performance this semester, complete the committee-rating portion of the form, and offer feedback to you. After the review, you and your advisor will each receive a copy of the completed form. I encourage you to meet with your advisor to discuss the results and recommendations. Your ideas, thoughts and reflections add depth and richness to this process.
- ***Join another professional counseling organization.*** You already should be a member of the American Counseling Association but consider joining another of its many divisions. The Virginia Counselors Association, the Central Valley Counselors Association, and the Virginia Clinical Counselors Association are excellent organizations, too. Many associations have relatively inexpensive student membership fees.
- ***Become more involved in a professional counseling organization.*** Most professional organizations need members who are willing to serve on committees, to help with organizational tasks, and to serve as advocates for the association. Consider what experience, interests, and skills you bring to a professional organization, and then get involved! Professional advocacy, including understanding of and involvement with legislative policy, is an important role of professional counselors. Colleagues within VCA, as well as program faculty members, can help you find your voice as an involved professional.
- ***Subscribe to another professional journal.*** It doesn't have to be a stuffy, dry, academic journal. Instead, it should be relevant and readable. There are a number of interesting and useful professional periodicals out there, so look them over and choose the one that will help you keep current.
- ***Attend a workshop or conference.*** At your internship site, you probably will see countless brochures announcing training opportunities and professional meetings. Many agencies will provide in-service training programs. Take advantage of these chances to enhance your knowledge and skills.

- ***Attend and give a presentation at the Department Symposium****. The symposium will be held at James Madison University on a Friday near the end of April. The symposium is a full-day event, so arrange your schedule to attend the entire day. For your presentation topic, you may choose to describe an innovative counseling program, offer a detailed case study, or summarize an action-research project. The people who will be invited to attend the symposium presentations include counseling interns, their supervisors, and Department of Graduate Psychology faculty members and students. The symposium provides a forum for you to share your developing area of expertise. It promises to be an exciting time involving presentations and a lunch meeting. We will be providing lunch for you and your supervisor.
* *Here are some important guidelines to follow for your Symposium presentation:*
 1. Remember that you have only 20 minutes – and that time will go by quickly! Practice your presentation so that you know you can offer a coherent, well-paced and clear presentation within the time limits.
 2. Keep in mind your audience. The people attending your presentation will include fellow symposium presenters, supervisors, faculty members, staff members, and other graduate students. Your presentation should be designed to address a wide audience that has some familiarity with counseling in general, but probably not your topic in particular.
 3. Have a handout to accompany your presentation. The content and style of the handout is completely up to you. I suggest that you have about 20 copies of your handout for a couple of reasons. First, it is not likely that you will have that many attend your presentation, but it is better to play it safe. Second, people who are unable to attend your presentation will appreciate having some information regarding your presentation topic.
 4. Orient yourself to the facility you will be using and check ahead of time any equipment you may be using.
 5. Attend the other sessions. Your fellow presenters will appreciate your support.
 6. Relax and take advantage of your opportunity to share with others your expertise!
- ***At the end of the internship, evaluate your supervision and the site.*** We are committed to providing you with an excellent opportunity to practice your counseling skills. Please offer your frank and constructive feedback regarding the performance of your site supervisor and the internship site (see Appendix B). As a part of this course, you will also participate in a “Preparing for Residency in Virginia” class module that will provide helpful information as you plan for your next steps after graduating from the program.
- ***Complete all assignments as described below.*** Counselor education programs with a specialty area in clinical mental health counseling must document where each of the CACREP standards are covered in the curriculum.

Assignments

KPI 1, 2, 3, 4, 5, 7, 9 (Mastery): Counseling Sessions/Evaluations

You will present a case to our class in the form of a recorded video on a bi-weekly basis. Please prepare a 15-minute segment for review.

In addition, you will have the chance to provide **2 Formal Case Presentations** to our class. When you present this to our group, please bring along a recorded sample of your work as you typically would along with a handout that provides the following information. Please be concise and use clinical writing. This should not be longer than 1-page front and back.

- Client Description
- Presenting Concern or Goal
- Psychosocial History and Future Possibilities
- Social/cultural diversity considerations, including strategies for advocacy as well as intervention
- Mental Status, Strengths and Resources
- Biopsychosocial Case Conceptualization, including lifespan and developmental considerations

- DSM Diagnosis
- Treatment Plan
- Questions for Discussion

This assignment will ensure that each intern has reached a satisfactory level in the mastery in 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 including race, gender, and sexual orientation to work with clients, and develops ethical and culturally relevant strategies for promoting resilience and optimum development across the lifespan.
- 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.
- 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.
- 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 Faculty Supervisor and Site Evaluations (described below) must be satisfactory in order for this KPI to be assessed at the level of *At Standard* or *Exceeds Standard*:

Faculty Supervisor and Site Supervisor Evaluations – 50 points

Your site supervisor will provide you with a formal summative evaluation (see Appendix C). This evaluation is available online [here](#) and is also included in your supervisor's orientation power point slides.

The evaluation should ideally be completed electronically, or may be completed on paper, scanned, and submitted directly by the supervisor via e-mail **at the mid-term point and end of the semester. We will confirm these exact dates at the beginning of the semester.**

Your faculty supervisor will provide summative feedback at the end of the semester via the rubric below, which focuses on the practice applications of internship.

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.

Through weekly individual supervision as well as bi-weekly supervision, the site and faculty supervisors will monitor and provide each intern with feedback regarding their progress in the following areas to ensure that successful completion signifies a level of mastery in:

- 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 schools and other professional settings.
- Human Growth and Development: Develops self-awareness about personal development, applies theories of human development including race, gender, and sexual orientation to work with clients, and develops ethical and culturally relevant strategies for promoting resilience and optimum development across the lifespan.
- 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.
- 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.

KPI 6 (Mastery): Group Facilitation

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*.

Assignment: 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. This assignment is due in class on the date specified.

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.

The following rubric will be used to grade your completion of this assignment:

| Exceeds requirements - A | Meets requirements - B | Does not meet requirements - C |
|---|--|---|
| Meaningfully synthesized connections between field experiences and classroom study in order to deepen understanding of his/her emerging professional identity. Independently adapted and applied skills, abilities, theories, or methodologies learned in the classroom to field experiences in a manner that was congruent with his/her emerging professional identity. Crafted a deliberate, thorough, and well-written reflection that was highly relevant to the topic. | Adequately made basic connections between field experiences and classroom study in an effort to deepen understanding of his/her emerging professional identity. Demonstrated basic transfer of skills, abilities, theories, or methodologies learned in the classroom to field experiences in a manner that was congruent with his/her emerging professional identity. Reflection was informative, readable, and complete. | Failed to make connections between field experiences and classroom study. Failed to related classroom skills and knowledge to field experiences in a manner that was congruent with his/her emerging professional identity. Reflection was cursory, difficult to read, and/or failed to address the assigned topic. |

Assignment: Contextual Dimensions of Counseling – 130 points

You will engage in one scholarly or professional development experience 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. You may count the Case Conceptualization Workshops for two of these.

Identify the standard you explored during the experience and orally present or write a 1-page reflection on what you learned as it pertains to that particular standard; be sure to include any relevant references. You will complete two standards for each class meeting in the order listed.

1. Roles and settings of clinical mental health counselors (9/11/18);
2. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (9/11/18);
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 (9/25/18);
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) (9/25/18);
5. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (10/9/18);
6. Impact of crisis and trauma on individuals with mental health diagnoses (10/9/18);
7. Impact of biological and neurological mechanisms on mental health (10/23/18);
8. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (10/23/18);
9. Legislation and government policy relevant to clinical mental health counseling (11/6/18);
10. Cultural factors relevant to clinical mental health counseling (11/6/18);
11. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (11/27/18);
12. Legal and ethical considerations specific to clinical mental health counseling (11/27/18);
13. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (12/11/18).

The following rubric will be used to grade your completion of this assignment:

| Exceeds requirements - A | Meets requirements - B | Does not meet requirements - C |
|--|---|---|
| Demonstrated thoughtful engagement in a scholarly or professional development experience related to the assigned topic. Presented a deliberate and thorough synthesis of his/her experience. | Demonstrated adequate engagement in a scholarly or professional development experience related to the assigned topic. Presented an informative summary of his/her experience. | Failed to engage in a scholarly or professional development experience related to the assigned topic. |

Additional Resources:

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.

Johnson, S. M. (2004). *The practice of Emotionally Focused Couple Therapy*, (2nd ed.). New York, NY: Routledge Mental Health.

Kleespies, P. M. (2009). *Behavioral emergencies: An evidence-based resource for evaluating and managing risk of suicide, violence, and victimization*. Washington, DC: American Psychological Association.

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 ed.). New York, NY: Brunner-Routledge.

McCay, M., Wood, J. C., & Brantley, J. (2007). *The Dialectic Behavior Therapy skills workbook: Practical DBT exercises for learning mindfulness, interpersonal effectiveness, emotional regulation, and distress tolerance*. Oakland, CA: New Harbinger Publications.

Riggenbach, J. (2013). *The CBT toolbox: A workbook for clients and clinicians*. Eau Claire, WI: PESI Publishing and Media

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

Schwitzer, A. M. & Rubin, L. C. (2015). *Diagnosis and treatment planning skills: A popular culture casebook approach* (2nd ed.). Thousand Oaks, CA: Sage.

Teasdale, J., Williams, M., & Segal, Z. (2014). *The mindful way workbook: An 8-week program to free yourself from depression and emotional distress*. New York, NY: Guilford Press.

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: If you need to miss class, it is your responsibility to talk with me about supplemental assignments that can be completed to make up for the absence. If you need to miss class, you are responsible for obtaining any material distributed during the class.

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.

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.

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 wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, sirockam@jmu.edu, 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website:

<https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

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>.

**JAMES MADISON UNIVERSITY
CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP AGREEMENT**

This contract will confirm our discussions regarding a post-practicum internship of at least 600 hours over two semesters at your site for _____, a graduate student in Clinical Mental Health Counseling at James Madison University. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs and requires 60 semester hours in graduate counseling courses, including practicum and internship experiences. Graduates are eligible to take the National Board for Certified Counselors Examination for certification as a National Certified Counselor. Graduates meet all course requirements to become a Licensed Professional Counselor in Virginia.

Before beginning the internship, the Intern will have successfully met all requirements for admission, including a criminal history check, completed more than 45 credit hours of courses, including a practicum, and passed a comprehensive examination. The Intern's current level of training is considered by the Virginia Board of Professional Counselors to be beyond that of a master's degree. CACREP policies mandate that we award any degrees only at the completion of the entire professional preparation program. Therefore, graduates of the program receive both the M.A. and the Ed.S. degree at the time of graduation.

We hereby agree to the following:

1. The Site Supervisors are licensed mental health professionals with at least a master's degree in counseling or a related profession, relevant training in counseling supervision, and two years of clinical mental health experience. The Site Supervisors will supervise the Intern in weekly sessions, evaluate the Intern's performance, and certify completion of the on-site hours. The weekly supervision involves one hour of individual and one additional hour of group supervision, such as a case conference. The Site Supervisor will review and sign the weekly logs submitted by the Intern. At midterm and near the end of each semester, the Site Supervisor will complete the Clinical Mental Health Counseling Intern Performance Rating Form, which covers the Intern's counseling skills, use of supervision, and work performance.
2. The Faculty Supervisor will provide additional group supervision, grade the Intern's performance in the course, and certify the completion of all internship requirements. The Faculty Supervisor will provide orientation, assistance, consultation and professional development opportunities to the Site Supervisors and is available to consult with the supervisor at any to clarify expectations and resolve any concerns or questions that may arise. In addition, faculty and site supervisors will talk at least once at mid-term and again at the end of the term to appropriately monitor student learning. In addition, the Site Supervisor may attend the Spring Symposium and a workshop offered during the JMU Summer Institute in Counseling, as well as relevant workshops offered by the JMU Counseling Programs throughout the academic year.
3. Of the total 600 clock hours of internship, the Intern's responsibilities will include offering at least 240 clock hours of direct counseling services, including experience in leading groups, over the two semesters. Clinical mental health counseling services include assessment, individual counseling, group work, couple or family counseling, emergency or crisis services, outreach services, consultation and education programs, prevention programs, and health promotion activities. The Intern will be expected to perform all other required duties of a clinical mental health counselor at the internship site, including keeping records, participating in supervision, making referrals, and attending in-service and staff meetings.

Site Supervisor

Faculty Supervisor

Intern

Appendix B:

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

**Psychology 790: Clinical Mental Health Counseling Internship
Supervisor Evaluation of Intern**

Name _____

Site _____

Supervisee _____

Year _____ **Semester** _____ **Midterm** ___ **Final** _____

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

Appendix D:

James Madison University
Clinical Mental Health Counseling Program
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

Appendix E:

James Madison University
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:

CACREP CORE STANDARDS AND KPI CHART

| CACREP CORE STANDARDS INCLUDED IN COURSE | 1 b | 1 c | 1 e | 1 i | 1 k | 1 m | 2 a | 2 b | 2 c | 2 d | 2 e | 2 f | 2 g | 2 h | 4 g | 4 h | 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 b | 6 c | 6 d | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|---|
| KPI 1, 2, 3, 4, 5, 7 (Mastery): 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 | x | x | x | x | x | x | x | | | | | |
| KPI 6 (Mastery): Group Facilitation (See Appendix for KPI Rubric) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | x | x | x |
| Professional Development | | | | | | | | | | | | | | | | | x | x | x | | | | | | | | | | | | | | |
| Contextual Dimensions | x | x | | | | | x | x | x | x | x | x | x | x | | | | | | | | | x | x | x | x | x | x | | | | | |

CACREP and JMU 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 CMHC | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----------|---|
| KPI 9 (Mastery): 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 | x | x | x | x |
| KPI 6 (Mastery): Group Facilitation (See Appendix for KPI Rubric) | | | | | | | | | | | | | | | | | | | | | | | | | x |
| Professional Development | x | x | x | x | x | | | | | | | | | | | | | | | x | x | | | | x |

KPI Rubrics

| | Below Standard | Approaching Standard | At Standard | Exceeds Standard |
|--|---|--|--|--|
| <p>1. Professional Counseling Orientation and Ethical Practice: Recognizes and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.</p> | <p>Does not meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with community agencies. Does not demonstrate understanding of ethical standards. Does not demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.</p> | <p>Does not consistently meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with community agencies. Demonstrates understanding of ethical standards but does not consistently demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.</p> | <p>Meets expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with community agencies. Understands the importance of maintaining appropriate boundaries with clients and colleagues, and incorporates knowledge of ethical standards whenever establishing new professional relationships.</p> | <p>Surpasses expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with community agencies. Evaluates the context of a given situation and applies sound decision making skills to maintain appropriate boundaries with clients and colleagues.</p> |
| <p>2. Social and Cultural Diversity: Collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status in schools and other professional settings.</p> | <p>Does not meet expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Does not demonstrate self-awareness regarding issues of diversity. Does not seek supervision regarding issues of diversity. Does not demonstrate an</p> | <p>Does not consistently meet expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Does not consistently demonstrate self-awareness regarding issues of diversity. Does not consistently seek supervision</p> | <p>Meets expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Demonstrates self-awareness regarding issues of diversity and seeks consultation and supervision as needed. Enters in to collaborative</p> | <p>Surpasses expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Consistently demonstrates self-awareness regarding issues of diversity and seeks consultation and supervision as needed. Enters in to collaborative</p> |

| | | | | |
|---|--|--|---|---|
| | attitude of openness regarding potential issues of diversity. | regarding issues of diversity. Does not consistently demonstrate an attitude of openness regarding potential issues of diversity. | relationships with an attitude of openness and with awareness regarding potential issues. | relationships with an attitude of openness and with awareness regarding potential issues. |
| 3. Human Growth and Development: Develops self-awareness about personal development, applies theories of human development including race, gender, and sexual orientation to work with K-12 students, and develops ethical and culturally relevant strategies for promoting resilience and optimum development across the lifespan. | Does not meet expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs. | Does not consistently meet expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs. | Meets expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs. | Surpasses expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs. |
| 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. | 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. |
| 5. Helping Relationships: Establishes and maintains effective counseling relationships. | 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 | 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 | 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 | 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 |

| | | | | |
|--|--|---|---|---|
| | theoretical approach. | selected theoretical approach | are consistent with the selected theoretical approach. | questions, and appropriate use of self. Employs counseling techniques that are consistent with the selected theoretical approach. |
| 6. 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. | Does not meet expectations for level of training and experience when leading and co-leading groups. Does not recognize 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. | Does not consistently meet expectations for level of training and experience when leading and co-leading groups. Inconsistently 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. | Meets expectations for level of training and experience when leading and co-leading groups. Recognizes individual issues that arise during group situations, and positively influences interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting. | Surpasses expectations for level of training and experience when leading and co-leading groups. Recognizes individual issues 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. |
| 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. | 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. | 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 | 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. | 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 |

| | | | | |
|--|---|--|---|---|
| | | abuse/neglect. | | information. Uses supervision as appropriate. |
| <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 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 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. 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>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 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>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. 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>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, 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> |