



The
UNIVERSITY
of **VERMONT**

Department of Leadership & Developmental Studies
EDCO 389: CLINICAL MENTAL HEALTH INTERNSHIP (3 CREDITS)
SPRING 2019: WEDNESDAYS 12.00-3.00 PM
TRINITY CAMPUS, MANN HALL, RM 104

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COURSE DESCRIPTION

This course is designed to provide the counseling internship student with an opportunity to refine and expand her/his/their counseling skills working with clients in a field setting through intensive individual and group supervision. Students are expected to expand their current knowledge by taking risks to learn about clients, issues, theories, and techniques with which they are not currently familiar or comfortable. Additional goals are to foster a positive attitude toward supervision, develop skills in giving and receiving feedback, and promote personal and professional growth.

The internship includes 600 hours (for school counseling track students) or 900 hours (for clinical mental health track students) of working in a field setting. Specific requirements regarding direct service hours in internship and other internship-related policies and procedures are outlined in The Counseling Program Internship Handbook. The internship seminar is designed to meet the CACREP requirement of regularly providing an average of 1 ½ hr/wk of group supervision to internship students.

In our weekly seminar meeting, students are expected to discuss their internship experiences, to raise ethical and professional concerns and to explore theory and techniques as they relate to work with clients. We also examine the personal, professional, social, cultural and political issues that arise as students engage in fieldwork. Although our time in seminar is used mostly to receive feedback from peers and the supervisor on issues and challenges faced in the field with clients, we also take time for formal and informal video class presentations, role plays, practice of specific skills, or exploration of individual issues that affect one's counseling effectiveness. Each student will assume responsibility for asking for what she/he/they needs in each session and for creating a healthy and useful learning experience for the group as a whole.

2016 Council for Accreditation of Counseling & Related Educational Programs (CACREP) Standards

Standards to be Covered:

Professional 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
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (assessed in the Internship Competency Checklist)
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

Social and Cultural Diversity

- c. multicultural counseling competencies
- d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (assessed in the Internship Competency Checklist)
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (assessed in the Internship Competency Checklist)

Human Growth and Development

- d. theories and etiology of addictions and addictive behaviors
- f. systemic and environmental factors that affect human development, functioning, and behavior (assessed in the Case Presentation assignment)
- 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

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 (assessed in the Internship Competency Checklist)
- 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

Counseling and Helping Relationships

- a. theories and models of counseling (assessed in the Case Presentation assignment)
- 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
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills (assessed in the

Internship Competency Checklist)

- 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

Group Counseling and Group Work

- b. dynamics associated with group process and development (assessed in the Internship Competency Checklist)
- g. ethical and culturally relevant strategies for designing and facilitating groups (assessed in the Internship Competency Checklist)
- e. approaches to group formation, including recruiting, screening, and selecting members

Assessment and Testing

- d. procedures for identifying trauma and abuse and for reporting abuse
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments

Research and Program Evaluation

- b. identification of evidence-based counseling practices (assessed in the Case Presentation assignment)

Clinical Mental Health Standards

FOUNDATIONS

- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

CONTEXTUAL DIMENSIONS

- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- j. cultural factors relevant to clinical mental health counseling
- l. legal and ethical considerations specific to clinical mental health counseling

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 (assessed in the Internship Competency Checklist)
- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals

School Counseling Standards

CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and system change agents in P-12 schools (assessed in the Internship Competency Checklist)
- d. school counselor roles in school leadership and multidisciplinary teams

k. community resources and referral sources

PRACTICE

b. design and evaluation of school counseling programs

f. techniques of personal/social counseling in school settings

h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

i. techniques to foster collaboration and teamwork in schools

CACREP Key Performance Indicators:

Professional Orientation and Ethical Practice: i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (assessed in the Internship Competency Checklist)
Social and Cultural Diversity: d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (assessed in the Internship Competency Checklist)
Social and Cultural Diversity: h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (assessed in the Internship Competency Checklist)
Human Growth and Development, f., systemic and environmental factors that affect human development, functioning, and behavior
Career Development: b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (assessed in the Internship Competency Checklist)
Counseling and Helping Relationships, a., theories and models of counseling
Counseling and Helping Relationships g. essential interviewing, counseling, and case conceptualization skills (assessed in the Internship Competency Checklist)
Group Counseling and Group Work b. dynamics associated with group process and development (assessed in the Internship Competency Checklist)
Group Counseling and Group Work g. ethical and culturally relevant strategies for designing and facilitating groups (assessed in the Internship Competency Checklist)
Research and Program Evaluation c., identification of evidence-based counseling practices
Initial Mental Health Standards PRACTICE b. techniques and interventions for prevention and treatment of a broad range of mental health issues (assessed in the Internship Competency Checklist)
School Counseling Standards CONTEXTUAL DIMENSIONS a. school counselor roles as leaders, advocates, and system change agents in P-12 schools (assessed in the Internship Competency Checklist)

Vermont DOE Licensure Content & Knowledge Standards (for School Counseling Licensure)

The course objectives and content are also designed to meet the following *Vermont Department of Education School Counseling Endorsement Areas*:

- Human Development [Knowledge Standards]
- Developmental Guidance [Knowledge & Performance Standards]
- Counseling [Knowledge & Performance Standards]
- Career & Transitions [Knowledge & Performance Standards]
- Professional Issues [Knowledge Standard]
- Assessment [Knowledge & Performance Standard]
- Consultation & Collaboration [Knowledge & Performance Standard]

Counseling Program Standards

Counseling Program curricula and experiences are designed to help students meet the following program objectives. These overall objectives will enable students to work as professional counselors in a way that is consistent with the Counseling Program philosophy. By the time a student completes the Counseling Program he or she will be able to:

- Articulate a well-developed and informed personal theory of counseling;
- Articulate an understanding of human development across the lifespan;
- Articulate an informed understanding of human behavior from a number of theoretical perspectives;
- Understand the major theories and techniques of individual and group counseling;
- Apply counseling skills and techniques appropriately in a variety of settings and with clients from diverse backgrounds;
- Demonstrate competence in leading groups;
- Seek appropriate supervision and consultation;
- Provide appropriate consultation services;
- Demonstrate relevant knowledge and skills specific to his or her area of practice (e.g., school counseling, mental health counseling);
- Plan, implement, and assess programs appropriate to his or her practice setting(s);
- Demonstrate an awareness of, sensitivity to, and ability to work effectively with cross-cultural differences in clients as well as differences due to physical or mental disability, age, sexual identity, race or ethnicity, and gender;
- Demonstrate competence in understanding and addressing variances in human behavior and emotions including exceptional behavior, psychopathology, and what is considered maladaptive in relation to developmental, social, cultural, environmental, and other contextual factors;
- Demonstrate a high level of self-awareness regarding his or her personal and professional strengths and challenges; and
- Adhere to the ethical and legal standards of the profession of counseling.

Prerequisites

School and Mental Health Internship prerequisites:

- EDCO 220 - Developmental Perspectives
- EDCO 350 - Professional Issues in Counseling
- EDCO 374 - Counseling Theory & Practice

- EDCO 375 - Laboratory Experience in Counseling
- EDCO 392 - Group Dynamics

*Mental Health Counseling internship prerequisites:

- EDCO 361 - The Practice of Mental Health Counseling

*Recommended for Mental Health Counseling internship:

- EDCO 376 – Addictions Counseling
- EDCO 377 – Diversity Issues in Counseling
- EDCO 345 – Diagnosis in Mental Health Counseling

School Counseling internship prerequisites:

- EDCO 340 – Developmental Guidance in Schools

Recommended for School Counseling internship:

- EDCO 344 – Modalities: Counseling Children & Adolescents
- EDCO 377 – Diversity Issues in Counseling.

Multicultural & Diversity Statement

The American Counseling Association (ACA) 2014 Code of Ethics' *Principles for Multicultural and Diversity Competencies*, as well as the Association for Multicultural Counseling and Development (AMCD) *Cross-Cultural Competencies and Objectives* will be observed and assessed in this course. The Diversity Competencies utilize a definition of diversity that includes race, class, gender, sexual orientation, religion, and ability. These emphasize the acquisition of awareness, knowledge, and skills that will allow counselors to effectively facilitate counseling with diverse clients. The competencies are based on the assumption that all individuals develop in and are affected by their cultural context and thus, diversity affects all aspects of individual processes and interpersonal relationships. Diversity competence will be assessed in this course through clinical conceptualization, interventions, and contributions to discussions and supervision sessions.

Technological Competence

In this class, students are required to check their University of Vermont e-mail so as to keep informed of Program notices and for updated information regarding this class. Additionally, students will be required to use audio-visual technology for the case presentation assignment. **If the quality of the audio-visual materials used in case presentations is of such poor quality that the class is unable to hear or see the presentation, the presenter will be asked to re-schedule the presentation for a later date.**

Reasonable Accommodation for Students with Disabilities

If you have a diagnosed disability or believe that you have a disability that might require reasonable accommodation on the part of the instructor, please call Student Accessibility Services (SAS) at 656-7753 or via email at access@uvm.edu (A-170 Living Learning Center). As part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation. (*Please talk to me on the first day of class).

Academic Honesty

Students are required to be familiar with and adhere to the Academic Honesty policy and procedures delineated in the most recent edition of *The Cat's Tale*.

<http://www.uvm.edu/~dos/?Page=students/catstale.php&SM=students/studentmenu.html>

Intellectual Property

Consistent with the University's policy on intellectual property rights, it is the Counseling Program's policy that teaching and curricular materials (including but not limited to classroom lectures, class notes, exams, grading rubrics, handouts, and presentations) are the property of the instructor. Therefore, electronic recording and/or transmission of classes or class notes is prohibited without the express written permission of the instructor. Such permission is to be considered unique to the needs of an individual student (e.g. ADA compliance), and not a license for permanent retention or electronic dissemination to others.

Electronic Devices

Ringling and beeping pagers, watches, and cell phones are disruptive to the classroom learning environment. As a courtesy to all, I expect that students will turn off audible signals for these devices while attending class.

UVM Email Accounts

We will communicate occasionally through email; therefore, it is essential that you activate your UVM e-mail account and check it regularly to avoid missing important information.

PLEASE NOTE: The expectation for second and third semester case presentations is that:

1. students will be able to offer a coherently written and appropriately cited theoretical orientation that offers a good explanation for the problem that is the focus of the counseling work,
2. students will select a counseling modality that is appropriate for the problem described and will appropriately describe this modality in the written portion of this assignment, and
3. the video recording of the counseling work is clearly consistent with the counseling modality explained in the case presentation handout. That is, the skills and practices demonstrated in the video are consistent with the counseling modality.

Second and third semester students who are not able to meet these expectations will be asked to submit and present another (or portions of another) case presentation during the semester. If problems persist, a U grade will be assigned for the semester.

COURSE OBJECTIVE <i>Students will be able to:</i>	INSTRUCTIONAL METHODS	ASSESSMENT MEANS
Refine, practice and develop new counseling, diagnosis, and conceptualization skills while working within a specific real-life field setting.	Site Based Work, Internship Group Supervision, Peer Consultation & Feedback Exchange, Readings & Group Discussion	Digital Video Recording Review, Case Presentation Write Up, Site Supervisor Evaluation, Internship Competency Checklist
Become familiar with the specific duties, responsibilities, and challenges of the Master's-level school or mental health counselor.	Site Based Work, Internship Group Supervision, Peer Consultation & Feedback Exchange, Readings & Group Discussion	Site Supervisor Evaluation, Internship Competency Checklist
Know when and how to seek appropriate supervision and consultation; ethical & legal concerns related to their areas of specialization.	Site Based Work, Internship Group Supervision, Peer Consultation & Feedback Exchange, Readings & Group Discussion	Digital Video Recording Review, Case Presentation Write Up, Site Supervisor Evaluation, Internship Competency Checklist
Learn the basic skills for providing appropriate consultation services to school/agency personnel, colleagues, clients, family members, and others.	Site Based Work, Internship Group Supervision, Peer Consultation & Feedback Exchange, Readings & Group Discussion	Case Presentation Write Up, Site Supervisor Evaluation, Internship Competency Checklist
Learn how to plan, implement, and assess appropriate educational programs relevant to their particular setting.	Site Based Work, Internship Group Supervision, Peer Consultation & Feedback Exchange, Readings & Group Discussion	Case Presentation Write Up, Site Supervisor Evaluation, Internship Competency Checklist
Enhance the skills of giving and receiving feedback in both individual and small group settings	Internship Group Supervision	Site Supervisor Evaluation, Internship Competency Checklist
Have an opportunity, within a relatively safe and structured environment, to reflect on self and the internship experience, give and receive corrective feedback, and take the risks necessary for ongoing professional growth and development.	Group Supervision, Peer Consultation & Feedback Exchange	Digital Video Recording Review, Case Presentation Write Up, Site Supervisor Evaluation, Internship Competency Checklist
Demonstrate an awareness of, sensitivity to, and ability to work effectively with cross-cultural issues/differences among their clients due to physical or mental disability, age, sexual identity, race ethnicity, gender, etc.	Site Based Work, Internship Group Supervision, Peer Consultation & Feedback Exchange, Readings & Group Discussion	Digital Video Recording Review, Case Presentation Write Up, Site Supervisor Evaluation, Internship Competency Checklist

COURSE REQUIREMENTS

Liability Insurance

It is the responsibility of each student to arrange for liability insurance coverage for the internship experience. Information regarding liability insurance is available through the American Counseling Association <http://www.counseling.org/> or the American School Counseling Association <https://www.schoolcounselor.org/>. Documentation of liability insurance **MUST** be submitted to the instructor by the first class and all students must have insurance prior to working at the internship site.

Field Work

Throughout the semester, students will be engaged in fieldwork at the internship site as outlined in the Counseling Program *Internship Handbook*. For the complete internship experience, school counseling students will be required to complete a total of 700 hours (280 hours of which must be direct service and 20 of those must be in group counseling) of fieldwork experience (over 2 semesters) and mental health counseling students will be expected to complete a total of 900 hours (360 of which must be direct service and 30 of those must be in group counseling) over 3 semesters. **This amounts to approximately 120 direct service and 180-indirect service hours per semester.**

Direct service hours are defined by CACREP as:

Supervised use of counseling, consultation or related professional skills with actual clients (this can be individual couples, families or groups) for the purpose of fostering social, cognitive, behavioral and/or affective change. These activities must involve interaction with others and may include: assessment, counseling, psychoeducational activities, and consultation. The following would not be considered direct service: observing others providing counseling and related services, record-keeping, administrative duties, clinical and/or administrative supervision.

<u>Track</u>	<u>Total Internship Hrs.</u>	<u>Total Direct Service Hrs.</u>	<u>Total Group Hours</u>
CMH	900 (300 hrs/sem. x 3 sem)	360 (120 hrs./sem x 3 sem)	30
School	600 (300 hrs/sem. x 2 sem)	240 (120 hrs/se. x 2 sem)	20

Attendance and Participation

Students are expected to attend and actively participate in all seminar classes and supervision sessions. Students are also expected to attend all site visits arranged by the University instructor.

Religious Holidays: Students have the right to practice the religion of their choice. Each semester, by the end of the first full week of classes, students should submit to me in writing their documented religious holiday schedule for the semester. I will permit students who miss work for the purpose of religious observance to make up this work.

Competency Checklist and Goal Setting

Internship:

Students should use the *Internship Competency Checklist and Goal Setting Form* as a guide for

the internship experience. The competencies should be reviewed with the on-site supervisor at the beginning of the internship experience. Site supervisors will use the *Competency Checklist* to assess student skill development at the end of each semester. Transition into the next semester of internship will be based on the assessment of these competencies by the on-site supervisor and the UVM supervising faculty member.

Hours Log

It is the student's responsibility to maintain a weekly log of internship hours using the *Hours Log*. The Hours Logs need to be initialed weekly by the on-site supervisor and they will be reviewed by the UVM Faculty Supervisor on a monthly basis (see syllabus for review schedule). As mentioned above, awarding of internship credit each semester will not occur until after the accumulation of approximately 300 fieldwork hours.

Case Presentation

Students are required to conduct **ONE** formal case presentation to the class during the semester and **ONE** informal case presentation. The instructor may request additional presentations to made in class or privately in the instructor's office.

The formal presentation should include a written summary of the case (students must provide a copy for each class member) using the format provided in the *Case Presentation Guidelines* (see page 12-14 of your syllabus). In the formal presentation, students are expected to present a minimum of **20 minutes** of a continuous portion of a digital video recording of the client session to the class. The formal case presentation should be approximately 90 minutes (including time for questions and answers from class members). The formal presentation write-up should be single spaced and no more than 3 pages. At the discretion of the instructor, students may be required to present additional formal case presentation during the semester.

The informal case presentation will include a one-page conceptual write-up of a client with whom the student is working at his or her internship site using the format provided in the *Informal Case Presentation Guidelines* (see page 15 of the syllabus). In the informal presentation, students are expected to present **10 minutes** of a continuous segment of a digital video recording of the client session to the class. The informal case presentation should be a maximum of 60 minutes (including time for questions and answers from class members). The informal presentation write-up should be single spaced and no more than 1 page. At the discretion of the instructor, students may be required to present additional informal case presentation during the semester.

Forms

Complete **ALL** appropriate **FORMS**, as outlined in handbook. No grade will be submitted until **ALL ORIGINAL FORMS** are completed, signed, and submitted to your UVM faculty supervisor or *submitted via TK20 and received by your UVM faculty supervisor.

EVALUATION

An "S" or "U" will be issued as a grade for Internship. Grades are based on the following:

1. Attendance and participation in seminar and supervision. Students will be expected to arrive on time and stay until the end of class.

2. Presentation of at least two digital video recordings of sessions in class.
3. Completion of required internship hours, including weekly seminar and supervision hours (Approximately 300 hours must be completed per semester to earn an “S” in internship).
4. Adequate competency as documented in the *Competency Checklist* and *Goal Setting* form.
5. Satisfactory completion of additional requirements.
6. Recommendation of the site supervisor and the UVM supervising faculty member.

COURSE MATERIALS

***Note, APA (6th ed.) requires references to have DOI numbers and reference lists to be double spaced. References in this syllabus are intentionally missing DOI numbers and are single spaced in the interest of brevity and to save a few trees. Please be sure to consult the APA (6th ed.) manual when formatting your papers.

Required Reading

Internship Handbook (2018/2019AY). The University of Vermont, Department of Leadership and Developmental Sciences, The Counseling Program.

Each presenter will be asked to provide a reading on their theory one week in advance of their presentation so that the peers/instructor can review the particular theory/approach that will be used in their presentation. In addition, the instructor will occasionally have an article or chapter to read prior to group seminar. These readings will be posted on TK20. All assigned readings should be read in preparation for the class meeting for which they have been scheduled.

Recommended Reading

- American Counseling Association. (2014). *ACA code of ethics*. Retrieved from <https://www.counseling.org/knowledge-center/ethics>
- American Mental Health Counselor Association. (2010). *Principles for amhca code of ethics*. Retrieved from https://www.amhca.org/assets/news/AMHCA_Code_of_Ethics_2010_w_pagination_cxd_51110.pdf
- American School Counselor Association. (2010). *Ethical standards for school counselors*. Retrieved from <http://www.schoolcounselor.org/files/EthicalStandards2010.pdf>
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- Bogestad, A. J., Kettler, R. J., & Hagan, M. P. (2010). Evaluation of a cognitive intervention program for juvenile offenders. *International Journal of Offender Therapy and Comparative Criminology*, 54(4), 552-565. doi:10.1177/0306624X09337211

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<http://dx.doi.org/10.1016/j.brat.2014.02.005>
- Harper, F. D., Guilbault, M., Tucker, T. & Austin, T. (2007). Happiness as a goal of counseling: Cross-cultural implications. *International Journal of Advanced Counseling* 29, 123-136.
- Hartling, L.M. (2008). Strengthening resilience in a risky world: it's all about relationships, *Women & therapy*, 31:2-4, 51-70, doi: 10.1080/02703140802145870
- Health Insurance Portability Accountability Act, Federal Drug and Alcohol Confidentiality Law, 42 CFR, § 2. Retrieved on December 4, 2012: <http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&SID=a78f77d3d53f97bbd0399b3cd8243aaf&rgn=div5&view=text&node=42:1.0.1.1.2&idno=42>
- Iwakabe, S. & Conceicao, N. (2016). Metatherapeutic processing as a change-based therapeutic immediacy task: Building an initial process model using a task-analytic research strategy. *Journal of Psychotherapy Integration*, 26 (3), 230-247.
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- McDowell, T. (2005). Raising multicultural awareness in family therapy through critical conversations. *Journal of Marital and Family Therapy, 31*(4), 399-411. doi: 10.1111/j.1752-0606.2005.tb01579.x
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- Pos, A. E., Greenberg, L. S., Goldman, R. N., & Korman, L. M. (2003). Emotional processing during experiential treatment of depression. *Journal of Consulting and Clinical Psychology, 71*(6), 1007-1016. doi:10.1037/0022-006X.71.6.1007
- Rogers, C. R. (1961). *On becoming a person: a therapist's view of psychotherapy*. Boston: Houghton Mifflin.
- Rogers, C. R. *A way of being*. (1980). Boston: Houghton Mifflin
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- Reid, R. (2001). Working with children with ADHD: Strategies for counselors and teachers. *Counseling and Human Development, 33*(6), 1-20.
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WEEKLY SEMINAR SCHEDULE – SPRING 2019

WEEK 1: January 16, 2019

1. Introduction/Course process/Goal setting/Site review:
 - a) Course overview Review course requirements and internship forms
 - b) Review & collect signed (1) *Clinical Experience Intern Behavior Contract* & (2) *The Supervision Contract-Due Today*
 - c) *Review & collect copies of Liability Insurance Documentation-Due Today*
 - d) *Hours logs from 12.1.18-1.15.19-Due Today*
 - e) Share internship site information
 - f) Schedule Case Presentations
 - g) Evaluation process (Class feedback. site supervisor feedback & Internship Competency Checklists)
2. Review Case Presentation Guidelines & samples (*Electronic submission of presentation copies & research articles reviewed)
3. Review purpose of required literature citations
4. Internship Site check-in
5. Site supervision check-in
6. Client load check-in
7. Supervision model & supervisee expectations
8. Discuss feedback process, expectations regarding feedback and collective responsibilities towards a productive feedback intensive course.
9. ***Schedule Site Visits (Tuesday: 4/2/19, 10.00-4.00pm; Friday 4/5/19, 10.00-2.00pm; Monday: 4/8/19, 10.00-2.00pm ; Friday 4/12/18 [10.00am-2.00pm]); Tuesday 4/16/19, 12.00-4.00pm-**All dates confirmed by January 23, 2019 *(Lesson # 2)**

WEEK 2: January 23, 2019

1. Deadline for submission of site visit dates/times.
2. Internship Site check-in
3. Site supervision check-in
4. Client load check-in

Case Presentation: Informal #1:

Case Presentation: Informal #2:

WEEK 3: January 30, 2019

1. Internship Site check-in
2. Site supervision check-in
3. Client load check-in

Case Presentation: Informal #3:

WEEK 4: February 6, 2019

1. Internship Site check-in
2. Site supervision check-in

3. Client load check-in

Case Presentation: Informal #4:

Case Presentation: Informal #5:

WEEK 5: February 13, 2019

1. Internship Site check-in
2. Site supervision check-in
3. Client load check-in

Case Presentations: Informal #6:

Case Presentations: Informal #7:

WEEK 6: February 20, 2019

1. Internship Site check-in
2. Site supervision check-in
3. Client load check-in

Case Presentations: Informal #8:

Case Presentations: Informal #9:

WEEK 7: February 27, 2019

1. Internship Site check-in
2. Site supervision check-in
3. Client load check-in
4. * *Hours Log Due*

Case Presentation: Informal #10:

WEEK 8: March 6, 2019

1. Internship Site check-in
2. Site supervision check-in
3. Client load check-in

Case Presentation: Formal #1:

WEEK 9: March 13, 2019 -SPRING RECESS-NO CLASS

WEEK 10: March 20, 2019

1. Internship Site check-in
2. Site supervision check-in
3. Client load check-in

Case Presentation: Formal #2:

WEEK 11: March 27, 2019

1. Internship Site check-in
2. Site supervision check-in
3. Client load check-in

Case Presentation: Formal #3:

WEEK 12: April 3, 2019

1. Internship Site check-in
2. Site supervision check-in
3. Client load check-in
4. *Hours Log Due*
5. ***Site visits*

Case Presentation: Formal #4:

Case Presentation: Formal #5:

WEEK 13: April 10, 2019

1. Internship Site check-in
2. Site supervision check-in
3. Client load check-in
4. *Hours Log Due*
5. ***Site Visits*

Case Presentation: Formal #6:

WEEK 14: April 17, 2019

1. Internship Site check-in
2. Site supervision check-in
3. Client load check-in
4. **Review end of semester documentation**

Case Presentation: Formal #7:

Case Presentation: Informal #8:

WEEK 15: April 24, 2019

1. Internship Site check-in
2. Site supervision check-in
3. Client load check-in
4. **Review end of semester documentation**

Case Presentation: Formal #9:

WEEK 16: May 1, 2019

1. Internship Site check-in
2. Site supervision check-in
3. Client load check-in
4. **Closure/ Collective Reflections**

Case Presentation: Formal #10:

Documentation Due:

- *Hours logs*
- *Competency Checklists*
- *Evaluation forms (student of site supervisor, student of site, site supervisor of program and site supervisor of student)*
- *Accountability form*
- *All original forms due on May 1, 2019 (completed and signed)*
- *Note that if forms are submitted on TK20, the submissions must be complete by May 1, 2019.*

**This schedule and course content is flexible and should be viewed as a guide for course activities over the course of the semester. The instructor may make adjustments at any time to meet the needs of the class and to meet program and accreditation standards. The class will always be informed when any changes are anticipated and when they are made.*

FORMAL CASE PRESENTATION GUIDELINES

1. Formal Case Presentation Handout: Case presentation handouts must be typed and not more than three pages in length. You must have copies of this handout for each of your supervision group members and for your supervisor. (**Maximum THREE Pages -Single spaced**).
2. Digital Video Recording: (**Be sure that you have secured a release of information!**) Segments of the tape you play should clearly demonstrate the dynamics (personality features, presenting and core issues, behaviors in the counseling relationship, etc.) of the client you have written up. Videos of intake sessions are only acceptable where nothing else is available. These videos should also demonstrate the appropriate usage of basic attending and intervention skills, as well as advanced level skills such as advanced accurate empathy, confrontation, interpretation, reflection of meaning, or other appropriate, theoretically-based techniques.

FORMAL CASE PRESENTATION FORMAT

1. **Counselor's Name:**-----
2. **Setting:**-----
3. **Client's Name (Use an assumed name):**----- **Client's Age:-**
4. **Session Number** ----- **Estimated Number of Sessions Necessary** -----
5. **Case Conceptualization:** (This is a thorough articulation of the theoretical conceptualization used to understand the client and the problem that is the focus of the counseling work. (It is not a discussion about what counseling model you will be using for intervention). In an ample paragraph, outline the key components of the developmental or social theories that help you understand the ethos of your client and the etiology of the presenting problem (use full citations/reference list as appropriate). In a second paragraph, provide a narrative description of how the ideas articulated above apply to the client (I would not expect the use of citations in this section).
6. **Counseling modality or framework:** (This is a thorough articulation of the theoretical framework that is the foundation of your counseling work with this client; Describe the key aspects of the counseling theory that are the basis for the interventions used with this client (use full citations/reference list as you describe your counseling theoretical framework); Offer an evidence-based rationale for using this approach with this client or to address this issue. Email the class with at least three research articles (*One may be theoretical in cases of limited research on a theory) that is cited above and offers evidence for the use of this approach with this particular challenge or client issue).
7. **Diagnosis (*Where appropriate/required)**
8. **Diversity & Multicultural Concerns:** (Identify your own social/cultural identity and then identify existing social, cultural, or social location issues or social justice concerns that are relevant to this case, discuss how you address them in your work *be sure to discuss how your own identity/social location interacts with that of the client).
9. **Counseling Goals (List BOTH short-term/immediate goals and long-term goals)**
10. **Anticipated outcomes of Counseling** (Describe how you believe the client will or will not change because of counseling)

11. **Course of Treatment and Interventions utilized** (This is a brief narrative of what you have done with the client and how he/she/they have responded.)

a. **Interventions** (Include at least 5 strategies per goal that are consistent with counseling modality articulated above)

b. **Personalization** (Identify what issues or challenges come up for you that have the potential to complicate your work with this client; How do these issues or challenges have the potential to compromise your work (what do they incline you do)? How are you or will you manage these personalization issues?)

12. Briefly provide a **summary of contemporary research examining** the efficacy of the theory and techniques utilized in this presentation. Be sure to provide relevant citations and references. Utilize APA format (*Review a minimum of 3 articles. One of them maybe theoretical in cases of limited research in your theory of orientation).

INFORMAL CASE PRESENTATION GUIDELINES

1. Informal Case Presentation Handout: Case presentation handouts must be typed and not more than one page in length. You must have copies of this handout for each of your supervision group members and for your supervisor (**Maximum TWO Pages - Single spaced**).
2. Digital Video Recording: (**Be sure that you have secured a release of information!**) Segments of the tape you play should clearly demonstrate the dynamics (personality features, presenting and core issues, behaviors in the counseling relationship, etc.) of the client you have written up. Videos of intake sessions are only acceptable where nothing else is available. These videos should also demonstrate the appropriate usage of basic attending and intervention skills, as well as advanced level skills such as advanced accurate empathy, confrontation, interpretation, reflection of meaning, or other appropriate, theoretically-based techniques.

INFORMAL CASE PRESENTATION FORMAT

1. Counselor's Name: -----

2. Setting: -----

3. Client's Name (Use an assumed name):----- Client's Age:-

4. Session Number ----- Estimated Number of Sessions Necessary -----

5. **Counseling modality or framework:** (This is a thorough articulation of the theoretical framework that is the foundation of your counseling work with this client; Describe the key aspects of the counseling theory that are the basis for the interventions used with this client; Offer an evidence-based rationale for using this approach with this client or to address this issue. Email the class with at least one research article that is cited above and offers evidence for the

use of this approach with this particular challenge or client issue).

6. Diagnosis (*Where appropriate/required)

7. Diversity & Multicultural Concerns: (Identify your own social/cultural identity and then identify existing social, cultural, or social location issues or social justice concerns that are relevant to this case and discuss how you address them in your work.

8. Course of Treatment and Interventions utilized (This is a very brief narrative of what you have done with the client and how he/she/they have responded)

a. **Interventions** (Include at least 5 strategies per goal that are consistent with counseling modality articulated above)

b. **Personalization** (Identify what issues or challenges come up for you that have the potential to complicate your work with this client; How do these issues or challenges have the potential to compromise your work (what do they incline you do)? How are you or will you manage these personalization issues?)

9. Counseling Goals (Briefly list 1-3 short-term/immediate goals AND long-term goals)

EDCO 389-Internship Case Presentation Feedback/Rubric KPI Assessment for Case Presentation

Student Name: _____ Date of Presentation: _____

Rating scale: 1 -inadequate for level of training/in need of further development

2 -at expectation

3 -exceptional

	1	2	3	Comments
Presentation Handout: Presenting Concerns	Unclear, inadequate or missing overview of presenting issues; does not include client perspective	Provides relevant information from client perspective regarding primary concerns	Provides exceptionally clear and succinct information regarding primary concerns from client's perspective.	
Presentation Handout: Client/Family and developmental history, including strengths and resources	Unclear, inadequate or missing information and/or poorly written - difficult to understand	Provides relevant information regarding client. Describes relevant review of family and developmental issues that are grounded on developmental theory	Provides comprehensive information. Clearly explains how these issues affect client and/or presenting problem including implications for client's developmental status	
Presentation Handout: Social, cultural and/or diversity issues	Unclear, missing social, cultural and/diversity related information, irrelevant information, poorly written -difficult to understand	Describes relevant review and implications of social, diversity, multicultural, and social location issues	Clearly explains how these issues affect client and/or presenting problem and implications for interventions and/ advocacy	

Presentation Handout: Conceptualization	Discussion of conceptualization is unclear, poorly written or does not include key ideas or components of the theory.	Adequate description of developmental theory. Problem etiology sufficiently explained through theory lens.	Rich description of theory. Theory is helpful in understanding client and/or problem and clear implications for interventions	
Presentation Handout: Counseling Modality	Description of modality is incomplete, poorly written or does not include key ideas or components of the theory.	Adequate description of modality.	Rich description of modality. Excellent selection of intervention modality for this client. Research &/ literature based evidence provided as sound rationale for use of this approach with this client.	
Presentation Handout: Goals & Interventions	Goals not clearly articulated (not articulated in appropriate goal language). Strategies not consistent with modality or client's developmental status.	Goals appropriately articulated. Strategies consistent with goals and modality.	Goals are clear and relevant to issues and modality. Strategies are comprehensive and theory and/or research-based	
Presentation Handout: Personal-ization	Unclear, missing information, irrelevant information, poorly written -difficult to understand	Addresses potential personalization issues	Offers rich description of personalization issues, how they potentially affect the client, and how they will be managed	
Video-presentation: Basic and advanced skills	Inadequate application of basic and/or advanced counseling skills	Video offers consistent evidence of basic and advanced counseling skills	Basic and advanced skills exceptionally well demonstrated.	
Video-presentation: Modality and	Skills and techniques on video are not consistent	Video offers evidence of counseling	Application of theory is consistent throughout	

Practice (consistency)	with modality described in handout	practices consistent with identified modality	presentation. Sophisticated and/or creative application of modality	
Video: technical quality	Sound is inaudible or inconsistently audible and/or video is visually unclear.	Video sound and picture are clear.	Audio and visual quality are exceptionally well done.	
Overall Presentation	Inarticulate or disjointed presentation. Lack of clear and/or adequate responses to questions; not responsive to feedback.	Clear and articulate presentation. Well versed in the information, able to appropriately respond to questions, and responsive to feedback.	Exceptionally clear, articulate and confidently conveyed presentation. Very thoughtful responses to questions and incorporates feedback into future plans.	

General Comments:

CACREP KPI (Academic) Standards –Internship Case Presentation KPI Summary Page

CACREP KPI (Case Presentation) Summary	Skill Level		
	Does Not Meet Standard	Meets Standard	Exceeds Standard
<p>Human Growth and Development f. systemic and environmental factors that affect human development, functioning, and behavior</p> <p><i>Rating from: Presentation Handout: Conceptualization (above)</i></p>			
<p>Counseling and Helping Relationships a. theories and models of counseling</p> <p><i>Rating from: Presentation Handout: Modality (above)</i></p>			
<p>Research and Program Evaluation</p> <p>b. identification of evidence-based counseling practices</p> <p><i>Rating from: Presentation Handout: Modality (above)</i></p>			