

**PSY 680: Practicum and Internship I**

**in a Clinical Mental Health Setting**

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| ***Fall 2016***  August 29 – December 9  Mondays, 9:00 am to 11:30 am | |
| **Professor:**  **Office:**  **Office Phone:**  **Office Email:**  **Office Hours:** | Alicia M. Homrich, Ph.D., LPY, LMFT  Cornell Social Sciences 237  (407) 646-2307  ahomrich@rollins.edu  Tuesdays 2:00 pm—4:00 pm  Thursdays 2:00 pm – 5:00 pm  and by appointment |

***Course Description:***

This course provides students the opportunity to perform a variety of counseling activities that regularly employed professional staff perform in a clinical mental health setting while under clinical supervision. Internships extend from fall through spring terms and interns will accrue the remaining 1,000 hours of required clinical experience beyond the pre-practicum experience. Participation in on-campus group supervision and seminars, and individual supervision by licensed faculty and site supervisors is required. Students must apply and be approved to enter this portion of the degree program.

The semester of Practicum and Internship I consists of both a field clinical experience and weekly group supervision meeting with a faculty supervisor. For licensure in Mental Health Counseling, students must acquire a total of 800 hours of clinical experience in a mental health setting from practicum and internship combined. At least 280 hours (40 during practicum and 240 during internship) are spent in direct service to clients. The remaining hours will be applied to supervision, in-service education and training (with advance approval from the instructor), case preparation and documentation, site staffing meetings, preparing for group supervision assignments, and related case management and administrative responsibilities as required by the site. A minimum of one hour per week of individual supervision by a licensed mental health professional on site is also required as is class attendance. During PSY 680, you will also meet weekly and individually with your faculty supervisor throughout the semester.

The first 10 weeks of the term are designated as the practicum period. Once the student fulfills this time requirement AND all other practicum requirements, the student will immediately begin the internship period.

The overall course objectives are for interns to develop effective individual and group counseling skills. Students are expected to demonstrate an effective counseling style based upon personal strengths, sound professional principles, and a personally defined philosophy and system of counseling. Eligibility for this course requires having satisfactorily completed all other course work in the Master of Arts in Counseling program and approval of the Counseling faculty to enter this portion of the degree program.

***Course Structure:***

Weekly class will be conducted in a group supervision context devoted to student discussions of their field site experiences, presentation of anonymous case information for consultation purposes, sharing various practical and theoretical perspectives on mental health counseling, and discussion of personal-professional issues that may influence on impact clinical experiences and performance. Student interns are expected to bring to group supervision the problematic situations they are experiencing in their internship process to obtain peer consultation. Interns are also expected to respectfully attend to and participate in consultation discussions with their peer colleagues for their own professional and personal development as well as that of their classmates. Students are expected to refrain from talking to each other or interrupting others during discussions or presentations.

***Required Assignments and Learning Experiences:***

The course will consist of the following major activities:

1. Counseling and related direct and indirect client services at the clinical internship field site placement.
2. Counseling of client(s) at the Cornell Counseling Clinic (CCC) as assigned by the professor.
3. Punctual attendance for all obligations of the internship course, including site requirements and weekly individual and course/peer group supervision meetings.
4. Weekly individual supervision for a minimum of one continuous hour with an appropriately credentialed supervisor at internship field site for every week that intern is onsite (August 29, 2016-May 1, 2017).
5. Weekly individual supervision for a minimum of one continuous hour with supervising professor (August 29 – December 09, 2016 and as needed thereafter).
6. Documentation as required by the internship site, the CCC, and for PSY 680 and PSY 695 submitted in a timely manner (typically within one week of completion of an activity unless otherwise designated).
7. Submission of at least *two video or audio recordings* of counseling sessions with accompanying self-evaluation and self-reflection documents per semester.
8. Formal presentation of a counseling case for peer group consultation.
9. Attendance at all *Master Therapist Series* workshops scheduled during PSY 680 and PSY 695 and successful completion of learning assessment activity at the end of each meeting.
10. Construction of the first edition of the *My Theory of Counseling* paper for PSY 680.

***PSY 680 Course Objectives:***

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| **Expected Student Learning Outcomes for this Course**  *The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.*  ***Content covered includes:*** | **SLO** | **Learning activities that facilitate development of knowledge, skills, and/or practices of this content:** | **SLO Assessment Point**  *By Rubric or Test Score* |
| 2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients |  | Case discussions in group supervision; counseling experiences with clients; *My Theory of Counseling* paper discussion. | Contributions to group supervision discussions; *My Theory of Counseling* Paper evaluation |
| 2.F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues |  | Credentialing discussions in group supervision; Spring licensure seminar. | Attendance at seminar and participation in group discussions |
| 2.F.1.h. current labor market information relevant to opportunities for practice within the counseling profession |  | Employment discussions in group supervision; Panel of alumni discussing career opportunities and employment searches; Exposure to counselor roles and position opening at field sites. | Attendance at alumni panel presentation and contributions to group discussion. |
| 2.F.1.k. strategies for personal and professional self-evaluation and implications for practice | **S** | Interpersonal Process Recall exercise with peers; Reviewing taped recordings of sessions; Case Self-Reflection and Self-Evaluation Assignment | Responses to Case Self-Evaluation; CCS Score |
| 2.F.1.l. self-care strategies appropriate to the counselor role |  | Self-care discussions in group supervision; Reading assignments. | Contributions to group supervision discussions; Ability to manage stressful times during internship |
| 2.F.1.m. the role of counseling supervision in the profession |  | Discussion about utilizing supervision in orientation, group, and individual supervision meetings. Reading assignments. | Contributions to group supervision discussions; Appropriate participation in supervision |
| 2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others | **S** | Case discussions in group supervision; counseling experiences with clients; *My Theory of Counseling* paper discussion; Reading assignments | *My Theory of Counseling* Paper evaluation |
| 2.F.2.e. the effects of power and privilege for counselors and clients | **S** | Case discussions in group supervision; counseling experiences with clients; *My Theory of Counseling* paper discussion; Reading assignments | *My Theory of Counseling* Paper evaluation |
| 2.F.2.g. the impact of spiritual beliefs on clients’ and counselors’ worldviews | **S** | Case discussions in group supervision; counseling experiences with clients; *My Theory of Counseling* paper discussion; Reading assignments | *My Theory of Counseling* Paper evaluation |
| 2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination | **S** | Case discussions in group supervision; counseling experiences with clients; *My Theory of Counseling* paper discussion; Reading assignments | *My Theory of Counseling* Paper evaluation |
| 2.F.5.a. theories and models of counseling |  | Case presentations in group supervision; discussions in group and individual supervision. | Contributions to group supervision discussions; *My Theory of Counseling Paper* evaluation; Responses to Case Self-Evaluation; CCS Score |
| 2.F.5.g. essential interviewing, counseling, and case conceptualization skills | **S** | Case discussions in group supervision; counseling experiences with clients; *My Theory of Counseling* paper discussion; Reading assignments; Case Self-Reflection and Self-Evaluation Assignment | Responses to Case Self-Evaluation; CCS Score |
| 2.F.5.h. developmentally relevant counseling treatment or intervention plans | **S** | Case discussions in group supervision; counseling experiences with clients; *My Theory of Counseling* paper discussion; Reading assignments; Case Self-Reflection and Self-Evaluation Assignment | Responses to Case Self-Evaluation; CCS Score |
| 2.F.5.i. development of measurable outcomes for clients | **S** | Case discussions in group supervision; counseling experiences with clients; *My Theory of Counseling* paper discussion; Reading assignments; Case Self-Reflection and Self-Evaluation Assignment | Responses to Case Self-Evaluation; CCS Score |
| 2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention | **S** | Case discussions in group supervision; counseling experiences with clients; *My Theory of Counseling* paper discussion; Reading assignments; Case Self-Reflection and Self-Evaluation Assignment | Responses to Case Self-Evaluation; CCS Score |
| 2.F.5.k. strategies to promote client understanding of and access to a variety of community-based resources | **S** | Case discussions in group supervision; counseling experiences with clients; *My Theory of Counseling* paper discussion; Reading assignments; Case Self-Reflection and Self-Evaluation Assignment | Responses to Case Self-Evaluation; CCS Score |
| 2.F.5.n. processes for aiding students in developing a personal model of counseling | **S** | Theory paper discussion in group supervision; Reading assignments and inventory; Case Self-Reflection and Evaluation Assignment; process of receiving feedback and rewriting the *My Theory of Counseling* Paper; assigned reading | *My Theory of Counseling* Paper evaluation |
| 2.F.7.b. methods of effectively preparing for and conducting initial assessment meetings |  | Case discussions in group supervision; counseling experiences with clients; Reading assignments | Contributions to group supervision discussions; Responses to Case Self-Evaluation; CCS Score |
| 2.F.7.d. procedures for identifying trauma and abuse and for reporting abuse |  | Case discussions in group supervision; counseling experiences with clients; Reading assignments; Master Therapist presentation | Contributions to group supervision discussions; Debriefing discussion in Master Therapist workshop presentation |
| 5.C.2.g. impact of biological and neurological mechanisms on mental health |  | Case discussions in group supervision; counseling experiences with clients; Reading assignments; Master Therapist presentation; Assigned reading | Contributions to group supervision discussions; Debriefing discussion in Master Therapist workshop presentation |
| 5.C.2.j. cultural factors relevant to clinical mental health counseling |  | Case discussions in group supervision; counseling experiences with clients; Reading assignments; Master Therapist presentations | Contributions to group supervision discussions; Case tape analysis, CCS score; Debriefing discussion in Master Therapist workshop presentation |
| 5.C.2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling |  | Credentialing discussions in group supervision; Spring licensure seminar. | Contributions to group supervision discussions; Participation in Spring licensure seminar |
| 5.C.2.l. legal and ethical considerations specific to clinical mental health counseling |  | Case discussions in group supervision; counseling experiences with clients; Reading assignments | Contributions to group supervision discussions; Responses to Case Self-Evaluation and other case situations; CCS Score |
| 5.C.2.m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling |  | Participation in and experience with documentation procedures and practice management issues at clinical site and Cornell Counseling Clinic | Performance evaluation from site supervisor; Documentation pattern throughout internship |
| 5.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management |  | Participation in and experience with interview and assessment procedures and treatment planning development and implementation practices at clinical site and Cornell Counseling Clinic; Reading assignments | Performance evaluation from site supervisor; Responses to Case Self-Evaluation; CCS Score |
| 5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues |  | Delivery of mental health counseling services at clinical site and Cornell Counseling Clinic; Reading assignments | Clinical performance; Performance evaluation from site supervisor; Responses to Case Self-Evaluation; CCS Score |
| 5.C.3.c. strategies for interfacing with the legal system regarding court referred clients |  | Participation in and experience with court referred clients and accompanying policies and procedures at clinical site; assigned reading | Contributions to group supervision discussions; |
| 5.C.3.d. strategies for interfacing with integrated behavioral health care professionals | **S** | Case discussions in group supervision; counseling experiences with clients and site-based treatment teams; Reading assignments; Case Self-Reflection and Self-Evaluation Assignment | Responses to Case Self-Evaluation; CCS Score |
| 5.C.3.e. strategies to advocate for clients and mental health counseling | **S** | Case discussions in group supervision; counseling experiences with clients; *My Theory of Counseling* paper discussion; Case Self-Reflection and Self-Evaluation Assignment; Reading assignments | *My Theory of Counseling* Paper evaluation |

***Master Therapist Series Objectives:***

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| --- | --- | --- | --- |
| **Expected Student Learning Outcomes for this Course**  *The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.*  ***Content covered includes:*** | **SLO** | **Learning activities that facilitate development of knowledge, skills, and/or practices of this content:** | **SLO Assessment Point**  *By Rubric or Exam Score* |
| 2.F.7.d. procedures for identifying trauma and abuse and for reporting abuse | **S** | Participation in the Master Therapist Series Workshops | Exam |
| 5.C.2.f. impact of crisis and trauma on individuals with mental health diagnoses | **S** | Participation in the Master Therapist Series Workshops | Exam |

***Required Professional Membership and Liability Insurance Coverage:***

Enrollment in PSY 680 and PSY 695 is contingent upon maintaining membership in the American Counseling Association and having professional liability insurance. Documentation is required and must be submitted before direct contact with clients will be permitted. **No exceptions will be permitted.**

***Time2Track Documentation of Clinical Activities:***

Students are required to enroll in Time2Track to maintain all clinical hours documentation. [*http://time2track.com*](http://time2track.com)

The cost is $37 per year minus the discount code. You pay directly on the website for your subscription. Please review the homepage video and content to understand how to use Time2Track. A Rollins Guide Sheet will also be provided.

***Required Reading:***

Baired, B.N. (2005a). **Internship Classes and Peer Groups.** In *The* *Internship, Practicum, and Field Placement Book* (4th Ed.). Upper Saddle River, NJ: Pearson Education.

Baired, B.N. (2005b). **Stress and self-care.** In *The Internship, Practicum, and Field Placement Book* (4th Ed.). Upper Saddle River, NJ: Pearson Education.

Barnett, J. E. (2011). **Psychotherapist self-disclosure: Ethical and clinical considerations**. *Psychotherapy, 48*(4), 315-321.

Bernard, J.M. & Goodyear, R. (2004). **Receiving and using supervision** (pp.69-89). In *Fundamentals of Supervision***.** Upper Saddle River, NJ: Pearson Education.

Bernard, J.M. & Goodyear, R. (2004). **Introduction to clinical supervision** (pp.69-89). In *Fundamentals of Supervision***.** Upper Saddle River, NJ: Pearson Education.

Brems, C. (2000a). **The challenge of threats of suicide: The duty to protect**. In *Dealing with Challenges in Psychotherapy and Counseling* (pp. 162-193). Cengage Learning: Singapore.

Brems, C. (2000b). **The challenge of threats of violence: The duty to warn and protect*.*** In *Dealing with Challenges in Psychotherapy and Counseling* (pp. 194-223). Cengage Learning: Singapore.

Cameron, S., & turtle-song, i. (2002). **Learning to write case notes using the SOAP format**. *Journal of Counseling on Development, 80*, 286-292.

Elliott, R., & Wexler, M.M. (1994). **Measuring the impact of sessions in process—experiential therapy of depression: The Session Impact Scale.** *Journal of Counseling Psychology, 41,* 166-174.

Fontaine, J. H., & Hammond, N. (1994). **Twenty counseling maxims.** *Journal of Counseling and Development, 73,* 223-226.

Granello, D.H. (2010). **A suicide crisis intervention model with 25 practical strategies for implementation**. *Journal of Mental Health Counseling, 32,* 218-235.

Halbur, D. A., & Halbur, K. V. (2005). **Developing your theoretical orientation in counseling and psychotherapy.** Allyn & Bacon. (pp. 25-29).

Haskell, L. (2003). **Diagnosing and identifying the need for trauma treatment.** *First stage trauma treatment: A guide for mental health professionals working with women*. Centre for Addiction and Mental Health. <http://knowledgex.camh.net/amhspecialists/specialized_treatment/trauma_treatment/first_stage_trauma/FirstStageTT_ch6/Pages/default.aspx>

Heppner, P.P., Rosenberg, J. I., & Hedgesppeth, J. (1992). **Three methods in measuring the therapeutic process: Clients’ and counselors’ construction of the therapeutic process versus actual therapeutic events.** *Journal of Counseling Psychology, 39,* 20-31.

Hubble, M.A., Duncan, B.L., & Miller, S.D. (1999). **Directing attention to what works.** In T*he Heart & Soul of Change: What Works in Therapy* (pp. 407-440). American Psychological Association: Washington, DC.

Ivey, A.E., D’Andrea, M.J., & Ivey, M.B. (2012). **Neuroscience: The newest force in counseling and psychotherapy** (pp. 49-86) In *Theories of Counseling and Psychotherapy: A multicultural perspective.* Los Angeles: Sage.

Johnson, L. D. (1996). **Helping the involuntary client**. Retrieved from: <http://user.xmission.com/~rebling/pub/involuntary.html>

Kelley, L. (2006). **How to motivate clients to show up for appointments.** AAMFT Practice Strategies

Levitov, J. E., & Fall, K. A. (2009). **Clinical supervision: Rights and Responsibilities** (Chapter 5; pp. 69-89). *In Translating Theory into Practice: A student guide to counseling practicum and internship.* Long Grove, IL: Waveland.

Levitt, D.H., & Aligo, A.A. (2013). **Moral orientation as a component of ethical decision-making.** *Counseling and Values, 58,* 195-204.

Levitt, D.H., Farry, T. J., & Mazzarella, J. R. (2014). **Counselor ethical reasoning: Decision-making practice versus theory.** *Counseling and Values, 60,* 84-99.

Luke, C. (2016). **Behavioral approaches and neuroscience** (pp. 69-92). In *Neuroscience for Counselors and Therapists: Integrating the Sciences of Mind and Brain.* Los Angeles: Sage.

Luke, C. (2016). **Navigating neuroscience: Philosophical and theoretical underpinnings** (pp. 2-17). In *Neuroscience for Counselors and Therapists: Integrating the Sciences of Mind and Brain.* Los Angeles: Sage.

Luke, C. (2016). **Structures, systems, and functions** (pp. 18-41). In *Neuroscience for Counselors and Therapists: Integrating the Sciences of Mind and Brain.* Los Angeles: Sage.

National Child Traumatic Stress Network. **Types of Traumatic Stress**. <http://www.nctsn.org/trauma-types>

National Child Traumatic Stress Network. **Identifying and providing services to young children who have been exposed to trauma: For professionals**. National Child Traumatic Stress Network. **Types of Traumatic Stress**. <http://www.nctsnet.org/content/identifying-and-providing-services-young-children-who-have-been-exposed-trauma-professionals>

O’Hanlon, W. (n.d.) **Changing unhelpful patterns**.

O’Hanlon, W. (n.d.) **Questions for a new client.**

O’Hanlon, W. (n.d.) **Setting achievable goals**.

Parikh, S.V. (2015). **Improving access to psychosocial treatments: Integrating patient, provider, and systems approaches.** *Canadian Journal of Psychiatry, 60*, 242-244.

Pearson, Q. M. (2004). **Getting the most out of clinical supervision: Strategies for mental health counseling students.** *Journal of Mental Health Counseling, 26,* 361-373.

Polanski, P. J., & Hinkle, J. S. (2000). **The mental status examination: It’s use by professional counselors**. *Journal of Counseling and Development, 78,* 357-364.

Provost, J. (1998). **Interpersonal process recall** (IPR).

Rodriguez-Castillo, S. (2009). **A survival guide to psychotherapy.** California Institute of Integral Studies. 20 pp.

Rollins Graduate Studies in Counseling. (2014). ***Cornell Counseling Clinic Manual.***

Rose, D., Evans, J., Sweeney, A., & Wykes, T. (2011). **A model for developing outcome measures from the perspectives of mental health service users.** *International Review of Psychiatry, 23,* 41-46.

Russell-Chapin, R. (2007). **Supervision: An essential for professional counselor development** (pp. ). In *The Counselor’s Companion.* Mahway, NJ: Lawrence Erlbaum Associates.

Seligman, L. (2004a). **Generating solutions to clients’ problems** (pp. 335-338). In *Technical and Conceptual Skills for Mental Health Professionals*, Upper Saddle River, NJ: Pearson Education.

Seligman, L. (2004b). **Case conceptualization and problem definition** (pp. 279-286). In *Technical and Conceptual Skills for Mental Health Professionals*, Upper Saddle River, NJ: Pearson Education.

Seligman, L. (2004c). **Applying conceptual skills to actions for positive change** (pp. 317-332). In *Technical and Conceptual Skills for Mental Health Professionals*, Upper Saddle River, NJ: Pearson Education.

Short, D. (2011 January/February). **First impressions: Getting off to the right start is crucial in therapy**. *Psychotherapy Networker,* 15-16.

Van Der Kolk, B. (2014a). **Developmental trauma: The hidden epidemic** (pp. 149-168). In *The Body Keeps Score.* New York: Viking.

Van Der Kolk, B. (2014b). **What’s love got to do with it?** (pp. 136-148). In *The Body Keeps Score.* New York: Viking.

Van Der Kolk, B. (2014c). **Uncovering secrets: The problem of traumatic memory** (pp. 171-183). In *The Body Keeps Score.* New York: Viking.

Ward, D. E. (1984). **Termination of individual counseling: Concepts and strategies**. *Journal of Counseling and Development, 63,* 21-25.

Watts, R. E. (1993). **Developing a personal theory of counseling: A brief guide for students.** Texas Counseling Association Journal, 21(1), 103-104.

***Required readings for the Master Therapist Series, as submitted by the presenters, will be posted on the course BlackBoard website.*** Please read these materials prior to attending the Master Therapist Series workshop.

***All required articles for this course*** *are posted on Blackboard. If you are unable to access any of the articles, please contact the IT help desk if the issue is technological and also inform your instructor.*

***Required Web Resources:***

***2014 ACA Code of Ethics*** <http://www.counseling.org/knowledge-center/ethics>

***2012 AAMFT Code of Ethics*** <http://www.aamft.org/imis15/Content/Legal_Ethics/Code_of_Ethics.aspx>

Florida Department of Children and Families. ***Mandated reporting information for abuse of children and vulnerable adults.*** Retrieved from: <http://www.myflfamilies.com/service-programs/abuse-hotline/howtoreport>

NOTE:  *Students are expected to conduct additional background reading related to their specific site populations, particular client problems, and client medications.*

***Course Reference Documents:***

American Counseling Association. (2012). **ALGBTIC Competencies for Counseling with Lesbian, Gay, Bisexual, Queer, Questioning, Intersex and Ally Individuals**. Alexandria, VA: Author. <http://www.counseling.org/knowledge-center/competencies>

American Counseling Association. (2015). **Multicultural and Social Justice Competencies**. VA: Author. <http://www.counseling.org/knowledge-center/competencies>

American Counseling Association. (2015). **Competencies for Counseling the Multiracial Population**. VA: Author. <http://www.counseling.org/knowledge-center/competencies>

American Counseling Association. (2009). **Competencies for Addressing Spiritual and Religious Issues in Counseling**. VA: Author. <http://www.counseling.org/knowledge-center/competencies>

American Psychiatric Association. (2013). ***Diagnostic and statistical manual of mental disorders*** (5th ed.). Arlington, VA: American Psychiatric Publishing.

American Psychological Association. (2009). ***Publication manual of the American Psychological Association***(6th Ed.).Washington, DC: Author. ISBN-10: 1433805618 (required text from CPY 510)

Wheeler, A. M., & Bertram, B. (2015). **The Counselor and the Law: A Guide to Legal and Ethical Practice**, 7th Ed. Alexandria, VA: American Counseling Association. ISBN: 978-1-55620-315-2. $46.95

***Course Calendar***

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| **#** | Date | **Topic Area** | **Reading/Assignments Due** |
|  | ***September*** |  |  |
|  | 8/26 | ***Clinical Orientation for MAC Practicum Students*** |  |
| 1 | 8/29 | Course Overview  Greatest Hopes and Fears activity  How to begin counseling  Supervision | *ACA & AAMFT Ethical Codes*  Baired (2005a); Bernard & Goodyear (2004)x2; Russell-Chapin (2007); Shapiro (1995); Short (2011)  **DUE:** Proof of current Professional Liability Insurance coverage prior to first client meeting.  **DUE:** Clinical Intern Information Form (via email)  **DUE:** Pre-Supervision Questionnaire  **DUE:** Supervision Contract  (bring both to first individual supervision mtg) |
|  | 9/05 | Labor Day – No Class |  |
| 2 | 9/12 | Cultural awareness and professional ethics.  Documentation  Interviewing clients | Cameron & turtle-song (2002)  ***Cornell Counseling Clinic Handbook***  Levitov & Fall (2009); Levitt & Aligo (2013)x2; Levitt, Farry & Mazzarella (2015); Pearson (2004)  O’Hanlon (n.d.): Changing Unhelpful Patterns  O’Hanlon (n.d.): Questions for a New Client  O’Hanlon (n.d.): Setting Achievable Goals |
| 3 | 9/19 | Attending to, listening to, and supporting clients.  Clinician self-care | Barnett (2011)  Seligman (2004a)  Hubble, Duncan & Miller (1999)  Baired (2005b) |
| 4 | 9/26 | Working with clients in crisis  Mandated reporting  Assessing motivation for change and client progress | Department of Children & Families: Mandated Reporting  Brems (2000a) & (2000b); Granello (2010)  Parikh (2015); Polanski & Hinkle (2000)  Seligman (2004b)  Elliott & Wexler (1994); Heppner, Rosenberg, & Hedgespeth (1992); Johnson (1996); Kelley (2006); Rose, Evans, Sweeney, & Wykes (2011); Seligman (2004c) |
|  | ***October*** |  |  |
| 5 | 10/03 | Procedures for identifying trauma and abuse  Impact of biological and neurological mechanisms on mental health | Luke (2016) a,b,c; Haskell (2002); Ivey, D’Andrea, & Ivey (2012); National Child Traumatic Stress Network website; Van der Kolk (2014) a,b,c |
| 6 | 10/10 | Expanding the therapeutic conversation and setting a direction. | **DUE:** **Tape #1 Counseling session with self-reflection and evaluation** (docs on BB)  Rodriguez-Castillo (2009)  Provost (1998) |
| 7 | 10/17 | *My Personal Theory of Counseling* PaperDiscussion | **DUE**: **IPR #1 self-reflections** |
| 8 | 10/24 | Helping clients see things differently and do things differently.  Case Presentation: | Fontaine & Hammond (1994) |
|  | 10/29 | **Master Therapist Series:**  Dr. Satsuki Ina | ***Trauma and Neuroscience-Counseling Applications***  Location: Bush 176 Time: 8:30 – 5:00 |
| 9 | 10/31 | Debrief Master Therapist  Case Presentation: | Halbur & Halbur (2005)  Watts (1993)AMH Counseling Referrals |
|  | ***November*** |  |  |
|  | 11/3 | 491 Licensure Board Meeting | Orlando Marriott |
| 10 | 11/07 | Examining the therapeutic relationship.  Boundary issues in the therapeutic relationship.  Case Presentation: | **DUE:** **Tape #2 Counseling session with self-reflection and evaluation** (docs on BB)  **11/09: INTERNSHIP BEGINS if all practicum requirements have been met!**  **RESTART TRACKING OF HOURS on Time2Track.** |
|  | 11/12 | **Master Therapist Series:**  Dr. Karen Tao | ***Advanced Multicultural and Social Justice Counseling***  Location: Bush 176 Time: 8:30 – 5:00 |
| 11 | 11/14 | Debrief Master Therapist  Case Presentation: | **DUE**: **IPR #2 self-reflections** |
| 12 | 11/21 | Case Presentation: | **DUE**: ***My Theory of Counseling* paper 1st Edition** |
| 13 | 11/28 | Bringing closure to counseling.  Case Presentation: | AMH Termination of Counseling  Ward (1984) |
|  | ***December*** |  |  |
| 14 | 12/05 | Closure for the supervision group.  Wrap up the semester’s experiences. | **DUE:** All final paperwork and documentation (see checklist) |
|  | 02/04 | **Master Therapist Series:**  Dr. Thelma Duffey | ***Creativity in Counseling: Interventions for Grief and Loss*** Location: Bush 176 Time: 8:30 – 5:00 |

###### \**This schedule is tentative and changes may occur when deemed necessary by the professor.*

# ***Assignments and Learning Experiences***

1. **Direct clinical counseling experience:**
   1. Students are required to complete 40 hours of direct counseling services to clients during the practicum period (first 10 weeks) and begin accumulating 240 hours of direct client contact during the internship beginning after practicum and continuing through the end of Spring semester in PSY 695)
   2. Students will obtain the majority of their counseling experience at an assigned clinical mental health organization or agency site, at which most sessions must be audio or video taped.
   3. Students must also provide counseling to clients through the on-campus **Cornell Counseling Clinic,** which must be videotaped and discussed in the weekly individual supervision meeting with the faculty supervisor.

**Videotape**: All sessions

**Intake Report**: Typed report completed and submitted to faculty supervisor within 1 week of the session.

**Case Notes**: Notes completed and submitted to faculty supervisor within 1 week of session.

**Termination Report**: Typed report is due to professor within 1 week of termination.

All documentation must be placed in client file promptly and according the CCC Handbook guidelines.

d. Students will receive a tour of the Cornell Clinic, including instructions on the use of technology and complete instructions regarding record keeping safety and case file management. Interns are expected to **read the CCC Handbook** and follow all CCC procedures for appropriately using the clinic and counseling clients.

1. **Group supervision** (“class” meetings) attendance is mandatory and will emphasize the continued development of counseling skills through discussion of on-site issues or concerns that may arise. These weekly meetings with peer colleagues and the faculty supervisor will include role-playing client situations, case consultation using audio/videotaped counseling sessions, and peer supervision as strategies for interns to develop counseling skills and knowledge. Students will be expected to share case material from their sites for the purpose of receiving feedback to enhance their own counseling abilities and that of their peers. Participation and feedback from all group members is expected and critical for successful learning of all. Each student will bring a tape or account of a recent counseling session to each class meeting, will be prepared to discuss the details of the client case and solicit feedback from other group members, and will be prepared to give the tape to the professor if requested. Students should bring to group supervision sessions:
   1. Weekly activity log information (completed and submitted the Sunday night prior to the meeting).
   2. Tapes of a recent counseling session cued to points of concern.
   3. Prepared list of questions or concerns to discuss with peer colleagues.
   4. Thoughts to discuss about the assigned reading.
2. **Individual supervision with faculty supervisor,** will be scheduled for one hour each week during the Fall semester. Students should bring to individual supervision sessions:
   1. Cornell Counseling Center client case documents (maintaining necessary security for purposes of confidentiality), such as progress notes, that need the supervisor’s signature.
   2. Videotape of CCC client session cued to points of concern.
   3. Tapes of counseling sessions from field sites cued to points of concern.
   4. Prepared list of questions or concerns to discuss with professor.
3. **Individual supervision with** **site supervisor** must be scheduled for one continuous hour each week with a licensed mental health professional at the off-campus site throughout their entire practicum and internship experience. *If this meeting is not occurring, please notify the professor immediately. It is not acceptable to overlook this requirement.*
4. **Counseling case self-reflection and self-evaluations** are required of all student counselors. Students are required to submit a minimum of ***two*** audio or video tapes of counseling sessions each semester for review by the faculty supervisor on the dates assigned in the syllabus. Each tape must be accompanied by the following documents (forms or outlines are on BlackBoard under “Course Documents”:
5. **Counseling Case Summary** (typed)
6. **Counseling Session Self-Reflection**
7. **Counselor Competencies Scale (CCS-R) Rollins Intern Self-Evaluation** – please complete, assessing your opinion of your skills, behaviors, and dispositions in regard to the specific tape you are submitting and in your effectiveness in your practicum setting in general.
8. **Audio or videotape of a full counseling session**- tapes must be audible and counselor and client should be visible. If counselor and client(s) cannot be heard and clearly understood, the tape will be unacceptable for this assignment.

**Plan ahead**! Start taping early in the semester to avoid missing assignment deadlines. Tape multiples sessions so that you can select a good, audible tape that demonstrates your counseling skills. Obtain permission to tape counseling sessions from as many clients as possible at the beginning of the counseling process (intake).

**Before taping**, interns must obtain informed consent from the client and/or parent or guardian. Please work with your site supervisor to obtain the necessary permission to tape at your site and appropriate informed consent from the client(s). If a sample informed consent is needed, please request one from your faculty supervisor. You may have to design an informed consent with your site. Always obtain your site supervisor’s permission when creating this or any other form (if they do not have one established).

Tapes will be returned to the intern after they are reviewed and should be erased. ***All media storage (video clips, audio recordings, DVDs, etc.) must be secured and handled according to legal and ethical code confidentially guidelines.***

***Do not e-mail any client related documents to your professor or anyone else.***

A note about taping: Interns are encouraged to routinely review their own taped sessions for an enhanced learning experience. Consider selecting tapes of counseling sessions for the two review assignments and for the in-class Case Consultation for which you would like feedback about skills and/or direction on the case.

Students may also arrange live supervision in lieu of turning in the tape. This will allow for immediate feedback. All documentation and self-assessment is still required.

1. **Peer Consultation** will occur informally each week during group supervision as interns discuss concerns occurring at their sites and share their thoughts and suggestions with each other.

Formal peer will take place in several forms:

* 1. **Interpersonal Process Recall (IPR)** will take place twice during the semester of PSY 680 to develop consultation skills with peer colleagues (Provost, 1998). The purpose of the IPR experience is to deepen internal awareness of personal in-session reactions. Each student will conduct two IPRs with two different classmates using a mid-point counseling session as the focus of the assignment (not an intake or a termination session). Students will each take two turns being a consultee and a consultant.

At the conclusion of the IPR interview, students will send an email to the professor stating that they have completed the assignment. They will include a paragraph or two about what they learned about themselves personally and as a counselor from the IPR experience.

Specific instructions can be found on BlackBoard.

* 1. **Case Consultation** will also be presented by each student to obtain peer consultation. This assignment may be fulfilled by using one of the recordings and the accompanying Case Summary from one of the two taped assignments. Consider presenting a counseling session for which the most feedback on skills and/or direction of the case in needed. The format for the Case Consultation will be:

1. **Counseling Case Summary** *(5 minutes to read) -* Distribute a typed copy of the Counseling Case Summary to each colleague and professor. Consultants will read the case summary and make notes of questions they wish to ask. (At the conclusion of the case presentation, the presenter will collect all copies and destroy them once comments are read.)
2. **Play recording of session** *(5-10 minutes)* - Play a segment of video or audio recording from the client session that is illustrative of the case-related issues. The cued location on the recording and the appropriate equipment should be set up in advance and ready to operate before class begins. *Make sure the audio can be heard by the entire group.*
3. **Question and answer period** *(5 minutes)* - Peer consultants ask specific questions about the case to clarify their understanding of the client and/or the case. The case presenter answers the questions of all participants before moving on to the discussion period.
4. **Case discussion/consultation** *(20 minutes) -* Case presenter and consultants engage in a discussion about the case with special consideration given to the written questions at the beginning of the case summary. One of the purposes of the case presentation discussion is to provide consultation that will assist the presenter in further conceptualizing and successfully treating the case being presented, especially with regard to his or her theoretical orientation.
5. **Weekly Clinical Activity Logs** are expected to accurately and honestly document students’ clinical hours and activities. A violation of the ACA Code of Ethics is grounds for dismissal from the program. Documenting weekly activities/experiences should occur on a daily basis!

All weekly activities must be reported in Time2Track (online electronic log) by midnight before the weekly group supervision meeting. The professor will check the hours prior to class meetings.

For the first class meeting of each month and at the end of the semester, students should print a summary report of their activities and obtain their site supervisor’s signature on the form affirming that s/he agrees with your reported hours. Turn this signed sheet in to your faculty professor on the first class meeting of each month.

1. **Clinical Documentation** is expectedof all client cases at the site and at the CCC. Students will maintain up-to-date, thorough, and complete records including written summaries of intake interviews, weekly progress notes, summary of counseling (termination) reports, and all other reporting required by sites. Case notes must be in the client file within 1 week of sessions (24 hours is ideal). Please clarify documentation requirements with the site supervisor during the first week of the semester and check in regularly to receive feedback on the development of documentation skills so necessary modifications can be made. Please stay current with this aspect of professional conduct.
2. **Reading assignments** should be completed prior to attending class as listed in this syllabus. The purpose of reading assignments is to expand students' theoretical and conceptual understanding of particular clients, counseling interventions and special topics as they occur in the group supervision meetings.
3. ***Theory of Counseling* Paper** – Utilizing practicum experiences and learnings from previous course work, students will compose the first edition of the Theory of Counseling, describing a personal theory that integrates their beliefs about personality development, how change occurs, and the counseling methods necessary to help clients address their problems and increase their personal psychological freedom. The paper will be formatted according to APA style guidelines. See BB for paper outline and detailed instructions. This paper fulfills one of the Graduate Studies in Counseling program’s requirements for graduation. The first edition of this paper is due at the end of the first semester. Subsequent revised editions based on faculty and peer feedback are due during the final semester of PSY 695. Successful completion of the Theory of Counseling paper is required for graduation.
4. **Professional Behavior** – Every practicum and internship student is expected to demonstrate professional behavior in all aspects of the training situation including: prompt submission of written work and documentation, punctuality in meeting with clients and other scheduled commitments, maintaining confidentiality, monitoring boundaries, and respecting both colleagues and clients as expected of a clinical health service provider. The conduct detailed in the ACA Code of Ethics and the MAC Student Handbook is the standard applied to all Rollins mental health counseling students. Descriptions of acceptable professional, interpersonal, and intrapersonal behavior are published in the current Student Handbook. Please know that inappropriate or inadequate ethical and/or professional conduct may be grounds for dismissal from the site and the graduate program.
5. **CPY 699: Master Therapist Series** – The Master Therapist Series is a capstone experience offered during the final year of the Graduate Studies in Mental Health Counseling program. The Graduate Studies in Mental Health Counseling program invites three eminent scholar-practitioners to campus over fall and spring semesters of the internship year to provide private, one-day workshops for final-years students. The workshops are designed to provide knowledge and skills that interns can immediately integrate into their direct work with clients.

Master Therapists are carefully selected professionals who:

1. Offer strong professional role models for graduate interns about to enter the profession of counseling.
2. Provide expertise in content areas presented in a format not usually included in the curriculum.
3. Supplement student learning on selected topics relevant to current professional trends or interest areas.

Students register for this no-credit, no-fee series beginning in the Fall semester concurrent with PSY680 Practicum in Mental Health Counseling. Program dates, topics, and workshop descriptions for each presentation are announced during the summer prior and change each year via email. In preparation for the workshops, the Master Therapist may submit reading materials and/or videos that are required preparation for the workshops and will be posted on BlackBoard along with the Curriculum Vitae of the presenter.

All interns are expected to participate in experiential activities, the debriefing process at the conclusion of the seminar, and are required to pass an assessment of learning at the conclusion of each workshop day. An evaluation of the workshop is also collected from each student.

The Master Therapist Series is offered in lieu of a comprehensive examination; therefore, attendance is mandatory and successful completion is a requirement for graduation.

***Course Policies and Expectations of Graduate Students***

*This is the “fine print” for which you are fully responsible for knowing and following. Please read this section of the syllabus carefully!*

**Academic and Professional Integrity**

By accepting this syllabus, you pledge to uphold the principles of Academic Honesty and student conduct guidelines published in *the Rollins College Graduate Studies Catalog*, and the policies published in the current edition of the *Graduate Studies in Counseling Student Handbook* (both available online on the Rollins Graduate Counseling website*.* You also agree to abide by the current version of the *American Counseling Association Ethics Code* (available at www.counseling.org.). Students who are unable to perform in a reliable, competent, and ethical manner, or exhibits performance that results in being terminated by and internship or other field site, will necessitate a review by the faculty and may result in student remediation, suspension, or dismissal from the Graduate Studies in Counseling program.

Please consult the documents named above to refresh your understanding of the expectations, policies, and procedures required of students throughout their enrollment in the graduate counseling program. Students will be held to these published standards and failure to fulfill these standards may be grounds for remediation and/or dismissal from the Graduate Studies program.

**Academic Honor Code Reaffirmation**

<http://www.rollins.edu/college-of-arts-and-sciences/documents/academic-honor-code-rollins-college.pdf>

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

***"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."***

Material submitted electronically should contain the pledge; submission implies signing the pledge. (7/2016)

**Respect for Individual Differences** – The Graduate Studies in Counseling program faculty endorses a learning climate that represents diversity and individual differences and encourages the open-minded exploration of distinctions among individuals. Students in the program are not expected to think the same way, but are expected to be accepting of differences and strive to understand how other peoples’ perspectives, behaviors, and worldviews are different from their own. Students’ ability to maintain an open mind and respectfully discuss and understand the values and opinions of others is a reflection of personal development and professionalism as a counselor. No person will be treated differently by faculty or student colleagues with regard to race, gender expression, color, national origin, ancestry, religion, sex, age, sexual orientation, marital and/or parental status, citizenship, military status, religion, political beliefs, height, weight, and/or mental or physical ability.

**Self-Disclosure Expectations and Guidelines** – During this and most courses in the Graduate Counseling program you will be asked to share thoughts and feelings that are personal in nature with your peer colleagues as part of a learning activity. Please remember that you are in charge of what you choose to disclose. Willingness to share concerns, reactions, fears and doubts will, most likely, assist you in gaining insight necessary to further your personal and professional development. AND, please remember that you do not have to share any information that you choose not to reveal. Generally, professors consider confidential any information that you disclose within your journals and papers or in private conversations; however, they may consult with other faculty if there are concerns about ethical, personal safety or functioning, or professional standards.

Although it is likely that you will be asked to disclose thoughts and feelings that are personal in nature in supervision with your peer colleagues, your site supervisor, and/or professor, please remember that you are in charge of what you choose to disclose. Willingness to share concerns, reactions, fears and doubts will, most likely, assist you in gaining insight necessary to further your personal and professional development. AND, please remember that you do not have to share any information that you choose not to reveal. Generally, I consider confidential any information that you disclose within your journals and papers or privately in conversations with me. However, if needed, I may consult with other faculty or site supervisors in relations to ethics and program standards.

**Confidentiality** – To protect the confidentiality of clients, any case material discussed in class will be presented anonymously (without identifying information) to protect the right to privacy and maintain ethical and legal confidentiality standards. To provide a safe learning environment and create safety for student peers, guests, and professors in the class, personal information and/or reactions shared in class should be considered as confidential as client information and respected accordingly. Interns will maintain strict confidentially according the *ACA Code of Ethics* (2014) by refraining from discussing case material and the personal information of others outside of class.

**Professionalism and Classroom Civility –** Graduate students are expected to observe a level of professional conduct in the classroom reflective of practicing mental health professionals. This extends to the use of technology when it impedes the learning process.

**Talking to or interrupting other students**: Students are expected to refrain from talking while attention is expected for lecture instruction or student presentations.

**Students failing to act professionally will be asked to leave the class. Your final grade will reflect an unarranged absence penalty described above in the Attendance and Participation Policy section.**

Please abide by the attire policy described in the student handbook. If you are unsure of your attire, please consult with a core faculty member to assure that you are meeting expectations.

**Professional Association Membership** – All students are required to maintain membership in the American Counseling Association throughout their enrollment in the graduate program. The emphasis in the Rollins College Counseling program is that each student is a professional who is committed to the profession of counseling. Membership in ACA also includes professional liability insurance coverage, which provides protection to you and the clientele with whom you come in contact during external course assignments, pre-practicum, practicum and internship.

**Incomplete Policy** – Students that are unable to complete course requirements within the time limitations of this semester are responsible for initiating and proposing an arrangement for completing requirements with the professor prior to the end of this term in order to avoid failing this course. The plan for completion must be agreed upon by the professor and must be submitted in writing identifying a date when work will be completed. If the incomplete is not resolved by the end of the following semester, the incomplete grade will convert to an “F.”

**Technology Policies**

***E-mail*** – All e-mail communication and dissemination of information from the professor will be via the Rollins e-mail account. This is the official means of communication used by Rollins College. Students are responsible for all information sent to their Rollins e-mail account. Students are also requested to communicate with faculty and staff using their Rollins email account to avoid losing important communications to SPAM filters. If you have problems, contact the IT Help Desk at 407-628-6363.

***BlackBoard*** – This course instruction is accompanied by the online “BlackBoard” system. Students are responsible for checking Blackboard for information, assignments, reporting forms, reading materials, course updates and other information and resources ***prior to class.***

***Laptop Computers*** – Use of laptop computers in class is at the discretion of the professor and is only permitted for note taking or other class-related activities unless prior arrangements have been made with the professor. Please do not use laptops for any other reasons. Non-class use is distracting to others. Students found using laptops for other purposes, such as e-mailing, web-surfing, working on assignments, will not be permitted to use technology in class. If a student uses any electronic device not authorized as part of the classroom activity, they will be warned to turn off the device. Second offenses will result in loss of participation points without warning.

***Other Technology Devices*** – Out of respect for the professor and your classmates, do not use cell phones or any other portable communications devices during class. Please silence or turn cell phones off to avoid disrupting others. There are times when emergencies arise and communication with family or others is necessary. In those events, please inform the professor prior to class and make provisions to leave the classroom when the situation arises. Emergency calls may be taken outside the class but frequent call interruptions will not be tolerated. If the vibrate setting becomes a nuisance, you will be asked to turn it off completely. Texting in class is unacceptable.

**Professional Paper Formatting** – Allpapers are required to be submitted in the formatting style detailed in the most recent edition of the *Publication Manual of the American Psychological Association*. This includes correctly formatted title page, abstract, headers, heading levels, citations for source and quoted material, and reference pages. Points will be deducted from the total grade if APA style format is not followed. Students should assume that these formatting components are expected for each and every written paper assignment unless stated otherwise in the syllabus.

**Additional Policies**

**Use of Student Work:** Copies of student work in this course, including copies of any submitted papers or other written work, may be kept on file for institutional research, assessment, and accreditation purposes. All work used for these purposes will be submitted anonymously as example of aggregate data.

**Students with Disabilities:** Rollins College is committed to equal access and inclusion for all students, faculty and staff.  The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: <http://www.rollins.edu/disability-services>/ and/or reach out by phone or email: 407-975-6463 or [Access@Rollins.edu](mailto:Access@Rollins.edu).

All test-taking accommodations requested for this course must first be approved through the Disability Services Office (DSO) and scheduled online through *Accommodate* **at least 72 hours before the exam**. Official accommodation letters must be received by and discussed with the faculty in advance.  There will no exceptions given unless previously approved by the DSO with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. DSO staff are available to assist with this process. (7/2016)

**Sex and Gender Discrimination Title IX Policy:** Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez (TitleIX@rollins.edu or 407-691-1773). She will provide you with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/> (7/12/12016)

**Instructor Availability** – If, at any time, you wish to discuss class-related concerns, particularly those may affect your performance in this course, please do not hesitate to contact me. Sometimes students are emotionally impacted by class experiences. Please feel free to consult with me along the way if you need further clarification or to process your experiences. I am very willing to set up an appointment with you at a time outside my posted office hours. Please don’t wait until it is too late to help make this course a successful and rewarding learning experience for you. Your suggestions and ideas are always welcome, both during class and outside of class.

The best way to contact this instructor is via her Rollins email address. If communication is urgent please email, text, and leave a voicemail message. Thank you.

**Course and Instructor Evaluation** – At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching.  Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process.

The online evaluative survey is anonymous. Students are never identified as the respondent.  Instead, each student’s comments are assigned a random number.  You will be asked to rate your course and instructor on a numerical scale and through narrative comments.

 The online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date.  It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams.

Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form.

**Method of Evaluation and Grading for PSY 680 & 695**

Practicum and Internship are based in a “Credit” or “No Credit” grading system. Students will receive a passing grade only if all of the following requirements are above acceptable standards as determined by the faculty and the site supervisor. A CR is equal to an earned grade of “B” or 84%.

**Attendance and Participation Policies** – Graduate students are training to be professional helpers responsible for the welfare of counseling clients. Attendance and participation in courses is required to evaluate the readiness and preparedness of each student to enter the profession. Success in this graduate program requires students to be fully present academically, physically, personally, and interpersonally during all learning experiences.

***Attendance*** at each class, individual supervision, orientation, and Master Therapist Series meeting is considered a professional obligation and expected. If for some reason you cannot attend the aforementioned, you are expected to notify the instructor, when possible, ***prior*** to the experience. Students are responsible for all assignments, lectures, announcements, and class discussions even when not present. Failure to follow this procedure or missing class will result in the lowering of final total points for the courses will be lowered 4 points for each class or supervision absence after one. Chronic tardiness will also result in the lowering of final points. Course experiences will start on time and time agreements for class breaks will be honored. Absences cannot be “made up” due to the experiential nature of the course. Not all assigned readings will be reviewed in class; students are responsible for asking questions about material they do not understand.

The instructor will not make judgments or decisions regarding “allowing” student absences and will not evaluate which reasons are acceptable to qualify as an excused absence. If a student does not to attend class or engage in required site activities, he/she cannot earn the participation points for that class meeting or for activities that occur during the missed class. **A student who misses *two or more classes* will be subject to action by the professor, which includes, but is not limited to**:

* Recommendation to withdraw from the class.
* Requiring additional assignments(s) to complete the class.
* Reduction in the final grade per the percentage allotted to attendance and participation.
* Any other action deemed appropriate by the professor in consultation with the full faculty.

Assignments turned in later than the established due-dates are subject to a 5%-point reduction for every day beyond the stated date due.

**Tardiness:** Arriving late to or departing early from a working group on the part of one person disrupts the flow of learning for the professor, other students, and site staff. Students arriving late to class will not be permitted to complete any assignment that has begun (such as a quiz) and will forfeit the points for the assignment.

**Participation:** Class participation in this course is very important as part of the learning process for all students, individually and as a group. You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following characteristics:

* Offers a different and unique, but relevant, perspective;
* Contributes to moving the discussion and analysis of the topic forward;
* Builds on the comments and contributions of other peer colleagues;
* Transcends the “my opinion” syndrome; i.e., your contribution includes evidence (when appropriate), rationale, and reflective thinking.

Students who rarely or never participate in class discussions or activities will receive a grade reduction despite attendance. In addition, students engaging in non-class related activities (e.g., sleeping in class, working on their laptop or phone, side conversations, working on material not related to course content, etc.) will lose participation points. The number of points will be at the discretion of the professor.

***Penalty for late work****:* Students will forfeit points for each day an assignment or paperwork is turned in beyond the announced deadline and time.

***A student receiving No Credit*** will not continue on to internship/graduation and may be required to participate in a remediation plan, take a leave of absence from the program, retake the course, or may be dismissed from the program. Student progress will be evaluated on a regular basis according to the following criteria above and program standards.

Due to the strong focus on clinical competence in this course, students are expected to consistently demonstrate the skills necessary to advance in this clinical course. Students will obtain feedback about their progress through a combination of formative and summative evaluations containing both quantitative and qualitative sources. Please, talk to the professor throughout the semester with any concerns or for additional supervision.

All course requirements, including compulsory clinical contact and total field experience hours, must be completed by the published semester deadlines. This is especially important in PSY 695 to meet graduation documentation deadlines. Interns are expected to provide continuity of service to their clients over semester and spring breaks as approved by their site and faculty supervisor.

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| --- | --- |
| **PSY 680 and 695 Grading Rubric** | |
| **Activity** | **Points** |
| Professional and ethical behavior as defined by the most current editions of the Graduate Studies in Counseling Student Handbook, the Rollins College Graduate Catalog, and the American Counseling Association’s Code of Ethics. This includes being on time to all commitments, responding to all supervisors as requested, appropriate interpersonal, intrapersonal, and professional conduct, etc. | 10  (Minimum 8 = 80%) |
| Completion of counseling tape #1 along with required documentation and demonstration of clinical competence as assessed by faculty supervisor using the CCS and syllabus assignment description. | 20  (Minimum 17 =85%) |
| Completion of counseling tape #2 along with required documentation and demonstration of clinical competence as assessed by faculty supervisor using the CCS and syllabus assignment description. ***For PSY 695 the student must attain a final CCS score of ≥6 Item average (≥192) by the faculty supervisor in order to pass the course.*** | 20  (Minimum 17 = 85%) |
| In-class case presentation with accompanying documentation and syllabus assignment description. | 10  (Minimum 8 = 80%) |
| Active participation in weekly class group supervision meetings, the Master Therapist Series, IPR, and all required internship site commitments. | 05  (Minimum 4 =80%) |
| Acceptable Midpoint Practicum Evaluations as reported by both Faculty and Site Supervisors | 20  (Minimum 17 = 85%) |
| Acceptable completion of the *My Theory of Counseling* paper - 1st Edition | 15  (Minimum 13 =86.6%) |
| **Total points** | **100**  (Minimum 84 = 84%) |

*\*\*\*Note: Students must receive a satisfactory (minimum) score for each activity category as well as minimum total points of 84 on the rubric and a minimum of 192 on the final CCS in order to receive credit for the course.*

Final Grades will be based on a point accumulation basis. Your Final Grade can only be rounded up greater than or equal to **.5**. Hence an 83.5 will earn a grade of “CR” and an 83.4% will earn a grade of “NC“.

|  |  |
| --- | --- |
| **CR = 84 – 100%** of total points | **NC = 0 – 83 %** of total points |

**Documentation** – Timely documentation is a requirement of clinical practice and will be monitored. If a student fails to stay current on their clinical documentation responsibilities or required course documentation, the course instructor and/or site supervisor will take remediatory action. Accurately completed documentation submitted in a timely manner is a reflection of the level of professionalism of a mental health counselor, a performance expectation that is taken very seriously.

**Internship Activity Logs** must be submitted weekly. **Please submit activity logs to your instructor by Sunday evening of each week**. Printed activity logs, signed by your site supervisor be must submitted the first class meeting of each month.

**Personal and Professional Standards for Graduate Counseling Students** -- Students are reminded that the Graduate Studies in Counseling program has published expectations, policies and procedures for students throughout their time in the graduate program. Please consult the *Holt Graduate Studies Catalog* and the *Graduate Studies in Counseling Student Handbook* to refresh your understanding of these expectations (the most recent versions are available on the Rollins website). Students will be held to these published standards and failure to fulfill these standards may be grounds for remediation and/or dismissal from the Graduate Studies program. ***Please note: All behavior, both in and out of the classroom setting or the field site setting, is considered reflective of the student’s ability to act professionally. Descriptions of expected conduct are described in the Rollins MAC Student Handbook and unprofessional behavior of any kind will be addressed as described in the Handbook.***



Supervision Contract for PSY 680 and PSY 695

Supervision is an important part of each student’s professional development and facilitates the learning processes that occur during clinical field site experiences. Supervision is one of the methods used to ensure that student interns are accountable and encouraged to develop their skills and abilities. In this context, accountability means to clients, to oneself, to the College and agency communities, and to the profession. The functions of supervision are to provide safety for the student intern and client alike, to enable the student intern to function with optimum effectiveness in the practicum/internship experience, and to provide the student intern with an opportunity for professional growth that includes counselor identity development.

**Supervisor Information:** Alicia M. Homrich, Ph.D., Licensed Psychologist, Licensed Marriage and Family Therapist, National Certified Counselor, Florida Qualified Supervisor for Mental Health Counseling and Marriage and Family Therapy. I have a master’s degree in Community Counseling (Rollins ’92) and a doctoral degree in Counseling Psychology (University of Georgia ’97) and hold both licenses in the state of Florida. I have significant additional training in working with families. My clinical experience includes providing individual, family and group counseling in the outpatient and inpatient settings. I consider my primary theoretical orientation to be systemically informed, Adlerian based, and solution focused. I integrate a social justice perspective that encompasses multicultural competency and feminist principles in my approach to conceptualizing counseling cases and supervisory interactions.

### **Supervisory Role:** As a supervisor, I believe my role is to develop supervision strategies that will prepare and inspire future counselors to be effective and responsible helping professionals who will serve their clients, the local community, and the greater whole of humanity by working in partnership with a diverse clientele in an ethical manner and within a multilevel perspective of interacting systems. This is accomplished by providing and overseeing a range of supervisory experiences that will assist the counseling intern in the development of competent intervention skills, therapeutic abilities, ethical practice, and solid professional identities.

### As a supervisor, I believe that I have four major responsibilities:

# Monitoring client welfare.

* Monitoring supervisee welfare.
* Enhancing supervisee’s development and identity as a professional counselor.
* Facilitating supervisee’s ability to self-supervise.

Monitoring the welfare of the supervisee’s clients requires that I place paramount importance on making certain that clients are safe and that applicable ethical and legal guidelines are honored. This means that actions on the part of the supervisee will not cause harm to clients. Throughout supervision, attention will be given to counselor stance, the influence of disparate social identities between client(s) and counselor, development of the therapeutic alliance, conceptualization of the cases, assessment and evaluation methods, and interventions applied to each case.

Monitoring supervisee welfare includes consideration of field site placement that will maximally support the supervisee’s development as a professional counselor, will provide effective supervision on the part of the site supervisor(s), and will not place the supervisee at risk in terms of ethical or legal binds. Appropriate field sites also include consideration for the training level of the supervisee, appropriate assignment of cases and other professional experiences, and consistent supervision according to published degree requirements. Supervisee well-being includes awareness of self-care, development of coping strategies, and monitoring burnout.

Also critical in the supervisory process is the opportunity for the supervisee to enhance his or her development as a professional counselor. This includes experiential opportunities that increase conceptualization, therapeutic relationship building, and intervention skills. Supervisees are entitled to supervisory support that facilitates their personal and professional development as a counselor.

Facilitating the ability of supervisee to self-supervise is the ultimate goal of supervision. Upon completion of supervised experience, supervisees should be able to monitor and evaluate their own ethical and legal actions. Supervisees should also be able to conscientiously apply learned conceptualization, intervention, and personalization skills to their own client caseload. Supervisees should be capable of evaluating their effectiveness based on client reactions and outcomes, and make adjustments in their practice approach as needed. As professionals, former supervisees are expected to remain conscious of the influence of their personal dynamics, stay aware of the limitations of their scope of practice, and know when to obtain consultation and additional supervision. Self-supervising professionals also manage their personal health and well-being since it influences and is influenced by their role as a counselor.

**Supervisory Support**: If at any time the student intern requires support or vital consultation outside of scheduled supervision meetings, please may contact me via cell phone at 407-595-1540 (text and leave a message) and/or email at [ahomrich@rollins.edu](mailto:ahomrich@rollins.edu). I will respond to the message within 12 hours. You may leave messages any time of day or night.

In the case of an emergency involving a client, the student intern should first contact her or his site supervisor for immediate direction about how to handle the situation in compliance with the site’s protocol and policies. The student intern should next contact me via phone message, text, and/or email to report the emergency and update progress about the situation until the emergent aspect has been resolved. In compliance with Florida law for mandated reporters, the student intern may be responsible for directly reporting the suspected or reported abuse of a child or vulnerable adult by calling the Florida abuse hotline at 1-800-962-2873. Additionally, if it is suspected that a client is in danger of harming self or others, the student is obligated to call 9-1-1 and report the danger immediately.

###### Responsibilities and expectations of the student intern, site supervisor, and faculty supervisor are detailed in the *Clinical Placement Agreement*, which is considered to be an extension of this agreement. The *PSY 680 and PSY 695 Course Syllabi* also describe contractual expectations of student interns while enrolled in the Rollins Graduate Studies in Counseling program. Please maintain familiarity with the criteria in both of these agreements.

Students must complete all requirements as outlined in the course syllabus and bring to supervision issues that arise in practicum/internship. Examples of such issues are:

* difficulties that arise in client work.
* personal issues affecting working or client relationships (transference, counter transference, parallel process).
* awareness of one’s personal processes and a commitment to personal growth.
* areas of practice in which the student intern would like to develop skills.
* reflections on clinical or professional efforts that have been successful.

I voluntarily enter into this contract and have had the opportunity to read and ask any questions to clarify my understanding of this agreement.

Intern’s Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor’s Printed Name: Alicia M. Homrich Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Agreement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Pre-Supervision Questionnaire**

Directions: Please type answers to each of the following questions (include the question).

*Print out and bring your responses to your first individual supervision session with your faculty instructor.*

1. Please identify five clinical skills and personal attributes which you possess that will be helpful to your clients. Explain your rationale.
2. What will you do within the counseling session process to help clients best understand that they are truly being heard and understood?
3. Explain “what” you will do within your counseling sessions to create the experience of confidence and competence for yourself while in the role of counselor.
4. Describe what a helpful counseling session “look” likes to you.
5. What goals do you have for your practicum and internship experience?

In other words, by the end of the semester, what do you hope to have accomplished with regard to your (a) counseling abilities & (b) personal growth?

1. Identify a few theories that you would like to try out and further develop during this practicum experience, and provide rationale as to why you have selected these theories.
2. What would you like to obtain from your group and individual supervision experiences?

**Clinical Intern Contact Information**

*Please complete this form and e-mail to your professor as soon as all the information is obtained. If there are changes in this information during the year, please send an update.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name: |  | | Semester/Year: | | Fall 2016 |
| Home Address: |  | | | | |
|  |  | | | | |
| Best Phone contact: | | | | | |
| Site: |  | Best times to call: | |  | |
| Cell: |  | Best times to call: | |  | |
| Other phone: |  | Best times to call: | |  | |
| All frequently used e-mail addresses: |  | | | | |

*Note: Rollins e-mail is the official forum for all faculty-student communication. Please check it often even if we communicate via other email addresses. You are responsible for all information sent via the Rollins e-mail system.*

|  |  |
| --- | --- |
| **Clinical site:** |  |
| **Complete site address:** |  |
|  |  |
| **Site supervisor, licenses, title:** |  |
| **Site supervisor’s phone number(s):** |  |
| **Site supervisor’s email address:** |  |

Anticipated schedule for your site, work, and home availability in the event you may need to be contacted.

This is information will also be used to pre-determine your availability for a mandatory CCC client.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Sat & Sun** |
| Morning |  |  |  |  |  |  |
| Afternoon |  |  |  |  |  |  |
| Evening |  |  |  |  |  |  |

Other contact details: