

# CMHC Practicum/Internship Instructor Manual

Counselor Education and Counseling Psychology  
Marquette University

2022-2023

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## Practicum/Internship Instructor Manual

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\*Note that standards designated as “X” should be included in the course student learning objectives.

## CMHC Practicum/Internship Instructor Manual

This manual was developed to provide information for instructors of the Clinical Mental Health Counseling Practicum (COUN 6965/6967) and Internship in Counseling (COUN 6986/6988) courses. Please note that instructors of these courses should be familiar with the *Master's Student Handbook* and the *Master's Practicum and Internship Handbook*, the latter of which should be shared with site supervisors.

The Practicum and Internship Coordinator is responsible for developing and maintaining CMHC site relationships and student placement. The Practicum and Internship Coordinator often works with the Director of Counselor Education (Dr. Lisa Edwards) to address site and student issues as well as other administrative concerns. The Counseling Practicum and Internship in Counseling instructors are responsible for serving as the primary liaison for students and supervisors during the semester.

The information provided in this manual includes curriculum and assessment requirements that pertain to CACREP (2009) accreditation, CECP Program Learning Outcomes, and DSPS licensure requirements. Please direct any questions about these to Dr. Lisa Edwards ([lisa.edwards@mu.edu](mailto:lisa.edwards@mu.edu)). If you have any suggestions or ideas for information that should be included in the manual please also contact Lisa Edwards.

### Documentation Requirements

All Practicum and Internship instructors should collect course materials and upload them to the Sharepoint site for the semester they are teaching. This includes: Site Information Sheets, Supervision Agreements, ILA and rubric, Mid-Term Supervisor Evaluation, ILA-Revisited and rubric, Final hours log, Final Supervisor Evaluation, and the Student Site Evaluation. The link is below:

<https://marq.sharepoint.com/teams/PracticumandInternshipDocumentationSite>

If an instructor is unable to do so, they should submit all hard copies of materials to Coreen Bukowski ([coreen.bukowski@marquette.edu](mailto:coreen.bukowski@marquette.edu)) for uploading.

### Practicum/Internship FAQs

Often students have questions regarding Practicum and Internship requirements. Below are some of these frequently asked questions:

#### ***What are the hours requirements for Practicum and Internship?***

***Practicum:*** 100 clock hours over a minimum of 10-week academic term. At least 40 of these must be direct hours, and the remainder should be indirect.

*Internship:* 600 clock hours (300 per semester), at least 240 (120 per semester) which are direct hours. The remainder should be indirect hours.

Per accreditation and department requirements, students must complete all of the required hours. Please see pages 6 and 40 (or the Master's Practicum and Internship Handbook) for more details about hours requirements.

***Does class time count for indirect hours?***

Beginning in Fall 2018, we decided that all class time (including time other than the required 1.5 hours of group supervision) can be logged as indirect hours (group supervision). Please keep in mind that this indirect time should be connected to students' client work.

***What if a student doesn't complete her/his/their hours before the end of the semester?***

This is a common situation and is generally addressed by the instructor with each individual student. As a general guideline, if the student is within 10% of completing her/his/their hours when the semester ends (e.g., when the hours log is due or when the instructor needs it to calculate final grades), a grade will be assigned and the student will finish the hours prior to counting hours for the next semester. If more than 10% remains, the instructor will assign an incomplete grade until the hours are completed. Please note that it is imperative that the department have final hours logs (with 300 hours documented) at the end of the semester.

***Can students go to their site over holiday breaks?***

A student can go to their sites over breaks (e.g., in between semesters, not during summer) if they are receiving regular supervision from their site supervisor. If a student completes their required hours from one semester during the break, they can begin a new hours log and start accruing hours towards the next semester.

***What if a student's supervisor doesn't have one hour of scheduled supervision with her/him each week?***

We highly recommend that supervisors schedule an hour of supervision (individual or triadic) each week with students. However, this is not always possible. In many situations students receive an average of one hour of supervision each week (e.g., 20 minutes after group, 20 minutes in the office, etc.) and this is fine.

***What if a student's direct supervisor is not on site each day that the student is there?***

It is not required that a student's supervisor be available in person while she/him is on site. It is important for students to always be aware of which licensed professionals are available (e.g., in person, by telephone, or in another building) and what procedures will be for emergencies.

***What if a site won't allow students to audio/video tape?***

This happens in certain cases. Please ensure that students inquire about this before assuming it is not allowed. When students are unable to audio/video tape it is imperative that they receive in-person supervision periodically from their supervisor (this can be indicated on the supervisor evaluation form). For case presentations, students who cannot audio/video tape should either bring in a typed summary or transcript of a particular interaction for which they would like group supervision.

***Does observing count for direct or indirect hours?***

Observing without participating at all only counts for an indirect hour. We recommend that, when possible, students talk with their supervisors before an observation to see if they might be able to ask a question at some point. If the student engages or contributes in some way to the observation, then it can count as a direct hour.

***What if a student accrues more direct hours (e.g., over 120) but has fewer indirect hours?***

This is not a problem. Getting direct hours is more important than indirect hours.

***What if a summer internship student is significantly behind on hours due to a site issue (e.g., low census, disruption at site, etc)?***

This was more common during the pandemic, but occasionally it becomes clear during Practicum or Summer Internship that students won't be able to obtain the required 900 hours at their site due to a low census, staff change, etc. In these cases, the department may give permission for the student to obtain 600 hours total over three semesters, instead of the expected 900 hours. Students should work with their supervisor and instructor to devise a plan to monitor these hours. Please see the full description of this rare exception in the *Master's Practicum and Internship Handbook*.

***Should site visits be in person or virtual?***

In general, it is recommended to conduct the site visit that is most convenient for the on-site supervisor, and in-person visits are usually ideal. If there are concerns about a student's performance, it is highly recommended to conduct a meeting or site visit in person.

***What if my internship student is unable to obtain group counseling experience at their site?***

CACREP has a requirement that all students obtain group counseling experience at some point during practicum or internship. CECP has organized additional group leadership experiences for students who cannot these at their site. These opportunities will be managed by the Practicum and Internship Coordinator and must be completed during one or both of the internship course semesters. Students should include goals related to this experience in their ILA if possible.

***What if a student wants to change sites?***

This is highly discouraged unless there is a significant concern with the site. Students need to communicate any concerns to instructors, who will work with site supervisors to ascertain what might be happening. In rare cases, the Practicum and Internship Coordinator may get involved to also attempt to resolve any concerns.

DEPARTMENT OF COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY  
COLLEGE OF EDUCATION

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**M.S. IN CLINICAL MENTAL HEALTH COUNSELING  
COUNSELING PRACTICUM**

The practicum is a 100-hour experience that requires 40 direct hours of client face-to-face interaction. Generally this experience takes place in the Spring semester of the student's first year. The practicum is intended to be an introduction providing counseling services, and appropriate student activities consist of observation of sessions, preparing paperwork and other case material, attending disposition team meetings, and direct service in the form of individual and/or group therapy.

Responsibilities of the University

1. Assume full responsibility for the administrative duties with the academic requirements of the Clinical Mental Health Counseling Practicum, including approval of the site and experience, maintaining on-going and direct communication with Agency representative, ensuring that student are academically ready to begin the clinical experience, and grading.
2. Provide information regarding the CECP Clinical Mental Health Counseling program and curriculum in order that the Agency may properly plan and execute task assignments and supervision. Specifically included are the university calendar, student handbook, and the Practicum and Internship Handbook.
3. Designate one CECP faculty member each academic semester who will be the instructor for the student and who will communicate directly with the site supervisor by telephone contact and at least one site visit. The instructor will lead and facilitate weekly Clinical Mental Health Counseling Practicum class/group supervision (2.5 hours/week; at least 1.5 hours of group supervision). The instructor will provide biweekly consultation with the site supervisor during the semester in which the student is completing her/his practicum.

### Responsibilities of the Practicum Site

1. Designate one clinical staff person as site supervisor with appropriate graduate degree and an independent mental health license. This person will be an employee (part time, full time, or contracted with the site) of the site where the practicum will be conducted. The primary site supervisor must be a Licensed Professional Counselor (LPC), or a Licensed Marriage and Family Therapist (LMFT), Licensed Clinical Social Worker (LCSW), or a licensed Psychologist or Psychiatrist.
2. Ensure that student meets a minimum of 100 total practicum hours.
3. Ensure that for practicum, at least 40 hours are devoted to direct services.
4. Provide at least one hour direct individual and/or triadic supervision on a regularly scheduled weekly basis.
5. Provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance. Suggested activities include individual counseling, group counseling, intake Interviewing , assisting with report writing, consultation , career counseling, assisting with programming, individual supervision, group or peer supervision, case conferences at staff meetings
6. Provide student with adequate work space, telephone, office supplies, and staff to conduct professional activities;
7. Provide supervisory contact which involves some examination of student work using video tapes, observation, and/or live supervision.
8. Provide written evaluation of student based on criteria established by the Department of Counselor Education and Counseling Psychology.
9. Allow the student to attend weekly practicum class session and once a month department colloquium for the duration of his/her clinical experience.

### Responsibilities of Practicum Student

1. The student will be enrolled in the Clinical Mental Health Counseling Practicum course and will attend all classes for the duration of her/his practicum experience. Student will continue working at their site until the end of the semester, even if they complete the required minimum 100 hours prior to the conclusion of that academic semester.
2. The student will complete an initial PLA and revisited PLA at the beginning and end of each semester.
3. The student will complete a weekly hours log and obtain site supervisor's initials/signature for each week. Original copies of the hours log will be submitted to the course instructor at midterm and the end of the semester.

4. The student is responsible to schedule site visits that include the student, course instructor, and site supervisor.
5. The student will take responsibility for ensuring that the site supervisor has been provided a copy of the course syllabus, a copy of the Practicum and Internship Handbook and evaluation forms to be completed at the end of each semester, the supervision agreement has been signed by all parties, and the Practicum Learning Agreement (PLA) and revised PLA revisited has been reviewed and signed by all parties.



### Practicum Biweekly Consultation Guidelines for Practicum Instructors

Below are the CACREP requirements for practicum supervision and biweekly consultation:

***Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.***

In other words, each practicum student will receive either weekly individual or triadic supervisor from their site supervisor. In addition, each course instructor will arrange biweekly contacts with the site supervisor to assess each student's progress.

1. Practicum course instructors should collect supervisor contact information sheets (see below) from students within the first week of classes. Instructors can keep these forms for the duration of the semester, and then should give them to Coreen for filing at the end of the semester.
2. Practicum course instructors should inform students about the biweekly consultation requirement and provide their site supervisors with a practicum information sheet and course instructor contact information (see attached form) during the first two weeks of the semester.
3. Practicum course instructors will contact supervisors to schedule an initial site visit during the first three weeks of classes. During that visit, they will review the practicum requirements and find a common time for biweekly consultation meetings. At a minimum, instructors should plan to meet in-person, on-site at the beginning and end of the semester. Other interactions can include phone, Skype, or email, and they should take place every other week.
4. Practicum course instructors should keep a log for each student that documents their biweekly consultation. At a minimum, this record should include the date, student and site supervisor names, form of communication (in-person, phone, Skype, email), and major topics discussed. The attached biweekly consultation form can be used as a template.
  - a. Please note that it is very important to get a good sense of how the student is doing on site and identify as quickly as possible if there are any concerns regarding professionalism, attendance, acquisition or demonstration of skills, etc.. Practicum is a critical time for identifying whether students are prepared for and will be approved to continue in the program and begin Internship.

If any concerns are raised please let me know so we can develop a plan to address them informally or formally.



## **Practicum Documentation—Filing and Records**

### **Supervision Agreements**

Students are responsible for obtaining all required signatures for the supervision agreement. The supervision agreement can be found in the Master's Practicum and Internship Handbook, or on the CECP website. Agreements should be turned into the department/Coreen before the semester starts.

### **Student/Supervisor Information Sheets**

Students are responsible for obtaining all required information for the student/supervisor information sheet. The supervisor information sheet can be found in the Master's Practicum and Internship Handbook, or on the CECP website. This sheet is for the Practicum instructor to use during the course, but should be filed in the student's file at the end of the semester.

### **Hours Sheets, Supervisor Evaluations of Students, ILAs, and Site Evaluations**

Students are responsible for turning in these materials to the instructor on the day they are due. Instructors will sign forms that require instructor signatures (e.g., PLAs/ILAs and hours sheets), and then they will submit all the forms to Coreen for photocopying. Originals of these forms will be placed in the student's file, and copies will be returned to the instructor to give back to students (or, if the class is completed, to be held in the front office for students to pick up later).

It is the instructor's responsibility to monitor these forms and assure that they have been submitted. If a student has received an incomplete in the course, the instructor should keep the materials until an updated set (e.g. hours sheet) has been submitted and the grade has been changed.

### **Revisited Practicum Learning Agreements (PLAs)**

Revisited PLAs are part of our assessment system, and as such it is critical that all instructors include certain items\* on their rubrics to ensure consistency. Once Revised PLAs are turned in they should be given to Coreen so she can photocopy and enter the data for our system.

### **Case Presentation**

Case presentations are part of our assessment system, and as such it is critical that all instructors include certain items on their rubrics to ensure consistency. One Case Presentations are turned in they should be given to Coreen so she can copy the Presentation and the Rubric and enter the data for our system.

**\*\*NOTE: Practicum course instructors should collect this sheet from students within the first week of classes. Instructors can keep these forms for the duration of the semester, and then should give them to Coreen for filing at the end of the semester.**

### Site and Supervisor Information Form

Please complete this form each semester you are enrolled in practicum or internship.  
Form must be completed in its entirety.

Student Name	
Address	
City, State, Zip Code	
Phone number	
MU Email	
Dates at Site (month and year through month and year)	
Days & Times at Site	Monday      Time: Tuesday      Time: Wednesday      Time: Thursday      Time: Friday      Time: Saturday      Time: Sunday      Time:
Weekly Individual or Triadic Site Supervision Day & Time	
Total Hours Per Week at Site	

#### Site and Supervisor Information

Supervisor information should be entered for the individual(s) who will be supervising the student directly. If the individual/triadic supervisor is different than the "on the floor" or daily supervisor, please enter information for both individuals.

Name of Site	
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Address	
Site phone number	
On-Site Supervisor Name	
Phone	
Email	
Agency/Clinical Director Name	
Phone	
Email	

**What higher education degrees (masters and higher) does the supervisor hold, in what disciplines (e.g., clinical mental health counseling, couple and family counseling, counseling psychology), and from what institutions? Please add additional rows if necessary.**

Degree 1:  
 Discipline:  
 Institution where degree was earned:

Degree 2:  
 Discipline:  
 Institution where degree was earned:

**Supervisor licenses and applicable certifications. Please note any licenses/certifications that are listed under a different name than the name you listed earlier on this form. Please add additional rows if necessary.**

License/Certification 1:  
 License/Certification 1 State/Issuing Authority:  
 License/Certification 1 Number:

License/Certification 2:  
 License/Certification 2 State/Issuing Authority:  
 License/Certification 2 Number:

License/Certification 3:  
 License/Certification 3 State/Issuing Authority:  
 License/Certification 3 Number:

<b>Do you have training to supervise (yes/no)?</b>
<b>For how long have you been supervising (enter month or years)?</b>
<b>Would you like additional supervision training (yes/no)?</b>
<b>Type(s) of counseling in which student will be supervised (mark all that apply):</b>  Individual Group Couple/Marriage/Family Academic Addictions Career/Vocational Child/Adolescent Rehabilitation Other (please specify):
<b>Type(s) of settings in which student will be supervised (mark all that apply):</b>  Agency Clinical/Community Mental Health Higher Education Hospital In-Patient Intensive Outpatient Non-Profit Organization Outpatient Partial Hospitalization Private Practice Other (please specify):
<b>Does the site permit students to audio-record sessions with client consent (yes/no)?</b>
<b>Does the site permit student to video record sessions with client consent (yes/no)?</b>
<b>Any additional information:</b>

### Practicum Learning Agreement (PLA) Assignment & Rubric

a.) **Practicum Learning Agreement** (PLA: length should be 2 - 3 typed pages) - The PLA consists of the following elements:

- i) A narrative description of your perceived professional strengths and expected growth areas.
- ii) A statement of your intended future professional goals/practice area(s).
- iii) A “learning plan” in table form with the following three column headers for the semester’s practicum/internship that documents:
  - (1) **Goals** (i.e., what do I want to learn through this practicum/internship, what do I want to get out of this practicum/internship, how do I want to be different as a counselor by the end of this practicum/internship?) Remember that goals are to be small, concrete, specific, salient, attainable, and measurable.
  - (2) **Activities** (what are the specific steps, activities, procedures, experiences I need to pursue to meet these goals?)
  - (3) **Outcome** (how will I objectively measure whether or not I met these goals?).
- iv) A brief description of ways in which you will implement self-care this semester.
- v) The Initial PLA must be reviewed, approved, signed and dated by you, your site supervisor, and lastly by your course instructor; provide a space at the end of the PLA for signatures and dates. *Due: XXX*
- vi) The PLA should be revisited again at the end of the semester. In the “revisited” version, please address the degree to which you met your goals, and discuss what helped and hindered your meeting them. This revisited PLA can also include any changes in strengths/growth areas, intended future practice areas, and self-care strategies. Also be sure to include a statement about your assessment of personal readiness for internship. *Due: XXX*
- vii) The PLA will be evaluated based on a rubric distributed in class.

### Initial Practicum Learning Agreement (PLA) Evaluation Rubric

**Instructions.** Students are expected to meet expectations for all sections of the PLA within a maximum of three typed pages. For the PLA, students are assigned points for each section (total = 10 points).

1. *A brief narrative description of your perceived professional strengths and expected growth areas.*

Does not meet expectations (0 points)	Meets expectations (2 points)
Student's PLA does not include a narrative description of either their perceived professional strengths or expected growth areas.	Student's PLA narrative includes a clear and realistic description of their perceived professional strengths and expected growth areas.

2. *A statement of your intended future professional goals/practice area(s).*

Does not meet expectations (0 points)	Meets expectations (2 pts)
Student's PLA does not include a clear statement of their intended future professional goals/practice area(s).	Student's PLA includes a clear statement of their intended future professional goals/practice area(s).

3. A "Learning Plan" for the semester's practicum/internship that documents: (1) 2-3 learning goals (i.e., what do I want to learn through this practicum/internship, what do I want to get out of this practicum/internship, how do I want to be different as a counselor by the end of this practicum/internship?), corresponding learning activities (what are the specific steps, activities, procedures, experiences I need to pursue to meet these goals?), and objective outcome criteria (how will I objectively measure whether or not I met these goals?). **Present your learning plan in table form with the three headings: goals, activities, outcomes.**

Does not meet expectations (0 points)	Partially Meets Expectations (1-2 points)	Meets Expectations (3 points)
Student's learning plan is not included.	Student's learning plan is incomplete in one or more of the following areas: goals, activities, or outcomes or is not in table format.	Student's learning plan adequately addresses all of the following areas in table format: goals, activities, and outcomes.

4. A description of ways in which you will **implement self-care** this semester.

Does not meet expectations (0 points)	Meets expectations (2 points)
PLA does not include a description of reasonable ways in which the student will implement self-care this semester.	PLA includes reasonable plans/approaches to self-care for this semester.

5. The Initial PLA must be **reviewed, approved, signed** and dated by you, your site supervisor, and lastly by your course instructor *by the due date*.

Does not meet expectations (0 points)	Meets expectations (1 point)



<b>Student's PLA has not been reviewed, approved, signed, or dated by the student, site supervisor or course instructor, or was turned in late.</b>	<b>Student's PLA has been reviewed, approved, signed, or dated by the student, site supervisor or course instructor by the due date.</b>
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*Total PLA Points:* \_\_\_\_\_

**Revisited Practicum Learning Agreement (PLA) Evaluation Rubric**

**Instructions.** Students are expected to meet expectations for all sections of the PLA within a maximum of three typed pages. For the PLA, students are assigned points for each section (total = 10 points).

1. *A brief narrative description of your perceived professional strengths and expected growth areas, with particular attention to the areas that have changed over the past semester.*

Does not meet expectations (0 points)	Meets expectations (2 points)
Student's PLA does not include a narrative description of either their perceived professional strengths or expected growth areas and their change.	Student's PLA narrative includes a clear and realistic description of their perceived professional strengths and expected growth areas as well as changes over the semester.

2. *A statement of your intended future professional goals/practice area(s), with attention to any changes in your intended areas.*

Does not meet expectations (0 points)	Meets expectations (2 pts)
Student's PLA does not include a clear statement of their intended future professional goals/practice area(s) or discussion of the changes in these areas.	Student's PLA includes a clear statement of their intended future professional goals/practice area(s) and any changes since the beginning of the semester.

3. *A discussion of each of the learning goals identified in your initial learning plan, including the progress you made towards your goals, and any other goals that have now emerged as a result of learning this semester.*

Does not meet expectations (0 points)	Partially Meets Expectations (1-2 points)	Meets Expectations (3 points)
Student's learning plan is not discussed.	Student's learning plan is discussed but incomplete in one or more of the following areas: goals, activities, or outcomes.	Student's learning plan was adequately discussed and addressed all of the following areas: goals, activities, and outcomes.

4. *A description of how well you implemented self-care this semester.*

Does not meet expectations (0 points)	Meets expectations (1 point)
PLA does not include a description of reasonable ways in which the student implemented self-care this semester.	PLA includes a discussion of how well the student implemented self-care for this semester.

5. *A statement about your readiness for internship.*

Does not meet expectations (0 points)	Meets expectations (1 point)
PLA does not include a statement about student's perceived readiness for internship.	PLA includes a statement about student's perceived readiness for internship.

6. The Revisited PLA must be **reviewed, approved, signed** and dated by you, your site supervisor, and lastly by your course instructor *by the due date*.

<b>Does not meet expectations (0 points)</b>	<b>Meets expectations (1 point)</b>
<b>Student's PLA has not been reviewed, approved, signed, or dated by the student, site supervisor or course instructor, or was turned in late.</b>	<b>Student's PLA has been reviewed, approved, signed, or dated by the student, site supervisor or course instructor by the due date.</b>

*Total PLA Points:* \_\_\_\_\_

Practicum Site Visit and Evaluation Schedule

<b>Evaluation Methods</b>	<b>Practicum</b>
Site Visits (Minimum Number)	Two--one at beginning and one at end of practicum experience
Biweekly consultation	At least 5 times during practicum semester
Mid-term evaluation	Once, at midterm of experience (can be phone conversation or visit)
Final evaluation	Supervisor Evaluation Form* completed at end of practicum experience

## Assessment of Dispositions

The Counselor Education committee has identified 8 professional dispositions that reflect the values and goals of our department and program training model. These dispositions will be assessed at several time points during students' program (see below) so as to assure progress is being made and to provide students with sufficient feedback and support in their development. This data will also be used for decision-making regarding readiness for practicum, internship, and graduation. Students receiving a 0 or 1 will be considered lacking in that professional disposition and may require remediation.

### **Time Points for Assessment of Dispositions**

Beginning of Program (first semester)	Before Practicum (end of first semester)	At completion of Practicum	Mid-semester of Final Internship Course
<ul style="list-style-type: none"> <li>• Intro to Counseling instructor</li> <li>• Student (intro)</li> </ul>	<ul style="list-style-type: none"> <li>• Intro to Counseling instructor</li> <li>• Student (intro)</li> </ul>	<ul style="list-style-type: none"> <li>• Practicum instructor</li> <li>• Student</li> </ul>	<ul style="list-style-type: none"> <li>• Internship instructor</li> <li>• Student</li> </ul>

Two forms have been developed to aid in the assessment of student dispositions. Please see these documents below.

- **Individual Rubric** (to be completed at certain time points by both student and instructor; will be available on Qualtrics)

Marquette University's Masters Programs Professional Dispositions:

- Counseling Orientation: Student demonstrates beliefs and values reflective of the counseling field, including the importance of strengths-based counseling and wellness, and prevention, the capacity for people to grow and change, and demonstration of empathy, compassion and respect.
- Social Justice Orientation: Student demonstrates a desire to advocate with and for those who experience a lack of access, equity, participation, and rights in our society.
- Understanding of Cultural and Social Influences: Student demonstrates a holistic understanding of their own cultural and social identities, positionality, power, oppression and privilege, the role of individuals and communities within systems, cultural humility, intersectionality, and identity.
- Openness to Feedback: Student demonstrates a willingness and openness to receive and integrate feedback from others, as well as the ability to give constructive feedback to others.
- Self-Awareness: Student demonstrates the ability to assess personal strengths and areas of development, including the need for boundaries, the ability to implement self-care, an understanding of how others perceive the student's behaviors, and the need to seek supervision or other professional assistance.

- **Integrity:** Student demonstrates values and behaviors that align with the *ACA Code of Ethics* and promote client well-being, including: honesty, trustworthiness, accountability, and ethical decision-making.
- **Professionalism:** Student demonstrates behaviors reflective of counseling professionals, including: timeliness, attendance, and punctuality, conflict resolution, problem-solving, and taking personal responsibility.
- **Positive Engagement:** Student contributes to the program (and on-site, during practicum/internship) in a positive manner, demonstrating collaboration and helpful behavior, making positive contributions, and leadership.

### **Disposition statements to be included in syllabi:**

#### *Introduction to Counseling*

The CECP department has identified 8 professional dispositions that reflect the values and goals of our department and program training model. The dispositions identified are attitudes, characteristics, or behaviors that we believe are necessary to be an effective counselor. As noted in the Master's Program Handbook, these dispositions will be assessed at several time points during students' program so as to assure progress is being made and to provide students with sufficient feedback and support in their development. This data will also be used for decision-making regarding readiness for practicum, internship, and graduation. Students receiving a 0 or 1 will be considered lacking in that professional disposition and may require remediation. In this course you will be expected to complete a self-assessment of your dispositions twice—at the beginning and end of the course. Your instructor will also complete an assessment using the same questions. Your instructor will give you time during class at the beginning and end of the semester to complete your self-assessment via Qualtrics.

#### *Practicum in Counseling/Fall Semester of Internship in Counseling*

The CECP department has identified 8 professional dispositions that reflect the values and goals of our department and program training model. The dispositions identified are attitudes, characteristics, or behaviors that we believe are necessary to be an effective counselor. As noted in the Master's Program Handbook, these dispositions will be assessed at several time points during students' program so as to assure progress is being made and to provide students with sufficient feedback and support in their development. This data will also be used for decision-making regarding readiness for practicum, internship, and graduation. Students receiving a 0 or 1 will be considered lacking in that professional disposition and may require remediation. In this course you will be expected to complete a self-assessment of your dispositions towards the end of the semester and your instructor will also complete an assessment using the same questions. Your instructor will give you time during class at the end of the semester to complete your self-assessment via Qualtrics.

**Individual Rubric (note: this will be available for instructors and students to complete on Qualtrics)**

Below are dispositions identified by the CECP master's programs as essential for our students to develop during their training at MU. The dispositions identified are attitudes, characteristics, or behaviors that we believe are necessary to be an effective counselor. These dispositions will be assessed at several time points during students' program so as to assure progress is being made and to provide students with sufficient feedback and support in their development. This data will also be used for decision-making regarding readiness to engage in practicum and internship. Students receiving a 0 or 1 will be considered lacking in that professional disposition and may require remediation.

**Assessment Time Point:**

- Beginning of program (first month in Introduction to Counseling course). DATE:
  - Instructor: \_\_\_\_\_
- Before Practicum (end of semester in Introduction to Counseling course) DATE:
  - Instructor: \_\_\_\_\_
- Before Internship (end of semester in Practicum in Counseling course) DATE:
  - Instructor: \_\_\_\_\_
- End of Internship (mid-semester of final Internship in Counseling course) DATE:
  - Instructor: \_\_\_\_\_

**Directions:**

- Please mark the appropriate rating for each student disposition.
- Please note that in some cases, students will demonstrate certain behaviors within a disposition and not others. Please give an overall rating for the disposition. Feel free to write additional comments in the 'Other' section if there is a specific behavior you would like to call attention to or if you would like to provide examples.

3-Exceeds Expectations: Consistently demonstrates attitudes, characteristics, and behaviors that exceed the professional dispositions and serves as a professional role model.

2-Meets Expectations: Consistently demonstrates attitudes, characteristics, and behaviors that reflect the professional dispositions.

1-Developing: Inconsistently demonstrates attitudes, characteristics, and behaviors that reflect the professional dispositions and there is considerable room for improvement with additional experience or training.

0-Not Met: Inconsistently demonstrates attitudes, characteristics, and behaviors that reflect the professional dispositions and has failed to improve despite remediation attempts and/or behavior is not consistent with good professional practice or is deemed inappropriate.

Unable to Assess: This disposition was not able to be assessed in this context.

	0-Not Met	1-Developing	2-Meets Expectations	3-Exceeds Expectations	Unable to Assess
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<p><u>Counseling Orientation:</u> Student demonstrates beliefs and values reflective of the counseling field, including the importance of strengths-based counseling and wellness, and prevention, the capacity for people to grow and change, and demonstration of empathy, compassion and respect.</p> <p>Other: _____</p>					
<p><u>Social Justice Orientation:</u> Student demonstrates a desire to advocate with and for those who experience a lack of access, equity, participation, and rights in our society.</p> <p>Other: _____</p>					
<p><u>Understanding of Cultural and Social Influences:</u> Student demonstrates a holistic understanding of their own cultural and social identities, positionality, power, oppression and privilege, the role of individuals and communities within systems, cultural humility, intersectionality, and identity.</p> <p>Other: _____</p>					
<p><u>Openness to Feedback:</u> Student demonstrates a willingness and openness to receive and integrate feedback from others, as well as the ability to give constructive feedback to others.</p> <p>Other: _____</p>					
<p><u>Self-Awareness:</u> Student demonstrates the ability to assess personal strengths and areas of development, including the need for boundaries, the ability to implement self-care, an understanding of how others perceive the student's behaviors, and the need to seek supervision or other professional assistance.</p>					



Other: _____					
<p><u>Integrity</u>: Student demonstrates values and behaviors that align with the ACA Code of Ethics and promote client well-being, including: honesty, trustworthiness, accountability, and ethical decision-making.</p> <p>Other: _____</p>					
<p><u>Professionalism</u>: Student demonstrates behaviors reflective of counseling professionals, including: timeliness, attendance, and punctuality, conflict resolution, problem-solving, and taking personal responsibility.</p> <p>Other: _____</p>					
<p><u>Positive Engagement</u>: Student contributes to the program (and on-site during practicum/internship) in a positive manner, demonstrating collaboration and helpful behavior, making positive contributions, and leadership.</p> <p>Other: _____</p>					

**Practicum Course – Suggested Point Distribution**

Below is a list of the required course assignments and possible points for each one. Please note that this adds up to 115 points; instructors can include additional assignments (e.g., course participation, other assignments) for any remaining points.

Completion and Documentation of Practicum Hours	30 points
Supervisor Evaluations, Site Visits, Individual Meetings	15 points
Practicum Learning Agreement-Initial*	10 points
Practicum Learning Agreement-Revisited*	10 points
Case Presentation*	50 points

**\*These assignments are graded with a rubric**

### Case Presentation Criteria

1. <u>Identifying Information</u> : Include relevant, deidentified client information: fictitious client's name, age, date of birth; race/ethnicity; date of report, school/agency, etc.).
2. <u>Reason for Referral</u> : Describe present referral concerns in concise and useful manner. Identify the type of referral source (do not use actual name of referral source).
3. <u>Presenting Problem</u> : State the problem(s) that the client identified in her or his first session/intake. Include information regarding onset, duration, and intensity of symptoms.
4. <u>Background Information</u> : Summarize relevant developmental, social, familial (do not use actual names, and give only first names), medical, psychiatric, educational, psychological, and treatment history. Do not identify any specific treatment centers, clinics, hospitals, etc.; use generic terms such as "General Hospital" or "XYZ Outpatient Clinic." Indicate all present and past medications and be aware of the reason for their use and any important side effects. Include a summary of the cultural context (relevant aspects of identity) of the client, as well as noted strengths they possess.
5. <u>DSM Diagnosis or Diagnoses</u> : Provide a logical diagnosis or diagnoses with appropriate codes from the DSM.
6. <u>Case Conceptualization</u> : Discuss how you conceptualize the referral concern from a counseling theory/theories. Why is the client having this particular difficulty? Be sure to clearly identify and describe the theoretical framework(s) that undergird your conceptualization.
7. <u>Treatment Plan</u> : Building on the conceptualization, identify and prioritize (include rationale) counseling goals, as well as outcome measures you are using. Finally, include any ancillary services that are occurring. Although your treatment plan should be specific, do not specifically identify any names, referral sources, agencies, etc.
8. <u>Legal/Ethical Issues</u> : Discuss the relevant ethical/legal issues regarding the case, with references to appropriate ethics codes or laws.
9. <u>Cultural and Social Justice/Advocacy Issues</u> : Discuss relevant cultural and social justice/advocacy issues regarding the case.
10. <u>Possible Assessments</u> : Name at least two assessments you could use with this client. Provide a brief description of each assessment and your rationale for using it, including your understanding of the psychometric properties of the instruments.
11. <u>Reason for Case Presentation</u> : State your purpose for presenting this case. How can your colleagues be of help? Diagnosis? Assessment? Treatment planning? Aftercare? Be specific so that your audience knows its purpose.
12. <u>Annotated Bibliography</u> : Include 3-4 references (and a brief description of each) you found useful in working with this client and/or in preparing the formal case presentation.
13. <u>Selection of Audio/Videotape Segment and Facilitation of Discussion</u> : Select useful segment to present to class and engages class in productive group supervision discussion while effectively managing time.
14. <u>Overall Writing and Formatting</u> : Appropriately de-identify client information, organize and write case presentation in a clear manner with appropriate grammar, spelling and proofreading.

**Case Presentation Scoring Rubric: Instructor to circle points earned for each criterion (total possible points = 50 points)**

	<b>Not Addressed</b>	<b>Less than Adequately Addressed</b>	<b>Adequately Addressed</b>	<b>Total Points</b>
<b>1. Identifying Information (2 pts.)</b>	No description of relevant info. (0 pts.)	Identifying information is presented for 1-2 of the identified areas (i.e., fictitious name, age, birth date, date of report, school/agency, parents). (1pt)	All relevant areas are presented (i.e., fictitious name, age, birth date, date of report, school/agency, parents). (2 pts.)	
<b>2. Reason for referral (2 pts.)</b>	No reason provided. (0 pts.)	Reason for referral is vague or unclear (1 pt.)	Reason for referral provides is fully and concisely presented. (2 pts.)	
<b>3. Presenting Problem (3 pts.)</b>	No problem described. (0 pts.)	Description of client's problem only minimally described, without sufficient detail regarding onset, duration and intensity of symptoms. (1 pt.)	Information about problem, including onset, duration and intensity of symptoms are described clearly and concisely (2-3 pts.)	
<b>4. Background Information (5 pts.)</b>	No summary is present. (0 pts.)	Limited description and synthesis of relevant historical information, client strengths, objective findings and presenting problems. (1-3 pts.)	Critical thinking, analysis, and synthesis of client's background (i.e., strengths, presenting problems, relevant historical information, objective findings) with current level of functioning are present. (4-5 pts.)	
<b>5. DSM Diagnosis or Diagnoses (3 pts.)</b>	No DSM diagnosis present. (0 pts.)	DSM diagnosis is listed. However, it is not supported with report data/information or there are aspects of client's history or concerns not accounted for in diagnosis (1-2 pts.)	DSM diagnosis is listed, along with relevant rule outs or other information. This diagnosis is fully supported with report data/information (3 pts).	
<b>6. Case Conceptualization (5 pts.)</b>	None present (0 pts.)	Case conceptualization is described but is vague or missing important information (i.e., lack of or poor use of theoretical framework to conceptualize presenting problems). (1-3 pts.)	Case conceptualization is firmly grounded in theoretical framework. This conceptualization is used to support argument for the choice of treatment strategies (4-5 pts.)	
<b>7. Treatment Plan (5 pts.)</b>	None present (0 pts.)	Specific counseling techniques, activities, behavioral program, etc. you will use to meet your treatment goals are vague or inappropriate for the presenting problem. (1-3 pts.)	Specific counseling techniques, activities, behavioral program, etc. you will use to meet your treatment goals are listed concisely and in appropriate depth to allow others to implement them (4-5 pts.)	

<b>8. Legal/Ethical Issues (4 pts.)</b>	None present (0 pts.)	Relevant implications of potential legal/ethical issues are vague or incomplete. (1-2 pts.)	Relevant implications of potential legal/ethical issues are well integrated and demonstrate that the reporter has critically considered each area. (3-4 pts.)	
<b>9. Cultural and Social Justice/Advocacy Issues (4 pts.)</b>	None present (0 pts.)	Relevant implications of potential social justice/advocacy issues are vague or incomplete. (1-2 pts.)	Relevant implications of potential social justice/advocacy issues are well integrated and demonstrate that the reporter has critically considered each area. (3-4 pts.)	
<b>10. Possible Assessments (5 pts.)</b>	None present (0 pts.)	Only 1 assessment is described, or descriptions are insufficient and/or don't provide sufficient rationale for their inclusion. (1-3 pts.)	Both assessments, the rationale for using them (including their psychometric properties) are described in detail. (4-5 pts.)	
<b>11. Reason(s) for Case Presentation (2 pts.)</b>	None present (0 pts.)	Reason (s) for case presentation is/are limited in number and lack depth (1 pt.)	Reason (s) for case presentation is/are reasonable in number and depth to generate excellent class discussion (2 pts.)	
<b>12. Annotated Bibliography (3 pts.)</b>	No bibliography included (0 pts.)	Only 1-2 references are included in bibliography, or brief description of each reference is missing (1-2 pts.)	All 3 references and a brief description of each are included (3 pts.)	
<b>13. Selection of Audio/Videotape Segment and Facilitation of Discussion (2 pts.)</b>	No video tape segment is selected and class discussion is not initiated (0 pts.)	Selected videotape selection marginally ties into reason for case conceptualization or does not generate opportunity for feedback or class discussion (1 pt.)	A useful segment is presented to class and presenter engages the class in productive group supervision discussion while effectively managing time. The presenter is well prepared with meaningful comments/questions to facilitate group discussion (2 pts.)	
<b>14. Overall Writing and Formatting (5 pts.)</b>	Numerous writing errors; Report is not de-identified (0 pts.)	A few errors present either with spelling or grammar and/or there is limited organization to the report regarding main paragraphs and transitions. Does not have a professional appearance (1-3 pts.)	Well written and organized report with sufficient depth to answer most possible questions that could be raised by a reader (4-5 pts.)	

**TOTAL POINTS: \_\_\_\_/50**

**MARQUETTE UNIVERSITY**  
**Department of Counselor Education and Counseling Psychology**  
**Course Syllabus – Spring 2021**  
**COUN 6965-103: Counseling Practicum**  
**Thursday 1:00 – 3:40 pm**  
**Schroeder Complex 132**  
[Microsoft Teams Page](#)

**Instructor:** Lee Za Ong, Ph.D., LPC., CRC

**Office hours:** Mondays 1:00 pm – 3:00 pm, by appointment

**Telephone:** 414.288.1550

**Email:** leeza.ong@marquette.edu

**Course Description**

This course is a supervised practicum experience that requires a minimum of 100 clock hours (including 40 direct hours) and leads to the development of counseling skills. Students engage in their practicum activities at approved sites in the greater Milwaukee area, and meet on-campus weekly for a didactic seminar that furthers counseling skills and provides group supervision.

Prerequisites: COUN 6000; COUN 6001 or COUN 6003, which may be taken concurrently.

**Content Areas**

This course will address two general purposes. First, the course will build upon the experiences from your previous classes (e.g., Introduction to Counseling, Theories of Counseling) to continue to nurture your theoretical and technical development as a counselor. Using the foundation, you acquired in the Exploration stage counseling skills, you will be challenged to think more incisively about the counseling relationship and the what, when, how, and why of the counseling process. Additionally, you will develop Insight and Action stage counseling skills.

Second, this course will serve as group supervision for your Clinical Mental Health Counseling practicum experience and will provide supervision and support during your counseling practicum. Please use this syllabus as well as the [Master's Practicum and Internship Manual](#) as a guide for successfully meeting the department's practicum requirements. For all information, paperwork, and requirements for your practicum experience, please refer to the [CECP Practicum/Internship Information website](#).

**Knowledge and Skill Outcomes**

The course objectives are designed to address the needs of students enrolled in a CACREP accredited program. The instructor of record for this course will emphasize and demonstrate the application of knowledge gained from best practices in counseling across the lifespan and from current research. Students will be provided with information in both lecture and experiential formats which are designed to prepare them for professional practice in various settings with diverse clients across the lifespan. The student learning outcomes (SLOs) of this course are based on the Counselor Education and Counseling Psychology Department's Program Learning Outcomes (PLO), as well as CACREP's (2016) General Core

Standards (*CACREP Core*), Clinical Mental Health Counseling Standards (*CACREP CMHC*), and School Counseling Standards (*CACREP School*). Our PLO's are also aligned with the requirements of the Wisconsin Department of Safety and Professional Services (DSPS).

### CACREP (2016) Standards Met During this Course

<b>Learning Outcomes/Objectives Students will learn:</b>	<b>CMHC Program Learning Outcomes</b>	<b>CACREP II. Common Core 2016 Standards, CMHC &amp; SC Specialty Area Standards</b>	<b>Evaluation Method Keys: CP: Class Participation PCTA: Peer Client Taping/Analysis CCP: Client Case Presentation SE: Supervisor Evaluation PE: Practicum Experience PLA: Practicum Learning Agreements</b>
Demonstrates knowledge of counselor characteristics and behaviors that influence helping processes.	1, 2, 5	Common Core 5. f.	CP, PCTA, CCP, SE, PE, PLA
Demonstrate essential interviewing, counseling, and case conceptualization skills	1, 5	Common Core 5. g.	CP, PCTA, CCP, SE, PE,
Apply counseling theories and principles of diagnosis to client case conceptualizations and counseling interventions.	1,2,5	Common Core 5. h, i CMHC Specialty Area 1.c, 2.d	CP, PCTA, CCP, SE, PE,
Develop a personal model of counseling.	1,5	Common Core 5. h CMHC Specialty Area 2.d	CP, PCTA, CCP, SE, PE,
Demonstrates the ability to apply and adhere to ethical and legal standards in case conceptualizations and counseling interventions.	2, 5	Common Core 7. c	CP, PCTA, CCP, SE, PE,
Demonstrate an understanding of principles regarding suicide assessment and intervention.	1, 2, 5	Common Core 7. c	CP, PCTA, CCP, SE, PE,
Meet or exceed the knowledge and skill-based expectations of his/her practicum site.	5	CMHC Specialty Area 3.b	CP, PCTA, CCP, SE, PE

<u>Identify his/her role, function and relationship with other human service providers at the practicum site</u>	1, 5	CMHC Specialty Area 2. j.	CP, PCTA, CCP, SE, PE
<u>Identify approaches to maintaining self-care and avoiding burnout and counselor impairment.</u>	4	Common Core 5. f. CMHC Specialty Area 3.b	CP, SE, PE
Describe multicultural issues relevant to both counselor and client.	1, 3, 5	CMHC Specialty Area 2.j.	CP, PCTA, CCP, SE, PE
Actively participate in an average of one hour of individual or triadic supervision on site.	5	CMHC Specialty Area 2.m, 3.b	
Actively participate in an average of an hour and a half of group supervision during the practicum class.	5	CMHC Specialty Area 2.m, 3.b	

For descriptions of the Program Learning Outcomes, please see the CECP Department Master's Handbook. Reference [the Council for the Accreditation for Counseling and Related Educational Programs \(CACREP; 2016\) Standards](#).

#### **CMHC Program Learning Outcomes:**

1. Apply knowledge of bio-psycho-social-cultural foundations of behavior and evidence-based counseling approaches to diverse individuals and groups.
2. Apply professional, ethical, and legal standards in their counseling practices.
3. Assume advocacy roles for the mental health care of underserved individuals and groups in urban settings.
4. Integrate self-awareness, counseling roles and reflective practices into a professional counseling identity.
5. Provide clinical mental health counseling prevention and treatment services for diverse individuals and groups in community settings.

#### **Required Readings and/or Texts**

Hill, C. E. (2019). *Helping skills: Facilitating exploration, insight, and action* (5th ed.). Washington, D.C.: APA.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, D.C.: Author.

Supplemental readings can be found on D2L. Hard copies will not be provided.

#### **Supplemental Readings**



Cameron, S., & Turtle-Song, I. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling and Development, 80*, 286-292.

Kress, V., & Marie, M. (2019). Counseling termination and new beginnings: The end of the counseling relationship can be emotional for clients and counselors alike, but when done well, the process can serve as a tool to empower clients and prepare them for continued personal growth. *Counseling Today, 62*(4), 40–44.

Mental Health Progress Notes: <https://www.apadivisions.org/division-31/publications/records/progress>

Mirabito, D. M. (2006). Revisiting unplanned termination: Clinicians' perceptions of termination from adolescent mental health treatment. *The Journal of Contemporary Social Services, 87*, 171-180.

Owen, J., Drinane, J., Tao, K. W., Adelson, J. L., Hook, J. N., Davis, D., & Fookune, N. (2017). Racial/ethnic disparities in client unilateral termination: The role of therapists' cultural comfort. *Psychotherapy Research, 27*(1), 102–111. <https://doi.org/10.1080/10503307.2015.1078517>

Prieto, L. R., & Scheel, K. R. (2002). Using case documentation to strengthen counselor trainees' case conceptualization skills. *Journal of Counseling and Development, 80*, 11-21.

Richards, K. C., Campenni, C. E., & Muse-Burke. (2010). Self-care and well-being in mental health professionals: The mediating effects of self-awareness and mindfulness. *Journal of Mental Health Counseling, 32*, 247-264.

Smith, K. L. (2019). *A brief summary of supervision models*. <https://www.marquette.edu/education/graduate/documents/brief-summary-of-supervision-models.pdf>

Sperry, J., & Sperry, L. (2020). Case conceptualization: Key to highly effective counseling. *Counseling Today, 63*(6), 50–55.

### **Other Course Materials**

1. **D2L**. D2L is the course management system used by the university. Your log-in for D2L is the same as your log-in for your Marquette Email address. For technical support regarding your account, please go to <http://www.marquette.edu/its/help/d2l/d2l.shtml>.
2. **Video Recording Device**. You are required to video record your peer counseling sessions during this course. Further, you will video/audio record sessions at your site, as permitted. You may use Microsoft Teams to record your peer counseling session or other equipment

(e.g. iPhone) if it is a reliable recording device for picture and sound.

3. **Dropbox.** In order to share your videos easily and securely with the instructor for your Peer Counseling Project, you will need a Dropbox account. To set up a free Dropbox account go to: [www.dropbox.com](http://www.dropbox.com). When sharing your video with the instructor, please use the selection “share video” rather than “share file.” Please use your instructor’s email address (leeza.ong@marquette.edu) to connect on Dropbox.

### **Methods of Instruction and Course Format**

This course has been designed as a traditional, in-person course. However, you are required to have internet access in order to check your Marquette email, D2L, and Microsoft Teams Page on a daily basis. Instruction in this course may include, and is not limited to, lecture, small and large group discussion, in-class activities, case presentations, and role-plays. Consistent and timely feedback will be given on all assignments and is considered an integral part of instruction.

### **Important Practicum Information**

**Clinical Affiliation Agreement:** The CECP Master’s Program Director of Training will provide each practicum-site training director with two copies of the Clinical Affiliation Agreement to be signed by the authorized site representative unless a signed agreement is already on file with CECP Department. The Clinical Affiliation Agreement must be signed by all parties prior to the student beginning the internship.

**Student Status:** During the practicum and internship experience, the student should have a title such as “trainee,” “practicum/internship student,” “extern,” or similar designation of trainee status. Students may receive a stipend from the internship site for practicum placements if the site is willing to provide this. Unfortunately, such stipends are definitely not the norm. Students may do a practicum placement at a site where they are employed. However, because of potential concerns relating to dual-relationships and competing demands with regard to an employee’s responsibilities vs. a student’s responsibilities, these placements are subject to special review by the Master’s Program DOT and Program Coordinators. In these situations, the training activities, including supervision, are subject to more explicit and rigorous guidelines.

**Supervision Expectations:** Weekly individual and/or triadic supervision will be provided by the on-site supervisor, a doctoral student supervisor, and/or a CECP faculty member. The on-site supervisor has the primary responsibility for providing the practicum student with direct individual and/or triadic supervision on a regularly scheduled, weekly basis.

Amount of Individual and/or Triadic Supervision: For practicum, an average of 1 hour per week is required.

Group Supervision: For practicum, an average of 1½ hours per week is required. This includes the time spent in COUN 6965 class focusing on discussion of specific client cases. (Note: COUN 6965 class hours not considered group supervision should be counted as didactic or training hours.).

Observation of sessions: Students are expected to review their sessions with their supervisor via audio-recording or videorecording in compliance with the CECP HIPAA Compliance Policy (See CECP Practicum & Internship Handbook). If students are precluded from recording sessions due to CECP HIPAA Compliance Policy or the agency policy, then the site supervisor is expected to provide in-person observation of a minimum of 2 sessions per semester. Observation of sessions can count as 1:1 supervision.

### **Student Performance Evaluation Criteria and Procedures**

Grades on individual assignments will be recorded in D2L throughout the semester. Any student with questions about a grade should contact the instructor promptly (email or phone). It is your responsibility to check the grade book, and to be sure posted grades match grades marked on your assignments. Rubrics and/or guidelines are provided for written assignments, so you are aware of the expectations. **Please proofread written assignments carefully, adhere to APA format/style, and integrate any changes marked on prior written work.** Failure to do so may result in a lower grade on your assignment(s).

Final grades in this course will be assigned according to the final model, which is consistent with the MU Graduate School System:

Grade	Percentage	Grade points
A	94-100	4.00
A-	90-93	3.67
B+	86-89	3.33
B	82-85	3.00
B-	78-81	2.67*
C+	74-77	2.33
C	70-73	2.00
F / WF	69 and below	0.00

\*Note that students in the CECP Department must obtain grades of "B-" or higher in order for courses to count for credit in their programs of study. Per Graduate School policy, grades of C-, D+, and D- cannot be assigned. Furthermore, all graduate students must maintain a grade point average of at least 3.000 to graduate.

### **Assignment Values**

Assignment		Percentage of Final Grade	Possible Points
Class Participation		15%	75
Peer Counseling Experience (3 parts)			
	1. Peer Client Taping/Analysis	10%	50
	2. Peer Case Presentation	10%	50
	3. Progress Note	10%	50

Completion and Documentation of Practicum and Supervision Hours (mid-term and final)		15%	75
Supervisor Evaluations (mid-term and final), Site Visits, Site Evaluation		10%	50
Practicum Learning Agreement—Initial		2%	10
Practicum Learning Agreement—Revisited		2%	10
Client Case Presentation		10%	50
<b>Total</b>		<b>100%</b>	<b>500</b>

## Course Assignments

### Class Participation

Participation is determined by your engagement in class, in addition to your attendance. You are expected to attend all class sessions, to engage in discussions, to ask questions, and to come to class prepared (e.g., all reading is completed). Tardiness/Absence and lack of engagement are the most common ways that students lose participation points.

**As part of class participation, all COUN 6965 students are required to attend all CECP colloquia.**

### Peer Counseling Experience—Multiple-Part Assignment

This assignment consists of multiple parts to help you to continue to grow in your counseling skill development, while also enabling you to gain skills to enhance your critical thinking skills in case conceptualization, clinical case presentation, and case documentation.

### Peer Client Taping and Analysis

You will video-record a 40-minute session in which you counsel one of your peers. You will employ all of the counseling skills you have learned thus far in your training. Pay particular attention to integrating Insight and Action skills. You will upload your video to YouTube and send me the link or using Microsoft Stream.

**Considerations as the client:** Please consider carefully what you would like to present to your counselor as the client for this assignment. The counselor will analyze your case, and s/he will present the case in class. Thus, you are welcome to discuss a problem, event, or situation that is not genuine to your experience (draw on your experiences with others, your imagination, etc.). There are drawbacks to this method, yet it is important to give students the option not to share personal information that will be analyzed and discussed with the group.

After you complete the video recording, you will write a session analysis. For your session analysis, please include the following:

- **Case Conceptualization:** How do you understand the client and her/his presenting concerns? How do these concerns affect the client and the systems of which s/he is a part (school, family, religious affiliations, extra-

curricular activities, etc.)? What do you believe contributes to the client's symptoms/distress? What has helped the client? What has not helped the client? Using a specific theoretical base (i.e., a counseling theory), how do you conceptualize the client and her/his presenting issue?

- **Action Plan:** Using your case conceptualization, describe how you might work with this client if you were to continue to counsel her/him. How does your case conceptualization inform the interventions and approaches you would use? Describe how your theoretical orientation/lens plays a part in your action plan, and what systems might need to be integrated into counseling. Please explain how you will attend to ethical and multicultural considerations and integrate these elements into the counseling process.
- **Counseling Skills Analysis:** Describe the interventions/techniques you used during the session, how you believe the client perceived/responded to them, and whether your intention for the intervention/technique matched the client's perception/response. What, if anything, would you do differently next time? For this portion of your paper, use the Hill text related to discussion of counselor intentions, interventions, and client reactions as a template. When appropriate, use verbatim quotes from your recorded session, and indicate when (via the timestamp) each intervention occurred.
- **Counselor Analysis:** Describe what you perceive to be your strengths and areas of growth during this session. Further, discuss how your strengths and areas of growth are similar to/different from those you identified at the end of last semester. Additionally, please discuss your personal reactions to this session, and how it was for you to be a counselor for this client.

**Length: maximum 5 single-spaced page**

**Due: March 11, 18, 25 (Turn it in on the day that you do peer client case presentation)**

## 2. Progress Note

After your session with your client, write a progress note of the session using the SOAP format (listed in D2L). I recommend that you write your progress note *immediately* after you complete your session with your client!

**Length: One page, single-spaced**

**Due: March 11, 18, 25 (Turn it in on the day that you do peer client case presentation)**

## 3. Peer Client Case Presentation

For this portion of the assignment, you will prepare a case presentation of your work with this client. Choose a section of your video (~7 minutes) in which you feel unsure or uncertain about your work. Complete the "Case Presentation Criteria" form found on D2L and bring enough copies for each person in the class on the day you present your case.

You will have 10 minutes to highlight information listed on your Case Presentation Criteria sheet. It will be particularly important for you to be as clear and concise as

possible about why you are presenting this case, and what help you would like from your colleagues. Next, you will show your ~7-minute clip (bring it to class!), and the course instructor will help you facilitate a conversation about the areas for which you requested help. At the end of the discussion, you will be asked to summarize orally what you are taking away from the session and the discussion related to your presentation. Total time for each presentation will be 25-30 minutes.

**Length: Use form provided in D2L. Should not exceed three single-spaced pages.**

**Due: March 18, 25 (rolling basis)**

### **Practicum Learning Agreement—Initial**

Following the guideline and rubric posted on D2L, you will complete your Practicum Learning Agreement (PLA) in consultation with your site supervisor. The PLA will include the following elements:

- A narrative description of your perceived professional strengths and expected growth areas (approximately 1-2 typed pages).
- A statement of your intended future professional goals/practice area(s).
- A “learning plan” in table form with the following three column headers for the semester’s practicum/internship that documents:
  - **Goals** (i.e., what do I want to learn through this practicum/internship, what do I want to get out of this practicum/internship, how do I want to be different as a counselor by the end of this practicum/internship?) Remember that goals are to be small, concrete, specific, salient, attainable, and measurable.
  - **Activities** (what are the specific steps, activities, procedures, experiences I need to pursue to meet these goals?)
  - **Outcome** (how will I objectively measure whether or not I met these goals?).
- A brief description of ways in which you will implement self-care this semester.
- The Initial PLA must be reviewed, approved, signed and dated by you, your site supervisor, and lastly by your course instructor; provide a space at the end of the PLA for signatures and dates.

**Length: maximum of 3 single-spaced page**

**Due: February 11, 1:00 PM**

### **Practicum Learning Agreement—Revisited**

At the end of the practicum experience, you will write a final self-evaluation/progress report that addresses how the goals set forth initially have been met (or not met), how practicum was helpful and not helpful, a current assessment of your strengths and areas of growth, and an assessment of your personal readiness for internship. You should tie your evaluation and progress report directly to the goals set forth in the Practicum Learning Agreement. Those students continuing with internship at the same site should assess their professional and personal readiness for internship at that location. The revisited PLA will be signed by the site supervisor, student, and practicum instructor.

**Length: maximum 3 single-spaced**

**pages Due: May 6, 1:00 PM**

### **Client Case Presentation**

Following the case presentation format, you learned and practiced during your Peer Case Presentation, prepare a case presentation of your work with a client from your practicum site. Be sure to preserve client confidentiality in all portions of this requirement, and act in accordance with HIPAA requirements (see department website). Please see your Practicum/Internship handbook for further guidance.

(<https://www.marquette.edu/education/graduate/documents/masterpracinternshipbsept2019.pdf>)

Complete the “Case Presentation Criteria” (rubric and sample) found on the class D2L page. Email the paper for each person in the class two days before you present your case. Please use the appropriate headings for your case presentation write up. You will have ten minutes to highlight information listed on your Case Presentation Criteria sheet. It will be particularly important for you to be as clear as possible about why you are presenting this case, and what help you would like your colleagues to provide. Next, you will facilitate a conversation about the areas for which you requested help. At the end of the discussion, you will be asked to summarize orally what you are taking away from the session and ensuing discussion. Total time of each presentation will be approximately 30 - 45 minutes.

**Length: Use the rubric and the sample that are posted in the D2L or team page as your guideline. Should not exceed 3 single-spaced pages.**

**Due: Rolling basis—Client presentations will begin April 1 and run through May 6.**

## **Completion and Documentation of Practicum Hours**

### **1. Required Hours**

The counseling program requires that students complete a minimum of 100 hours of Counseling Practicum (COUN 6965) over the course of one semester.

Generally, the practicum experience takes place during a student’s first year in the program, in the Spring semester.

Practicum placements involve a number of different activities that must be accurately documented:

Direct Service. Refers to interaction with clients that includes the application of counseling, consultation, or human development skills.

Examples: Individual, group, and family counseling, case staffing, in-home services, intake and assessment activities, consultation.

Required number of hours of direct service: **At least 40 hours.**

Indirect Service. Refers to other activities including supervision, client staffing, gathering information about the client but not in the actual presence of the client (e.g., outside the counseling/therapy hour).

Examples: Writing process/progress notes, supervision, reviewing charts, time spent planning interventions, consulting with other professionals about a case, video/audiotape review, and time spent in practicum class.

Required number of hours of indirect service: **At least 60 hours.**

## 2. Supervision

Weekly individual and/or triadic supervision will be provided by the on-site supervisor, a doctoral student supervisor, and/or a CECP faculty member. The on-site supervisor has the primary responsibility for providing the practicum student with direct individual and/or triadic supervision on a regularly scheduled, weekly basis.

Amount of Individual and/or Triadic Supervision: For practicum, an average of 1 hour per week is required.

Group Supervision: For practicum, an average of 1½ hours per week is required. Includes the time spent in COUN 6965 class focusing on discussion of specific client cases. (Note: COUN 6965 class hours not considered group supervision should be counted as didactic or training hours.).

Students are required to participate fully in all supervision activities and to comply with supervisor requests (i.e., any reasonable request to increase counseling/counselor awareness, knowledge, and/or skills). If a student feels that her/his supervisor is making unreasonable or unethical requests, please notify your course instructor immediately. Please be sure to document supervision hours.

## 3. Documentation of Practicum Activities/Hours

Students are expected to maintain a daily log of activities completed relating to the practicum (client sessions, preparation for counseling, case documentation, preparation for supervision, supervision, administrative duties, etc.). A sample daily log is provided on the CECP website. These logs must be reviewed and initialed by your site supervisor on a weekly basis. Also, I recommend that you keep information regarding, age, race, diagnosis, and activities performed with individual clients.

Students must submit a mid-semester and an end-of-semester summary of practicum hours. These mid-term and end-of-term summaries must be signed by your site supervisor and submitted for retention in the department files. Students must keep copies of these documents for their permanent personal files.

**Mid-term Due Date: March 18, 1:00 PM**

**Final Due Date: No later than May 13, 1:00 PM**

## Supervisor Evaluations, Site Visits, and Site Evaluation

### 1. Site Visits & Bi-weekly Consultation

**Students are responsible for setting up 2 site visits** wherein the student, university supervisor (instructor for this course), and site supervisor are present. The course instructor will provide the student with her availability, and the student



will set up a time that is amenable to all three parties. The appointment will take approximately 1/2 hour. In addition, the university supervisor will consult via phone, email, or in-person on at least a bi-weekly basis to discuss students' progress and competence level.

## **2. Site Supervisor's Evaluation**

Students will submit their site supervisor evaluation at mid-term and at the end of the semester.

**Mid-term Due Date: March 18, 1:00 PM**

**Final Due Date: No later than May 13, 1:00 PM**

## **3. Student Evaluation of Practicum Site**

Students will submit an evaluation of their practicum site at the end of the semester. *Evaluations will not be shared with site supervisors until the internship placement is completed.*

**Due Date: No later than May 13, 1:00 PM**

### **Key Performance Indicators:**

The CMHC program assesses each student's progress throughout the program on a series of Key Performance Indicators (KPIs). The KPIs are a select number of assignments and evaluations along various points in the program that assess a student's mastery of the eight core CACREP areas: (a) professional counseling orientation and ethical practice, (2) social and cultural diversity, (3) human growth and development, (4) career development, (5) counseling and helping relationships, (6) group counseling and group work, (7) assessment and testing, and (8) research and program evaluation. The following KPIs are measured during this class:

#### ***KPI Core 1-Skill***

*The student will apply legal and ethical considerations to work with clients.*

#### ***KPI Core 2-Knowledge:***

*The student will demonstrate an understanding of how social and cultural diversity influences affect the counseling relationship.*

Both of these KPIs are evaluated through items on the Case Presentation (KPI Core 1-Skill – Item #8 and KPI Core 2-Knowledge—Items 6 & 9) based on the following designations: Expectations not met / Developing / Meets expectations / Exceeds expectations. More details will be provided in class.

### **Taping Policy**

As noted in the formal case presentation assignment description, students are required to audio and/or videotape their sessions with clients and have these tapes available for use during individual supervision, as well as in practicum and internship courses. Clients must provide consent (or assent, if they are under 18 and their parents/guardians have provided consent) to being taped. The CECF department has an Informed Consent to Audiotape and/or Videotape Counseling Sessions form that must be completed by the intern and signed by the client and supervisor before any recording can take place. Students must assure that the tapes are stored in a secure location and will not be shared with anyone outside the context of individual and group supervision. In cases where the site has a separate taping form, both the Marquette University and agency forms must be completed.

## Tentative Course Schedule

\*Schedule may change at instructor discretion

Date	Topics	Assignments/Readings
January 28	-Course Introduction Syllabus Paperwork PLA - initial -Overview of Insight and Action Skills *Group Supervision (GS): <b>Introduction to the Supervision Process</b>	- Read Student Practicum Handbook [available online] - Familiarize yourself with CECP website for practicum: <a href="http://www.marquette.edu/education/current_students/cecp_practicum_info.shtml">www.marquette.edu/education/current_students/cecp_practicum_info.shtml</a> -Begin Practicum Learning Agreement— Initial -Supervision reading (D2L) -Hill chapter: Overview of the insight stage - Hill chapter: Overview of the action stage
February 4	- Challenging Clients/Cultural awareness -Fostering Awareness -Facilitating Insight - <b>GS: Client/Case Conceptualization</b> - <b>GS: Progress Notes and Case Notes</b>	-Hill: Skills for Fostering Awareness - Hill: Interpretive Skills - SOAP Reading (D2L) -Case Conceptualization Reading (D2L) - <b>Schedule Peer and Client Presentations</b> - <b>Information Sheet</b>
February 11	-Immediacy -Integrating Insight Skills - <b>GS: Client Harm</b>	-Hill: Skills for processing the therapeutic relationship Hill: Integrating the skills of the insight stage - <b>PLA- Initial</b>
February 18	- Four Action Tasks -Integrating Insight and Action Skills - <b>GS: Presenting Client Cases</b>	-Hill: Steps for working with four action tasks - Hill: Integrating the skills of the action stage
February 25	- Integrating Three-Stage Process - <b>GS: Tolerating Ambiguity</b>	-Hill: Putting it all together: working with clients in the three-stage model
March 4	- Termination with Clients -Self-Awareness and Self Care	Termination Reading (D2L) Self-Care Reading (D2L)
March 11	- <b>GS: Peer Presentations</b>	- <b>Peer Client Taping/Analysis and Progress Note (due on the day that you present)</b>
March 18	- <b>GS: Peer Presentations</b>	- <b>Midterm Hours Log Due</b> - <b>Midterm Supervisor Eval Due</b>
March 25	-- <b>GS: Peer Presentation</b>	
April 1	<b>GS: Client Presentations</b>	
April 8	- <b>GS: Client Presentations</b>	
April 15	- <b>GS: Client Presentations</b>	-
April 22	- <b>GS: Client Presentations</b>	
April 29	- <b>GS: Client Presentations</b>	
May 6	- <b>GS: Client Presentations</b>	<b>PLA Revisited</b>

May 13	ALL final paperwork due by noon!	Final Hours Log Final Supervisor Evaluation Student Evaluation of Site
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### Course Policies

**Attendance:** Students are required to be present each week for the duration of each class session. If you must miss part or all of a class session, notify the instructor via email or phone call as soon as possible (preferably beforehand). Attendance for this course is mandatory. More than two absences, for any reason, may result in the need to repeat the course. Students with absences due to legal obligations, religious observances, or participation in Division 1 athletics and other university sanctioned events will be given an opportunity to make up examinations or other graded assignments, if a request is made to the instructor prior to the absence.

**Disability Statement:** If you have a disability and require accommodations, please contact me early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Office of Disability Services. If you are unsure of what you need to qualify for services, visit the Office of Disability Service's website at [www.marquette.edu/disability-services](http://www.marquette.edu/disability-services) or contact the Office of Disability Services at 414-288-1645.

**Accommodations for Religious Observance:** Any student who will be gone from class for a religious observance is to contact the instructor to inform of your absence. It is expected that work missed for a religious observance will be made up as soon as possible.

**Counselor-in-training Professionalism and Code of Conduct in Class:** As counseling students, you conduct yourself under the minimum standards stated in the American Counseling Association (2014) Code of Ethics and the American School Counseling Association (ASCA) Ethical Standards. By enrolling in a graduate program, you have begun your professional career. As such, the expectation is that you will conduct yourself as a professional. A significant part of being a professional is being respectful to your peers and instructor always, respecting boundaries, and keeping information shared in class confidential. If you are concerned about the safety or welfare of a classmate, please contact the instructor. Examples of disrespectful, and unprofessional, behavior include: breaking confidentiality based on what is discussed in class, side conversations while others are talking or presenting, not paying attention (texting/talking on a phone, being on social media during class), verbally criticizing others' thoughts and beliefs outside of appropriate scholarly discourse, aggressive behavior towards the instructor or peers, or falling asleep while in class. While it is understandable that there may be times when you are not in total agreement with your peers or instructor, respect for the academic environment and the professional degree being pursued should always be acknowledged.

- **Social Media.** Students who use social networking sites (e.g., Facebook, Instagram, LinkedIn, Twitter) or other forms of electronic communication (e.g., Snapchat) should be mindful of how their communication may be perceived by clients, colleagues, faculty, supervisors, and other mental health professionals. Thus, students should avoid visual or printed material that may be deemed inappropriate for a professional counselor. We urge students to set all security settings to “private” and neither to post information/photos nor use language that could jeopardize their professional image. Students need to consider limiting the amount of personal information they post on these sites and should carefully consider whom they include as part of their social network. Students must never include clients in such social networks, for doing so is a boundary violation and also breaches clients’ rights to confidentiality. Engaging in such unethical behavior shall trigger remediation procedures with the student, one outcome of which could be the student’s dismissal from the program.

### **Maintaining Privacy and Confidentiality**

Counseling students must conduct themselves in accordance with legal (e.g., HIPAA) and ethical (e.g., American Counseling Association Code of Ethics) guidelines. Students should learn and follow all relevant procedures for maintaining privacy and confidentiality at their sites and ensure the utmost care with documentation and record-keeping, as well as communications about clients. In addition, students should prioritize professionalism, as evidenced by respecting fellow students, colleagues, and the instructor; preserving the confidentiality of information shared in class; and adhering appropriately to boundaries.

**Food Policy:** You can bring your dinner/snacks/food/nonalcoholic beverages to class. I ask that you be mindful of your classmates so eating/drinking does not disrupt your classmates or the learning process.

**Writing and Format:** All assignments, unless otherwise specified by the instructor, should meet the style guidelines set forth by the Publication Manual of the American Psychological Association (APA, 7<sup>th</sup> ed.). If you have questions about APA format, please ask the instructor. All assignments must have a cover page which is not included in the final page count for the assignment. The Ott Memorial Writing Center offers free one-on-one consultations for all writers, working on any project, at any stage of the writing process. Marquette's writing center is a place for *all* writers who care about their writing, because *every* writer can benefit from conversation with an interested, knowledgeable peer. Writing center tutors can help you brainstorm ideas, revise a rough draft, or fine-tune a final draft. You can schedule a 30- or 60-minute appointment in advance (288-5542 or [www.marquette.edu/writing-center](http://www.marquette.edu/writing-center)), but walk-ins (in 240 Raynor) are also welcome. The Ott Memorial Writing Center also offers free workshops and hosts writing retreats.

**Assignments and Exams:** It is the student's responsibility to turn in assignments and exams by the date and time listed on the syllabus. APA format is required for all written work unless otherwise instructed. All written assignments and exams must include a cover page and submitted electronically via D2L and will be returned to you via D2L or your MU email, unless stipulated otherwise. Contact the instructor as soon as possible if you will not be able to turn in an assignment or exam on time. Unless otherwise specified by the instructor, or you provide appropriate documentation, late assignments or exams will not be accepted for this course without appropriate documentation. Missed assignments and exams will not be given an adjusted submission date without appropriate documentation.

**Communication with Instructor for this Course:** I am open to communicating with you and encourage you to communicate with me to help facilitate your learning, professional development, and success in this course. You may contact me by university email or phone as your needs arise; however, your speediest response from me is likely to be via university email. You can expect a response from me within 24-48 business hours unless otherwise specified by an out-of-office email response. I will email you using your MU email address. If you call my office and I do not respond, please leave a message and I will get back to you as soon as possible. While I will always try to see you when you drop in, it is preferred and recommended to arrange an appointment if you are unable to come by during my office hours (listed at the beginning of this syllabus).

**Faculty Consultation:** Students should be aware that CECP faculty are in regular contact and consult with each other about student strengths, areas of growth and development, concerns, etc. In certain circumstances, faculty consult confidentially with professionals outside the department to clarify and seek counsel on issues such as policies, rules, laws, ethics, best practices, etc. Such consultation may be related, yet not limited to student development, norms, and procedures.

**Extra Credit:** Extra credit opportunities will not be implemented in this course. Course grades should reflect your level of proficiency in all course requirements and assignments.

**Dropping a class:** I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me **before** you decide to drop to be sure it is the best thing to do.

**Use of Technology:** Laptops/iPads/tablets may be used to take notes during class. Please respect your peers and your instructor by being vigilant of your use of technology during class. The same is true for phone use (e.g., texting, email) during class. If there is an urgent call you are waiting for, please inform the instructor prior to class (either by email, phone, or in person at the beginning of class). Once you have informed the instructor, you are welcome to have your phone

out and set to “silent.” Once you receive the important call, please exit and return to the classroom quietly without disrupting your peers or the class process. You are not allowed to record any portion of the class without the permission of the instructor.

**Academic Integrity and Plagiarism:** Students, faculty, and staff at Marquette University recognize the importance of integrity in all aspects of life and work. We commit ourselves to truthfulness, honor, and responsibility by which we earn the respect of others. We support the development of good character in our academic community and commit to uphold the highest standards of academic integrity as an important aspect of personal integrity. Our commitment obliges us as students, faculty, and staff to conduct ourselves according to the Marquette University Honor Code. We do this in pursuit of Marquette University's mission, which is the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others. The Marquette Honor Code is a minimum standard for counseling graduate students to follow and it will be upheld in this course. Here is the [Link to the Honor Code](#) . Please note, “Turnitin” may be utilized for written assignments to ensure academic integrity. For more information about academic integrity, please visit the [Graduate Bulletin](#) or review the [Academic Integrity Tutorial. Failure to comply with the guidelines of academic integrity and plagiarism can result in disciplinary action.](#)

#### **Supplemental Readings, Rubrics and Point Distributions**

You can find all necessary information posted on D2L. If you have questions or concerns about any of the assignments or rubrics, please contact me for clarification.

## **M.S. IN CLINICAL MENTAL HEALTH COUNSELING COUNSELING INTERNSHIP**

The internship is a 600-hour experience that requires 240 direct hours of client face-to-face interaction. It begins after successful completion of the practicum. Generally this experience occurs in the Fall and Spring semesters of the student's second year. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area.

### Responsibilities of the University

1. Assume full responsibility for the administrative duties related to the academic requirements of the Clinical Mental Health Counseling Internship, including approval of the site and experience, maintaining on-going and direct communication with Agency representative, ensuring that students are academically ready to begin the clinical experience, and evaluation of student work.
2. Provide information regarding the CECP Clinical Mental Health Counseling program and curriculum so that the Agency may properly plan and execute task assignments and supervision. Specifically included are the university calendar, student handbook, and the Practicum and Internship Handbook.
3. Designate one CECP faculty member each academic semester who will be the instructor for the student and who will communicate directly with the site supervisor by telephone contact and complete at least one site visit. The instructor will lead and facilitate weekly Clinical Mental Health Counseling Internship class/group supervision (2.5 hours/week; at least 1.5 hours of group supervision).
4. Facilitate group counseling leadership experience for students who are unable to obtain this experience at their internship site.

### Responsibilities of the Internship Site

1. Designate one clinical staff person as site supervisor with appropriate graduate degree and an independent mental health license. This person will be an employee (part time, full time, or contracted with the site) of the site where the internship will be conducted. The primary site supervisor must be a Licensed Professional Counselor (LPC), or a Licensed Marriage and Family Therapist (LMFT), Licensed Clinical Social Worker (LCSW), or a licensed Psychologist or Psychiatrist.
2. Ensure that student meets a minimum of 600 total internship hours.
3. Ensure that for internship, at least 240 hours are devoted to direct services.
4. Provide at least one hour of direct individual and/or triadic supervision on a regularly scheduled weekly basis.
5. Provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance in those activities. Suggested activities include individual counseling, group counseling, intake Interviewing, assisting with report



writing, consultation , career counseling, assisting with programming, individual supervision, group or peer supervision, case conferences at staff meetings.

6. Provide student with adequate work space, telephone, office supplies, and staff to conduct professional activities.
7. Directly examine student clinical work using video tapes, observation, and/or live supervision.
8. Provide written evaluation of the student based on criteria established by the Department of Counselor Education and Counseling Psychology.
9. Allow the student to attend weekly internship class session and monthly department colloquium for the duration of his/her clinical experience.

#### Responsibilities of Internship Student

1. The student will be enrolled in the Clinical Mental Health Counseling Internship course and will attend all classes for the duration of her/his internship experience. Students will continue working at their site until the end of the semester, even if they complete the required minimum 300 hours prior to the conclusion of that academic semester.
2. The student will complete an initial ILA and revisited ILA at the beginning and end of each semester.
3. The student will complete a weekly hours log and obtain site supervisor's initials/signature for each week. Original copies of the hours log will be submitted to the course instructor at midterm and the end of the semester.
4. The student is responsible for scheduling site visits each semester that include the student, course instructor, and site supervisor.
5. The student will take responsibility for ensuring that a) the site supervisor has been provided a copy of the course syllabus, a copy of the Practicum and Internship Handbook and evaluation forms to be completed at the mid- and end-point of each semester; b) that the supervision agreement has been signed by all parties; and c) that the Internship Learning Agreement (ILA) and ILA revisited have been reviewed and signed by all parties.
6. Complete a separate group counseling leadership experience if student's current site does not provide this opportunity.

## **Internship Documentation—Filing and Records**

### **Supervision Agreements**

Students are responsible for obtaining all required signatures for the supervision agreement. The supervision agreement can be found in the Master's Practicum and Internship Handbook, or on the CECP website. Agreements should be turned into the department/Coreen before the semester starts. Only one supervision agreement is needed for the entire Internship experience, unless there is a change in supervisor.

### **Student/Supervisor Information Sheets**

Students are responsible for obtaining all required information for the student/supervisor information sheet. The supervisor information sheet can be found in the Master's Practicum and Internship Handbook, or on the CECP website. This sheet is for the Practicum instructor to use during the course, but should be filed in the student's file at the end of the semester.

### **Hours Sheets, Supervisor Evaluations of Students, PLAs/ILAs and Site Evaluations**

Students are responsible for turning in these materials to the instructor on the day they are due. Instructors will sign forms that require instructor signatures (e.g., PLAs/ILAs and hours sheets), and then they will submit all the forms to Coreen for photocopying. Originals of these forms will be placed in the student's file, and copies will be returned to the instructor to give back to students (or, if the class is completed, to be held in the front office for students to pick up later).

It is the instructor's responsibility to keep track of these forms and assure that they have been submitted. If a student has received an incomplete in the course, the instructor should keep the materials until an updated set (e.g. hours sheet) has been submitted and the grade has been changed.

### **Revisited Internship Learning Agreements (ILAs)**

Revisited ILAs are part of our assessment system, and as such it is critical that all instructors include certain items\* on their rubrics to ensure consistency. Once Revisited ILAs are turned in they should be given to Coreen so she can photocopy and enter the data for our system.

### **Case Presentation**

Case presentations are part of our assessment system, and as such it is critical that all instructors include certain items on their rubrics to ensure consistency. One Case Presentations are turned in they should be given to Coreen so she can copy the Presentation and the Rubric and enter the data for our system.

Student/Supervisor Information Sheet

**\*\*NOTE: Internship course instructors should collect this sheet from students within the first week of classes. Instructors can keep these forms for the duration of the semester, and then should give them to Coreen for filing at the end of the semester.**

### Site and Supervisor Information Form

Please complete this form each semester you are enrolled in practicum or internship.

Form must be completed in its entirety.

#### Student/Supervisee Information

Student Name	
Address	
City, State, Zip Code	
Phone number	
MU Email	
Dates at Site (month and year through month and year)	
Days & Times at Site	Monday      Time: Tuesday      Time: Wednesday      Time: Thursday      Time: Friday      Time: Saturday      Time: Sunday      Time:
Weekly Individual or Triadic Site Supervision Day & Time	
Total Hours Per Week at Site	

#### Site and Supervisor Information

Supervisor information should be entered for the individual(s) who will be supervising the student directly. If the individual/triadic supervisor is different than the “on the floor” or daily supervisor, please enter information for both individuals.

Name of Site	
Address	

Site phone number	
On-Site Supervisor Name	
Phone	
Email	
Agency/Clinical Director Name	
Phone	
Email	

<p><b>What higher education degrees (masters and higher) does the supervisor hold, in what disciplines (e.g., clinical mental health counseling, couple and family counseling, counseling psychology), and from what institutions? Please add additional rows if necessary.</b></p> <p>Degree 1: Discipline: Institution where degree was earned:</p> <p>Degree 2: Discipline: Institution where degree was earned:</p>
<p><b>Supervisor licenses and applicable certifications. Please note any licenses/certifications that are listed under a different name than the name you listed earlier on this form. Please add additional rows if necessary.</b></p> <p>License/Certification 1: License/Certification 1 State/Issuing Authority: License/Certification 1 Number:</p> <p>License/Certification 2: License/Certification 2 State/Issuing Authority: License/Certification 2 Number:</p> <p>License/Certification 3: License/Certification 3 State/Issuing Authority: License/Certification 3 Number:</p>
<p><b>Do you have training to supervise (yes/no)?</b></p>

<b>For how long have you been supervising (enter month or years)?</b>
<b>Would you like additional supervision training (yes/no)?</b>
<b>Type(s) of counseling in which student will be supervised (mark all that apply):</b>  Individual Group Couple/Marriage/Family Academic Addictions Career/Vocational Child/Adolescent Rehabilitation Other (please specify):
<b>Type(s) of settings in which student will be supervised (mark all that apply):</b>  Agency Clinical/Community Mental Health Higher Education Hospital In-Patient Intensive Outpatient Non-Profit Organization Outpatient Partial Hospitalization Private Practice Other (please specify):
<b>Does the site permit students to audio-record sessions with client consent (yes/no)?</b>
<b>Does the site permit student to video record sessions with client consent (yes/no)?</b>

### Internship Site Visit and Evaluation Schedule

<b>Evaluation Methods</b>	<b>Internship</b>
Site Visits (Minimum Number)	Three—one at beginning, one at middle, and one at end of internship experience *If students begin internship in the Summer, they will have one site visit per semester (for a total of three) *If students begin internship in Fall, they will receive three site visits over the course of two semesters <i>Please try to plan site visits to best meet student and site needs. In other words, if a student had her/his site visit in late July at the end of the Summer semester, it might be more useful to conduct the next visit later in the Fall semester.</i>
Biweekly consultation	N/A unless needed
Mid-term evaluation	Supervisor Evaluation Form* completed at midterm of each internship semester
Final evaluation	Supervisor Evaluation Form* completed at end of each internship semester

**Internship Site Visit Record**

STUDENT: \_\_\_\_\_ SITE: \_\_\_\_\_

PRIMARY SUPERVISOR: \_\_\_\_\_

Date of 1st Site Visit: \_\_\_\_\_

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Date of 2<sup>nd</sup> Site Visit: \_\_\_\_\_Date of 3<sup>rd</sup> Site Visit: \_\_\_\_\_



### **Internship Learning Agreement (ILA) Assignment & Rubric**

- b.) Internship Learning Agreement (ILA: length should be 2 - 3 typed pages) - The ILA consists of the following elements:**
- i) A narrative description of your perceived professional strengths and expected growth areas.
  - ii) A statement of your intended future professional goals/practice area(s).
  - iii) A “learning plan” in table form with the following three column headers for the semester’s practicum/internship that documents:
    - (1) **Goals** (i.e., what do I want to learn through this practicum/internship, what do I want to get out of this practicum/internship, how do I want to be different as a counselor by the end of this practicum/internship?) Remember that goals are to be small, concrete, specific, salient, attainable, and measurable.
    - (2) **Activities** (what are the specific steps, activities, procedures, experiences I need to pursue to meet these goals?)
    - (3) **Outcome** (how will I objectively measure whether or not I met these goals?).
  - iv) A brief description of ways in which you will implement self-care this semester.
  - v) The Initial ILA must be reviewed, approved, signed and dated by you, your site supervisor, and lastly by your course instructor; provide a space at the end of the ILA for signatures and dates. *Due: XXX*
  - vi) The ILA should be revisited again at the end of the semester. In the “revisited” version, please address the degree to which you met your goals, and discuss what helped and hindered your meeting them. This revisited ILA can also include any changes in strengths/growth areas, intended future practice areas, and self-care strategies. *Due: XXX*
  - vii) The ILA will be evaluated based on a rubric distributed in class.

**Initial Internship Learning Agreement (ILA) Evaluation Rubric**

**Instructions.** Students are expected to meet expectations for all sections of the ILA within a maximum of three typed pages. For the ILA, students are assigned points for each section (total = 10 points).

1. *A brief narrative description of your perceived professional strengths and expected growth areas.*

Does not meet expectations (0 points)	Meets expectations (2 points)
Student's ILA does not include a narrative description of either their perceived professional strengths or expected growth areas.	Student's ILA narrative includes a clear and realistic description of their perceived professional strengths and expected growth areas.

2. *A statement of your intended future professional goals/practice area(s).*

Does not meet expectations (0 points)	Meets expectations (2 pts)
Student's ILA does not include a clear statement of their intended future professional goals/practice area(s).	Student's ILA includes a clear statement of their intended future professional goals/practice area(s).

3. A "Learning Plan" for the semester's practicum/internship that documents: (1) 2-3 learning goals (i.e., what do I want to learn through this practicum/internship, what do I want to get out of this practicum/internship, how do I want to be different as a counselor by the end of this practicum/internship?), corresponding learning activities (what are the specific steps, activities, procedures, experiences I need to pursue to meet these goals?), and objective outcome criteria (how will I objectively measure whether or not I met these goals?). **Present your learning plan in table form with the three headings: goals, activities, outcomes.**

Does not meet expectations (0 points)	Partially Meets Expectations (1-2 points)	Meets Expectations (3 points)
Student's learning plan is not included.	Student's learning plan is incomplete in one or more of the following areas: goals, activities, or outcomes or is not in table format.	Student's learning plan adequately addresses all of the following areas in table format: goals, activities, and outcomes.

4. A description of ways in which you will **implement self-care** this semester.

Does not meet expectations (0 points)	Meets expectations (2 points)
ILA does not include a description of reasonable ways in which the student will implement self-care this semester.	ILA includes reasonable plans/approaches to self-care for this semester.

5. The Initial ILA must be **reviewed, approved, signed** and dated by you, your site supervisor, and lastly by your course instructor *by the due date*.

Does not meet expectations (0 points)	Meets expectations (1 point)

<b>Student's ILA has not been reviewed, approved, signed, or dated by the student, site supervisor or course instructor, or was turned in late.</b>	<b>Student's ILA has been reviewed, approved, signed, or dated by the student, site supervisor or course instructor by the due date.</b>
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*Total ILA Points:* \_\_\_\_\_

**Revisited Internship Learning Agreement (ILA) Evaluation Rubric**

**Instructions.** Students are expected to meet expectations for all sections of the ILA within a maximum of three typed pages. For the ILA, students are assigned points for each section (total = 10 points).

1. *A brief narrative description of your perceived professional strengths and expected growth areas, with particular attention to the areas that have changed over the past semester.*

Does not meet expectations (0 points)	Meets expectations (2 points)
Student's ILA does not include a narrative description of either their perceived professional strengths or expected growth areas and their change.	Student's ILA narrative includes a clear and realistic description of their perceived professional strengths and expected growth areas as well as changes over the semester.

2. *A statement of your intended future professional goals/practice area(s), with attention to any changes in your intended areas over the course of the semester.*

Does not meet expectations (0 points)	Meets expectations (2 pts)
Student's ILA does not include a clear statement of their intended future professional goals/practice area(s) or discussion of the changes in these areas.	Student's ILA includes a clear statement of their intended future professional goals/practice area(s) and any changes since the beginning of the semester.

3. *A discussion of each of the learning goals identified in your initial learning plan, including the progress you made towards your goals, and any other goals that have now emerged as a result of learning this semester.*

Does not meet expectations (0 points)	Partially Meets Expectations (1-2 points)	Meets Expectations (3 points)
Student's learning plan is not discussed.	Student's learning plan is discussed but incomplete in one or more of the following areas: goals, activities, or outcomes.	Student's learning plan was adequately discussed and addressed all of the following areas: goals, activities, and outcomes.

4. *A description of how well you implemented self-care this semester.*

Does not meet expectations (0 points)	Meets expectations (2 points)
ILA does not include a description of ways in which the student implemented self-care this semester.	ILA includes a discussion of how well the student implemented self-care for this semester.

5. The Revised ILA must be **reviewed, approved, signed** and dated by you, your site supervisor, and lastly by your course instructor *by the due date*.

Does not meet expectations (0 points)	Meets expectations (1 point)
Student's ILA has not been reviewed, approved, signed, or dated by the student,	Student's ILA has been reviewed, approved, signed, or dated by the student, site supervisor or course instructor by the due date.

<b>site supervisor or course instructor, or was turned in late.</b>	
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*Total Revisited ILA Points:* \_\_\_\_\_

### **Assessment of Dispositions**

**\*See information about Dispositions from the Practicum section above. Please note that the final Disposition Assessment (student self-assessment and instructor assessment of student; obtained via Qualtrics) should take place during the final Internship semester (Spring of final year).**

**Internship Course – Suggested Point Distribution**

Below is a list of the required course assignments and possible points for each one. Please note that this adds up to 115 points; instructors can include additional assignments (e.g., course participation, other assignments) for any remaining points.

Completion and Documentation of Practicum Hours	30 points
Supervisor Evaluations, Site Visits, Individual Meetings	15 points
Practicum Learning Agreement-Initial*	10 points
Practicum Learning Agreement-Revisited*	10 points
Case Presentation*	50 points

**\*These assignments are graded with a rubric**

### Case Presentation Criteria

1. <u>Identifying Information</u> : Include relevant, deidentified client information: fictitious client's name, age, date of birth; race/ethnicity; date of report, school/agency, etc.).
2. <u>Reason for Referral</u> : Describe present referral concerns in concise and useful manner. Identify the type of referral source (do not use actual name of referral source).
3. <u>Presenting Problem</u> : State the problem(s) that the client identified in her or his first session/intake. Include information regarding onset, duration, and intensity of symptoms.
4. <u>Background Information</u> : Summarize relevant developmental, social, familial (do not use actual names, and give only first names), medical, psychiatric, educational, psychological, and treatment history. Do not identify any specific treatment centers, clinics, hospitals, etc.; use generic terms such as "General Hospital" or "XYZ Outpatient Clinic." Indicate all present and past medications and be aware of the reason for their use and any important side effects. Include a summary of the cultural context (relevant aspects of identity) of the client, as well as noted strengths they possess.
5. <u>DSM Diagnosis or Diagnoses</u> : Provide a logical diagnosis or diagnoses with appropriate codes from the DSM.
6. <u>Case Conceptualization</u> : Discuss how you conceptualize the referral concern from a counseling theory/theories. Why is the client having this particular difficulty? Be sure to clearly identify and describe the theoretical framework(s) that undergird your conceptualization.
7. <u>Treatment Plan</u> : Building on the conceptualization, identify and prioritize (include rationale) counseling goals, as well as outcome measures you are using. Finally, include any ancillary services that are occurring. Although your treatment plan should be specific, do not specifically identify any names, referral sources, agencies, etc.
8. <u>Legal/Ethical Issues</u> : Discuss the relevant ethical/legal issues regarding the case, with references to appropriate ethics codes or laws.
9. <u>Cultural and Social Justice/Advocacy Issues</u> : Discuss relevant cultural and social justice/advocacy issues regarding the case.
10. <u>Possible Assessments</u> : Name at least two assessments you could use with this client. Provide a brief description of each assessment and your rationale for using it, including your understanding of the psychometric properties of the instruments.
11. <u>Reason for Case Presentation</u> : State your purpose for presenting this case. How can your colleagues be of help? Diagnosis? Assessment? Treatment planning? Aftercare? Be specific so that your audience knows its purpose.
12. <u>Annotated Bibliography</u> : Include 3-4 references (and a brief description of each) you found useful in working with this client and/or in preparing the formal case presentation.
13. <u>Selection of Audio/Videotape Segment and Facilitation of Discussion</u> : Select useful segment to present to class and engages class in productive group supervision discussion while effectively managing time.
14. <u>Overall Writing and Formatting</u> : Appropriately de-identify client information, organize and write case presentation in a clear manner with appropriate grammar, spelling and proofreading.



**Case Presentation Scoring Rubric: Instructor to circle points earned for each criterion (total possible points = 50 points)**

	<b>Not Addressed</b>	<b>Less than Adequately Addressed</b>	<b>Adequately Addressed</b>	<b>Total Points</b>
<b>1. Identifying Information (2 pts.)</b>	No description of relevant info. (0 pts.)	Identifying information is presented for 1-2 of the identified areas (i.e., fictitious name, age, birth date, date of report, school/agency, parents). (1pt)	All relevant areas are presented (i.e., fictitious name, age, birth date, date of report, school/agency, parents). (2 pts.)	
<b>2. Reason for referral (2 pts.)</b>	No reason provided. (0 pts.)	Reason for referral is vague or unclear (1 pt.)	Reason for referral provides is fully and concisely presented. (2 pts.)	
<b>3. Presenting Problem (3 pts.)</b>	No problem described. (0 pts.)	Description of client's problem only minimally described, without sufficient detail regarding onset, duration and intensity of symptoms. (1 pt.)	Information about problem, including onset, duration and intensity of symptoms are described clearly and concisely (2-3 pts.)	
<b>4. Background Information (5 pts.)</b>	No summary is present. (0 pts.)	Limited description and synthesis of relevant historical information, client strengths, objective findings and presenting problems. (1-3 pts.)	Critical thinking, analysis, and synthesis of client's background (i.e., strengths, presenting problems, relevant historical information, objective findings) with current level of functioning are present. (4-5 pts.)	
<b>5. DSM Diagnosis or Diagnoses (3 pts.)</b>	No DSM diagnosis present. (0 pts.)	DSM diagnosis is listed. However, it is not supported with report data/information or there are aspects of client's history or concerns not accounted for in diagnosis (1-2 pts.)	DSM diagnosis is listed, along with relevant rule outs or other information. This diagnosis is fully supported with report data/information (3 pts).	
<b>6. Case Conceptualization (5 pts.)</b>	None present (0 pts.)	Case conceptualization is described but is vague or missing important information (i.e., lack of or poor use of theoretical framework to conceptualize presenting problems). (1-3 pts.)	Case conceptualization is firmly grounded in theoretical framework. This conceptualization is used to support argument for the choice of treatment strategies (4-5 pts.)	
<b>7. Treatment Plan (5 pts.)</b>	None present (0 pts.)	Specific counseling techniques, activities, behavioral program, etc. you will use to meet your treatment goals are vague or inappropriate for the presenting problem. (1-3 pts.)	Specific counseling techniques, activities, behavioral program, etc. you will use to meet your treatment goals are listed concisely and in appropriate depth to allow others to implement them (4-5 pts.)	

<b>8. Legal/Ethical Issues (4 pts.)</b>	None present (0 pts.)	Relevant implications of potential legal/ethical issues are vague or incomplete. (1-2 pts.)	Relevant implications of potential legal/ethical issues are well integrated and demonstrate that the reporter has critically considered each area. (3-4 pts.)	
<b>9. Cultural and Social Justice/Advocacy Issues (4 pts.)</b>	None present (0 pts.)	Relevant implications of potential social justice/advocacy issues are vague or incomplete. (1-2 pts.)	Relevant implications of potential social justice/advocacy issues are well integrated and demonstrate that the reporter has critically considered each area. (3-4 pts.)	
<b>10. Possible Assessments (5 pts.)</b>	None present (0 pts.)	Only 1 assessment is described, or descriptions are insufficient and/or don't provide sufficient rationale for their inclusion. (1-3 pts.)	Both assessments, the rationale for using them (including their psychometric properties) are described in detail. (4-5 pts.)	
<b>11. Reason(s) for Case Presentation (2 pts.)</b>	None present (0 pts.)	Reason (s) for case presentation is/are limited in number and lack depth (1 pt.)	Reason (s) for case presentation is/are reasonable in number and depth to generate excellent class discussion (2 pts.)	
<b>12. Annotated Bibliography (3 pts.)</b>	No bibliography included (0 pts.)	Only 1-2 references are included in bibliography, or brief description of each reference is missing (1-2 pts.)	All 3 references and a brief description of each are included (3 pts.)	
<b>13. Selection of Audio/Videotape Segment and Facilitation of Discussion (2 pts.)</b>	No video tape segment is selected and class discussion is not initiated (0 pts.)	Selected videotape selection marginally ties into reason for case conceptualization or does not generate opportunity for feedback or class discussion (1 pt.)	A useful segment is presented to class and presenter engages the class in productive group supervision discussion while effectively managing time. The presenter is well prepared with meaningful comments/questions to facilitate group discussion (2 pts.)	
<b>14. Overall Writing and Formatting (5 pts.)</b>	Numerous writing errors; Report is not de-identified (0 pts.)	A few errors present either with spelling or grammar and/or there is limited organization to the report regarding main paragraphs and transitions. Does not have a professional appearance (1-3 pts.)	Well written and organized report with sufficient depth to answer most possible questions that could be raised by a reader (4-5 pts.)	

**TOTAL POINTS: \_\_\_\_\_/50**





**MARQUETTE**  
UNIVERSITY

**BE THE  
DIFFERENCE.**

**Department of Counselor Education and Counseling Psychology**

COUN 6986 – 101: Internship in Clinical Mental Health Counseling  
Spring 2021

Tuesdays 1:00 pm – 3:40 pm  
Location: Wehr Chemistry 009

**Instructor:** Alie Kriofske Mainella, PhD  
**Office:** 180 Schroeder Complex  
**Phone:** (414) 288-7780  
**Email:** [Alexandra.kriofskemainella@marquette.edu](mailto:Alexandra.kriofskemainella@marquette.edu)  
**Office hours:** By appointment

**Course Description from Marquette University's Graduate Bulletin:**

Supervised counseling experiences in assessment, diagnosis, intervention, prevention and consultation. Students engage in their internship activities at approved sites in the greater Milwaukee area and meet on campus weekly for a didactic seminar and group supervision. Three credits of internship require a minimum of 300 clock hours of internship activities.

**Content Areas/Course Overview**

This course is designed to help prepare you to become a professional counselor with the knowledge, skills, and dispositions required to: (a) understand your role and functions in the human services field; (b) practice ethically and in a culturally sensitive manner; (c) apply theories of development and personality in your conceptualization of referral concerns; (d) select and use appropriate counseling assessment and intervention strategies; (e) learn how to advocate for clients; and (f) evaluate your effectiveness as a counselor.

The course seminar is designed to support and supplement your work at your internship site. Class time will be devoted to clinical supervision in order to provide you with a regular opportunity to discuss your work at your internship site and its impact on your professional growth. Activities and assignments are designed to meet the general purposes of this course described above.

**Knowledge and Skill Outcomes**

<b>Course Knowledge and Skill Outcomes</b>	<b>CMHC Program Learning Outcomes</b>	<b>CACREP II. Common Core &amp; CMHC Specialty Area Standards</b>	<b>Evaluation Methods</b>

Meet or exceed the knowledge-based expectations of his/her internship site.	1, 2, 3, 4, 5	Common Core 5.g. Common Core 7.C CMHC Specialty Area 2.j CMHC Specialty Area 3.b.	Successful completion of all course requirements
Identify his/her role, function and relationship with other human service providers at the internship site	1, 2, 3, 4, 5	Common Core 5.g. Common Core 7.C CMHC Specialty Area 2.j CMHC Specialty Area 3.b.	Supervisor Evaluation; Initial and Revisited ILA
Identify approaches to maintaining self-care and avoiding burnout and counselor impairment	2, 4	CMHC Specialty Area 3.b.	Supervisor Evaluation; Initial and Revisited ILA; check-ins; SELF activity
Describe multicultural issues relevant to both counselor and client	1, 2, 3, 4, 5	Common Core 5.g. Common Core 7.C CMHC Specialty Area 2.j CMHC Specialty Area 3.b.	Case Presentation Assignment; Supervisor Evaluation; Class Participation
Demonstrate an understanding of theories of learning, personality and individual development as they apply to conceptualizing referral concerns and assessment and intervention practices (PLO 5b and CACREP CMHC D.1.)	1, 5	Common Core 5.g. Common Core 7.C CMHC Specialty Area 2.j CMHC Specialty Area 3.b.	Case Presentation Assignment; Supervisor Evaluation; Class Participation
Meet or exceed the skill-based expectations of his/her internship site.	1, 2, 3, 4, 5	Common Core 5.g. Common Core 7.C CMHC Specialty Area 2.j CMHC Specialty Area 3.b.	Successful completion of all course requirements

Act in accordance with the Ethical Code of the American Counseling Association	2	Common Core 5.g. Common Core 7.C CMHC Specialty Area 2.j CMHC Specialty Area 3.b.	Successful completion of all course requirements
Use counseling principles, theories and research to initiate, maintain, and terminate counseling.	1, 2, 3, 4, 5	Common Core 5.g. Common Core 7.C CMHC Specialty Area 2.j CMHC Specialty Area 3.b.	Successful completion of all course requirements
Apply multicultural competencies and knowledge to clinical mental health counseling	1, 2, 3, 4, 5	Common Core 5.g. Common Core 7.C CMHC Specialty Area 2.j CMHC Specialty Area 3.b.	Successful completion of all course requirements
Complete appropriate documentation of counseling practice, including informed consent, intake summaries, assessments, treatment plans, progress notes, termination summaries, and correspondence	2, 3, 5	Common Core 5.g. Common Core 7.C CMHC Specialty Area 2.j CMHC Specialty Area 3.b.	Successful completion of all course requirements
Recognize own limitations as a clinical mental health counselor and engage in self-care and seek supervision when needed	2, 4	CMHC Specialty Area 3.b.	Initial and Revisited ILA; Supervisor Evaluation; Weekly check-ins
Selects culturally appropriate assessments for diagnosis, treatment, and evaluation	1, 2, 3, 4, 5	Common Core 5.g. Common Core 7.C CMHC Specialty Area 2.j CMHC Specialty Area 3.b.	Supervisor Evaluation; Case Presentation Assignment
Demonstrates skills in conducting intakes, mental status evaluations, client history, and individualized assessment for treatment planning	1, 2, 3, 5	Common Core 5.g. Common Core 7.C CMHC Specialty Area 2.j CMHC Specialty Area 3.b.	Successful completion of all course requirements
Demonstrates ability to assess and provide treatment for clients with addictions and co-occurring disorders	1, 2, 3, 5	Common Core 5.g. Common Core 7.C CMHC Specialty Area 2.j CMHC Specialty Area 3.b.	Successful completion of all course requirements
Demonstrates appropriate use of diagnostic systems in clinical mental health counseling	1, 2, 3, 5	Common Core 5.g. Common Core 7.C CMHC Specialty Area 2.j CMHC Specialty Area 3.b.	Successful completion of all course requirements
Demonstrates skills in assessing and managing clients with suicide risk	1, 2, 3, 5	Common Core 5.g. Common Core 7.C CMHC Specialty Area 2.j CMHC Specialty Area 3.b.	Successful completion of all course requirements
Advocates for service delivery opportunities and resources for clients and communities that	1, 2, 3, 5	Common Core 5.g. Common Core 7.C CMHC Specialty Area 2.j	Successful completion of all course requirements

promote optimal human functioning		CMHC Specialty Area 3.b.	
Actively participate in an average of one hour of individual or triadic supervision on site	1, 2, 3, 4, 5	Common Core 5.g. Common Core 7.C CMHC Specialty Area 2.j CMHC Specialty Area 3.b.	Successful completion of all course requirements; hours logs
Actively participate in an average of an hour and a half of group supervision during the internship class.	1, 2, 3, 4, 5	Common Core 5.g. Common Core 7.C CMHC Specialty Area 2.j CMHC Specialty Area 3.b.	Successful completion of all course requirements; hours logs

### **CMHC Program Learning Outcomes:**

1. Apply knowledge of bio-psycho-social-cultural foundations of behavior and evidence-based counseling approaches to diverse individuals and groups.
2. Apply professional, ethical, and legal standards in their counseling practices.
3. Assume advocacy roles for the mental health care of underserved individuals and groups in urban settings.
4. Integrate self-awareness, counseling roles and reflective practices into a professional counseling identity.
5. Provide clinical mental health counseling prevention and treatment services for diverse individuals and groups in community settings.

### **Instructional Methods**

Course objective will be achieved via the following instructional methods: small and large group discussions; readings; lecture; written assignments; role-plays; in-class activities; site visits; trainings; weekly group supervision; on-campus seminars.

### **Course Materials and Communication**

Course materials are located on Marquette's D2L website

Course communication will be sent to your Marquette University email address. Please note that group communication for this course may be sent to your email through D2L, which has a unique email address.

It is expected that all students check their Marquette email and the course site on D2L regularly to stay informed regarding course expectations and activities. Neglecting to check email or D2L is not a valid excuse for missing important course information.

### **Required Readings and/or Texts\***

- American Counseling Association. (2014). *ACA Code of Ethics*. Alexandria, VA: Author. Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>.
- American Counseling Association. (2018). *American Counseling Association Advocacy Competencies*. Alexandria, VA; Author. Retrieved from [https://www.counseling.org/docs/default-source/competencies/aca-2018-advocacycompetencies.pdf?sfvrsn=1dca552c\\_6](https://www.counseling.org/docs/default-source/competencies/aca-2018-advocacycompetencies.pdf?sfvrsn=1dca552c_6)
- APA Practice Central: Self-Care Resources. Retrieved from <http://www.apapracticecentral.org/ce/self-care/index.aspx>
- Bray, B. (2018). Guiding lights. *Counseling Today: A Publication of the American Counseling Association*. Retrieved from <https://ct.counseling.org/2018/05/guiding-lights/>
- Meyers, L. (2015). Stumbling blocks to counselor self-care. *Counseling Today: A Publication of the American Counseling Association*. Retrieved from <https://ct.counseling.org/2015/02/stumbling-blocks-to-counselor-self-care/>
- Ratts, M. J., Singh, A. A., Nassar-McMilla, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development, 44*, 28 – 48. doi: 10.1002/jmcd.12035
- Wisconsin Professional Counselor Definitions, Rules and Practices. Department of Safety and Professional Services. Retrieved from <https://dsps.wi.gov/Pages/RulesStatutes/MPSW.aspx>

\*Other readings may be assigned during the semester to aid discussion and student learning.

#### **Special Statement on COVID-19**

Marquette University recognizes that this is a difficult time which may be filled with uncertainty as we move forward with the academic year. Your safety, health, and well-being, as well as that of our faculty and staff are our primary concern and we want to be able to support you in any way that we can. To live our Cura Personalis or care for the whole person, we ask that you adjust your behavior to best keep yourself and others safe. We have expectations that you act responsibly in order to mitigate risk to others. As your faculty, I too am committing to these behaviors that I will ask you to follow. The University understands that at this time you may be facing some obstacles that would make it difficult to meet your academic goals. Please use the [Student Resources](#) page on the [Marquette COVID-19 Response webpage](#) for information and resources on basic needs such as housing, food, financial aid, and medical and mental health. The webpage also offers information on official University communications, access to technology, and student services. Your professors and advisors are also here for you. Visit the [Marquette COVID-19 Response Page](#) regularly as information may change as the semester rolls out. Remember, you are not alone and together we will navigate these extraordinary and challenging times.



**EXPECTED BEHAVIOR:****Wearing Masks in Classrooms is Mandated**

Marquette requires all students, faculty, and staff to wear face masks or cloth face coverings in classrooms, laboratories and other public spaces where in-person instruction occurs. We require the wearing of masks covering the nose and mouth in all physical classrooms to help mitigate the transmission of COVID-19. Marquette as a community views the adoption of mask wearing as a sign of our being men and women for others. It is a mark of respect, compassion for your classmates, faculty, staff and for the greater Milwaukee community. Students who cannot wear a face covering due to a medical condition or disability, or who are unable to remove a mask without assistance, should seek an accommodation through the [Office of Disability Services](#). If you do not adhere to this practice you will be asked to leave the room.

**Facemasks are not a Substitute for Social Distancing**

You should maintain appropriate social distancing guidelines where possible while in the classroom, laboratory, or other instructional spaces and in public areas. You should avoid congregating around instructional space entrances before or after class sessions. Expectations for seating arrangements will be communicated at the beginning of the semester. Some instructional spaces may have designated entrance and exit doors for you to use. You should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

**Commitment to Inclusion and Equity**

I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). I also understand that the current crisis of COVID, economic disparity, and health concerns could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Marquette to be people for and with others and to care for the whole student (Cura Personalis). If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you (Marquette can provide financial assistance, food assistance, computers, and counseling services, and provide a specific request if you complete a [Concern and Care Form](#)).

**Health-related Class Absences**

Please regularly evaluate your own health according to current [CDC](#), [State of Wisconsin](#), and [city guidelines](#). Do not attend class or other on-campus events if you are ill. You are encouraged to seek appropriate medical attention for treatment of illness from [Student Health Services](#). In the event of having a contagious illness such as influenza or COVID-19, please complete the [voluntary form](#) upon diagnosis and do not come to class or to campus to turn in any work. Instead, email me about your absence as soon as you are able so that appropriate accommodations can be explored. Please note that documentation (a Doctor's note) for medical absences is not required. As part of their commitment to maintain confidentiality, to encourage more appropriate use of healthcare staff resources, and to support meaningful dialogue between instructors and students, Marquette Student Health Services will not provide documentation of illness.

I am committed to working with students with pre-existing medical and mental health needs, as well as new needs that may arise within the semester. I encourage you to reach out to me as early as possible to discuss any adjustments you think may be necessary in this course. Reasonable accommodations may include leveraging the course modules that have been developed in creative ways to maximize your access during times when students need to quarantine due to COVID exposure, or during an absence related to a disability or COVID-19 diagnosis. While I cannot guarantee any specific outcome, I am committed to working with you to explore all the options available in this course. To begin this process, contact the [Office of Disability Services \(ODS\)](#).

### **Course Policies**

**Class Attendance and Participation:** This class meets on Tuesdays at the scheduled time of 1:00-3:40 p.m. Barring any changes, we will meet in person with changes per COVID-19 restrictions and situations. If you cannot meet in-person due to COVID-19 restrictions, online engagement may be an appropriate alternative. As stated above, you will need to contact the Office of Disability Services if you need to explore the viability of that option. Though I cannot guarantee that every requested adjustment will be possible, due to the challenges we face with the COVID-19 pandemic, I will adapt and adjust to your situation to the greatest extent possible. Class participation and active learning are important aspects of this class, so your engagement is critical to your success regardless of modality/delivery. However, I understand that sometimes you must miss examinations or other academic obligations affecting your grades because of illness, personal crises, and other emergencies. As long as such absences are not excessive (e.g., more than 2 per semester) I will work with you as best I can to help you succeed in the course. Please contact me as soon as possible when such absences arise so we can make arrangements to get you caught up. This policy will not apply in the case on non-emergency absences.

**Student Expectations:** The goal of this course is to foster a community that is conducive to learning, open to new ideas and ways of thinking, and respectful of each other as professionals and colleagues. In the spirit of this collegiality, students are required to meet the following expectations: (a) arrive to class on time and fully prepared, with all relevant readings and class assignments completed; (b) actively listen and fully participate during class; (c) put cell phones on silent; and (d) refrain from text, email, and use of the Internet during class.

Counseling students must conduct themselves in accordance with legal (e.g., HIPAA) and ethical (e.g., American Counseling Association Code of Ethics) guidelines. Students should learn and follow all relevant procedures for maintaining privacy and confidentiality at their sites and ensure the utmost care with documentation and record-keeping, as well as communications about clients. In addition, students should prioritize professionalism, as evidenced by respecting fellow students, colleagues, and the instructor; preserving the confidentiality of information shared in class; and adhering appropriately to boundaries.

Examples of unprofessional behavior include the following: engaging in side conversations while others are talking; not paying attention in class; texting, talking on the phone, or using the Internet for non-course-related activities during class; criticizing others' thoughts and beliefs; falling asleep during class; and sharing confidential information outside of class. While it is expected that there may be times when

students are not in total agreement with peers or the instructor, respect for the academic and professional environment is paramount.

**Instructor Expectations:** As the instructor of this course, it is my responsibility to foster an inclusive and effective classroom environment; provide educational materials and course content; facilitate class time; provide timely feedback on assignments; and serve as a resource for you. Please utilize my office hours or make an appointment with me to ask questions about course materials, assignments, or grades.

If at any time you feel I am not meeting your expectations as an effective instructor, please speak with me directly so I can work to address your concerns. I will also provide a midsemester feedback opportunity so you can share your input on the strengths and growth areas of this course.

**Academic Integrity:** Students are required to abide by the university's academic integrity policy as outlined in the Graduate School Bulletin: <http://bulletin.marquette.edu/grad/policiesofthegraduateschool/>. Academic misconduct (including cheating, plagiarism, and helping others commit violations) will not be tolerated. Students who violate the university's academic integrity policy will be sanctioned according to university regulations.

**Assignments:** All written assignments, unless otherwise specified by the instructor, should meet the style guidelines as described in the 7<sup>th</sup> edition of the *Publication Manual of the American Psychological Association* (2019). All written assignments must include a cover page which is not included in the final page count for the assignment.

**Late Policy:** Course assignments must be turned in at the start of class on the assignment's due date. Assignments that are turned in late will be assessed a 10% penalty for each day late.

**Faculty Consultation:** CECP faculty consult with each other regularly regarding student strengths, areas of growth and development, academic and professional concerns, etc. Faculty may also consult with professionals outside the department to clarify policies, rules, laws, ethics, and best practices.

### Course Requirements

Separate course requirements are included for the internship site and Marquette University.

#### **Internship Site Course Requirements:**

- 1) 300 total hours per semester
  - a) 120 hours of **direct service** (face-to-face counseling interactions with clients). Examples include individual, group, and family counseling; in-home services; intake; and assessment. All of these activities occur **in the presence of the client**.
  - b) 180 hours of **indirect service** (clinical activities that occur when **not in the presence of the client**). Examples include supervision; client staffing; staff meetings; reviewing records; attending workshops; writing process or progress notes; time spent planning interventions; and consulting with other professionals about a case. In addition, outside activities related to internship should be included (e.g., class time and preparation; professional reading).

- c) CMHC students are required to obtain experience co-leading a group during Internship. Each student will work with the Practicum and Internship Coordinator to determine if their site provides opportunities for group counseling. If a site does not provide these, students will work with the Practicum and Internship Coordinator to find another placement (e.g., working with Nursing students) to gain group counseling experience, typically during Fall and/or Spring semester. This experience will be supervised and evaluated (see Supplemental Group Experience Supervisor Evaluation of CMHC Intern Form).

**Note: Completion of a minimum of 300 hours (120 direct hours; 180 indirect hours) is a course requirement.** Students who do not achieve the minimum required face-to-face or indirect hours at internship will receive a grade of Incomplete and will not receive a final grade until the minimum hours are completed.

### **2) Documentation of Internship Hours**

Students are expected to maintain a daily log of internship activities. The Practicum / Internship Hours Worksheet is available on the CECP department website and is also posted on D2L. These logs must be reviewed and initialed by your site supervisor **on a weekly basis**.

Students must also submit a **mid-semester** and **end-of-semester summary of internship hours** by turning in a copy of their most recent (mid-semester) and final (end-of-semester) Internship Hours Worksheet (including the cumulative totals) to their instructor. These mid-term and end-of-term summaries must be signed by your site supervisor and submitted to your instructor for retention in the department's files. Students must also keep copies of these documents for their portfolios.

### **3) Supervision**

Students are responsible for arranging an average of one hour of on-site weekly supervision (individual or triadic) with their site supervisors. Additionally, students should develop program-appropriate audio/video recordings for use in supervision or receive live supervision of their interactions with clients. Audio/videotape consent forms are available in the master's Practicum / Internship Handbook. **Please provide a copy of the syllabus to your supervisor.**

### **4) Site Expectations**

Each internship site has a unique set of expectations for students. Students are expected to meet with their on-site supervisor to determine the site's expectations for them (e.g., hours and days worked; types of services; documentation; required meetings; supervision, etc.). Students are expected to meet or exceed the expectations set by their internship site.

Students are responsible for providing their supervisor with a copy of this syllabus.

### **5) Site Visits**

Students are responsible for arranging site visits with the student, site supervisor, and course instructor. For students enrolled in the course for two consecutive semesters, three total visits will be required: one early in the experience, one in the middle of the experience, and one near the end of the experience. For students enrolled in the course for three semesters, three site visits will be required: one each semester. Additional site visits and other forms of contact with the site supervisor (e.g., emails; conference calls) will be arranged on an-as needed basis.

### **6) Supervisor Evaluation**

Students are responsible for obtaining a completed Supervisor Evaluation of Student Form at midterm and near the completion of the internship experience each semester (see the CECP department's website or D2L for a copy of this form).

### **7) Internship Site Evaluation**

At the end of each semester of internship, students are responsible for evaluating their internship sites and supervisors using the form available (see the CECP department website or D2L for a copy of this form).

- 1) 8) Informed Consent/Site Safety Documentation:** All students who report to site during the COVID-19 pandemic (not those who will engage in telehealth from home only) must complete the informed consent documentation that includes site safety documentation. Please read and complete this document carefully in consultation with your site supervisor. You are not permitted to be onsite without a signed informed consent on file. You have received this information via email; please ask if you have questions or concerns.

### **Marquette University Course Requirements:**

#### **1) Class Attendance, Participation, and Check-Ins:**

Students must promptly attend and actively participate in all weekly internship classes. At the beginning of class, each student will be asked to conduct a brief check-in. This check-in may include a discussion of an experience at their internship site; a clinical issue that resulted in personal insight or growth; questions; ethical issues; relevant scholarly readings; professional development opportunities; or discussion of other counseling-related issues.

#### **1a) Colloquium:** Attend all scheduled department colloquia (Dates TBA)

*Note for Students Completing Summer Internship:* In certain, unusual situations, a site may realize that their intern(s) will not reach the minimum 300 hours during the summer due to a low census, unexpected disruptions at the site, etc. In those unusual cases the student, supervisor and course instructor should meet as soon as possible to discuss a possible exception to the 300-hour minimum (see Master's Practicum and Internship Handbook for more details).

### **2) Internship Learning Agreement**

The 2-3 page Internship Learning Agreement (ILA) consists of the following elements:

- viii) A statement of your intended future professional goals/practice area(s).
- ix) A "learning plan" in table form with the following three column headers for the semester's practicum/internship that documents:
  - (1) Goals** (e.g., what do I want to learn through this practicum/internship, what do I want to get out of this practicum/internship, how do I want to be different as a counselor by the end of this practicum/internship?) Remember that goals are to be small, concrete,

specific, salient, attainable, and measurable.

- (2) **Activities** (what are the specific steps, activities, procedures, experiences I need to pursue to meet these goals?)
- (3) **Outcome** (how will I objectively measure whether or not I met these goals?).
- x) A brief description of ways in which you will implement self-care this semester.

The Initial ILA must be reviewed, approved, signed, and dated by 1) the student, 2) the site supervisor, and 3) by the course instructor. Provide a space at the end of the ILA for signatures and dates. **Due: February 23<sup>rd</sup> at the beginning of class.**

### Revisited Internship Learning Agreement

The ILA will be revisited again at the end of the semester. In the “revisited” version, students address the degree to which they met their goals; changes in their strengths, growth areas, and future goals; and changes in their self-care strategies. Please see the assignment guidelines and evaluation rubric posted on D2L for more information. **Due: May 4<sup>th</sup> at the time of the individual consultation.**

### 3) Self-Care and Self-Care and Positive Psychology Presentation

On the assigned class day, students will facilitate a self-care strategy with the class that is rooted in positive psychology principles and can be used with clients and / or fellow counselors. Students will lead the class in the activity, discuss how they use the strategy, and facilitate a class discussion regarding the strategy. Please see the evaluation rubric posted on D2L for more information about this assignment.

**Due: Assigned class date.**

### 4) Topic Presentation

On the assigned class day, each student will present for 15 minutes a topic that aligns with their passions or interests, that could also be implemented at or pertinent to their work in their internships. Each of you have different areas of passion and interest AND different opportunities to learn at your sites. These presentations will allow all of us to learn from the experiences of others in the group. (15-minute presentation with 5 minutes for questions.) **Due: Assigned class date.**

### 5) Formal Case Presentation

- a) The purpose of this assignment is multifold:
  - i) to acquire additional experience conceptualizing your clients and their referral concerns;
  - ii) to become accustomed to presenting your work to colleagues and receiving feedback;
  - iii) to identify what in your interventions is working and what is not;
  - iv) to recognize the appropriateness of asking for consultation assistance.
- b) Prepare the written portion of your case presentation and **distribute via email to all class members and the instructor no later than the Thursday prior** to your presentation so that we may read it and be fully prepared to provide appropriate consultation. Be sure to preserve client confidentiality in all portions of this requirement, and act in accordance with HIPAA requirements (see department website). This summary should include the following information:
  - i) Identifying Information: Include a first name (de-identify [i.e., do not use client’s actual first name]; confidentiality must be maintained), age, race/ethnicity, place of residence, family structure (may use genogram).
  - ii) Reason for Referral: State the reason that the client was first sent for or requested services.

- Identify the type of referral source (do not use actual name of referral source).
- iii) Presenting Problem: State the problem(s) that the client identified in the first session/intake. Include information regarding onset, duration, and intensity of symptoms.
  - iv) Background Information: Summarize relevant developmental, social, familial (do not use actual names, and give only first names), medical, psychiatric, educational, psychological, and treatment history. Do not identify any specific treatment centers, clinics, hospitals, etc.; use generic terms such as “General Hospital” or “XYZ Outpatient Clinic.” Indicate all present and past medications and be aware of the reason for their use and any important side effects. Include a summary of the cultural context (relevant aspects of identity) of the client, as well as noted client strengths.
  - v) DSM-5 Diagnosis(es).
  - vi) Treatment Conceptualization: Discuss how you conceptualize the referral concern, that is, why is the client having this particular difficulty at this particular time? This conceptualization should be explicitly based in a particular counseling theory. Be sure to clearly identify and describe the theoretical perspective(s) that undergird your conceptualization/formulation.
  - vii) Treatment Plan: Building on the conceptualization, identify and prioritize (include rationale) counseling goals, as well as outcome measures you are using. Finally, include any ancillary services that are occurring. Although your treatment plan should be specific, do not specifically identify any names, referral sources, agencies, etc.
  - viii) Discuss the relevant ethical/legal issues regarding the case.
  - ix) Discuss relevant cultural and social justice/advocacy issues regarding the case.
  - x) Reason for Case Presentation: State your purpose for presenting this case. How can your colleagues be of help? Diagnosis? Assessment? Treatment planning? Aftercare? Be specific so that your audience knows its purpose. (Engage the audience here. Use open-ended questions to solicit feedback.)
  - xi) Annotated Bibliography. Include 3-4 references you found useful in working with this client and/or in preparing the formal case presentation.
- c) First, assume everyone has read your case presentation and is prepared to help you. Begin your presentation in class by briefly highlighting the most significant criteria above (or new information that occurred since you wrote the case presentation) and then providing an opportunity for any questions about your written case presentation (10-15 minutes). Then show/play (from video or audiotape) a particular piece of your work with the client (e.g., part of a session). Select a piece about which you feel unsure—you feel stuck, you don’t know what is going on or where to go, you feel that you just made a therapeutic error, etc. Before you show the piece, give us context—what is happening in the work in general, and in this particular episode; for what, specifically, do you want us to look; what focused questions do you have for us; what type of feedback is most helpful to you? Then, show/play the piece. Next, facilitate a discussion to address your areas of concern. This is your time to receive from your peers and from your instructor the consultation you seek, so be thoughtful about how you facilitate this discussion. We are ready to help; you must tell us how you want us to assist you. Finally, conclude your case presentation by summarizing the discussion and recommendations received. Your case presentation should be approximately 45 minutes in length, the bulk of which occurs after the presentation of the particular piece of your work with the client.
- d) At the end of the semester, give a brief (~ 5 minutes) “catch-up” on how your work with this client progressed, where you see the work continuing to go, how you will prepare the client for termination (if that is imminent), how you were able to incorporate the feedback you received in your presentation, etc.

e) This course assignment will be assessed through a formal rubric available on D2L. At the end of the semester, students will give a brief (approximately 5 minutes) “catchup” describing how the work with the client progressed, how the presentation feedback was incorporated, an updated treatment plan, termination planning, etc.

Please see the assignment guidelines and evaluation rubric posted on D2L for more information. **Due: Assigned class date.**

### Key Performance Indicators

The CMHC program assesses each student’s progress throughout the program on a series of Key Performance Indicators (KPIs). The KPIs are a select number of assignments and evaluations along various points in the program that assess a student’s mastery of the eight core CACREP areas: (a) professional counseling orientation and ethical practice, (2) social and cultural diversity, (3) human growth and development, (4) career development, (5) counseling and helping relationships, (6) group counseling and group work, (7) assessment and testing, and (8) research and program evaluation. There are several KPIs measured during in this class, depending on the semester. Below the KPIs, the timing in the program, and the manner in which they are evaluated is listed. All KPIs in the Internship course are evaluated with the following scale: Expectations not met (below 78) / Developing (78-81) / Meets expectations (82-93)/ Exceeds expectations (94-100). More details will be provided in the assignment description and in class.

**KPI Core 1-Skill:** *The student will apply legal and ethical considerations to work with clients. (Fall semester of Internship; Internship supervisor evaluation of intern Item #2)*

**KPI Core 5-Knowledge:** *Students will be able to demonstrate knowledge of counseling theories. (Final semester of Internship; Internship supervisor evaluation of intern Item #3.A)*

**KPI Core 6-Skill:** *The student will be able to apply group facilitation skills. (Final semester of Internship; Internship supervisor evaluation of intern Item #3.B-group experience)*

**KPI Core 7-Knowledge:** *The student will demonstrate an understanding of principles to consider when evaluating assessments. (Final semester of Internship; Case Presentation Item #10)*

**KPI CMHC 1-Skill:** *Students will demonstrate the ability to develop a case conceptualization and treatment plan. (Final semester of Internship; Case Presentation Items #6 & 7)*

### Assessment of Dispositions

The CECP department has identified 8 professional dispositions that reflect the values and goals of our department and program training model. The dispositions identified are attitudes, characteristics, or behaviors that we believe are necessary to be an effective counselor. As noted in the Master’s Program Handbook, these dispositions will be assessed at several time points during students’ program so as to assure progress is being made and to provide students with sufficient feedback and support in their development. This data will also be used for decision-making regarding readiness for practicum, internship, and graduation. Students receiving a 0 or 1 will be considered lacking in that professional disposition and may require remediation. If you are taking this course in Spring (final semester), you will be expected to complete a self-assessment of your dispositions at mid-term. Your instructor will also



complete an assessment using the same questions. Your instructor will give you time during class at the beginning and end of the semester to complete your self-assessment via Qualtrics.

### **Taping Policy**

As noted in the formal case presentation assignment description, students are required to audio and/or videotape their sessions with clients and have these tapes available for use during individual supervision, as well as in practicum and internship courses. Clients must provide consent (or assent, if they are under 18 and their parents/guardians have provided consent) to being taped. The CECF department has an Informed Consent to Audiotape and/or Videotape Counseling Sessions form that must be completed by the intern and signed by the client and supervisor before any recording can take place. Students must assure that the tapes are stored in a secure location and will not be shared with anyone outside the context of individual and group supervision. In cases where the site has a separate taping form, both the Marquette University and agency forms must be completed.

### **Performance Evaluation Criteria and Procedures**

Final grades will be assigned by the course instructor. Formal and informal evaluation of the internship student will be conducted throughout the semester. Students will be evaluated based on performance on assignments, overall professional growth, and successful demonstration of course objectives. Evidence regarding growth will be obtained through discussion with on-site supervisors, evaluation of performance via the internship evaluation form completed by the site supervisor and reviewed with the student, and observations by the course instructor.

Evaluations made by site supervisors will be given to students, and copies will be also be placed in students' files, along with any statement students wish to provide regarding their performance in the internship.

All course requirements must be completed satisfactorily before credit will be awarded for the course. In cases where the student has not evidenced the minimum skill level and professional development to advance successfully to the next level of training, or to enter the practice of counseling, it will be recommended that the student repeat the course and/or abide by departmental directives in accordance with the department's remediation procedures.

<b><u>Assignment</u></b>	<b><u>Possible Points</u></b>
Attendance, Class Participation, and Check-Ins	50
Internship Learning Agreement (Initial)	10
Self-Care and Positive Psychology Presentation	10
Topic Presentation	10
Formal Case Presentation (with audio or video)	50
Internship Learning Agreement (Revisited)	10
Supervisor Evaluations and Site Visit(s) (30 each x2)	60
<b><u>Total Points</u></b>	<b><u>200</u></b>

### **Department Grading Policy**

Final grades in this course will be assigned according to the final model, which is consistent with the MU Graduate School System:

Grade	Percentage	Grade points
A	94-100	4.00
A-	90-93	3.67
B+	86-89	3.33
B	82-85	3.00
B-	78-81	2.67*
C+	74-77	2.33
C	70-73	2.00
F/WF	69 and below	0.00

\*Note that students in the CECF Department must obtain grades of "B-" or higher in order for courses to count for credit in their programs of study. Per Graduate School policy, grades of C-, D+, and D- cannot be assigned. Furthermore, all graduate students must maintain a grade point average of at least 3.000 to graduate.

#### Completion and Documentation of Internship

**Hours: Completion of a minimum of 300 hours (40% or 120 face-to-face/direct hours) is a course expectation for all students.** Students who do not achieve the minimum required face-to-face or indirect hours at internship will receive a grade of Incomplete and will not receive a final grade until the minimum hours are met.

#### Disability Statement

If you have a disability and require accommodations, please contact me early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Office of Disability Services. If you are unsure of what you need to qualify for services, visit the Office of Disability Service's website at [www.marquette.edu/disability-services](http://www.marquette.edu/disability-services) or contact the Office of Disability Services at 414-288-1645.

**Course Schedule (subject to change with notice from Instructor)**

<b>Date</b>	<b>Topics</b>	<b>Assignments/Readings</b>
January 26	Course overview and syllabus review Group supervision goals Schedule self-care, topic & case presentations and individual consultation meetings; instructor <u>Discussion topic:</u> Self Care and Positive Psychology	Syllabus (bring electronic or printed copy) Meyers 2015 APA Practice Central: Self-care resources
February 2	Check in Schedule site visits Self-Care Presentation Topic Presentation <u>Discussion topic:</u> Ethics Advocacy	Give syllabus to site supervisor Supervision information form ACA Code of Ethics ACA Advocacy competencies
February 9	<b>No Class</b>	<b>No Class</b>
February 16	Check in Case Presentation <u>Discussion topic:</u> Multiculturalism and social justice	Ratts et al., 2016
February 23	Check in Self-Care Presentation Topic Presentation <u>Learning topics:</u> Supervision and consultation Learning agreements	<b>Initial ILA due</b> Bray, 2018
March 2	Check in Case presentation	
March 9	Check in Self-Care Presentation Topic Presentation	
March 16	Individual Consultation	Midterm documentation of hours and student Evaluations Due at time of individual meeting

<b>Date</b>	<b>Topics</b>	<b>Assignments/Readings</b>
March 23	Check in Case Presentation	
March 30	Check in Self-Care Presentation Topic Presentation	

April 6	Check in Case Presentation	
April 13	Check in Makeup Day for any missed presentations	
April 20	<b>No Class</b>	<b>No Class</b>
April 27	Last day of class as a group Case presentation updates <u>Discussion Topics:</u> Revisited Learning Agreements Terminations and Transitions	<b>Revisited ILA Due</b>
May 4	Final Documentation of hours Student evaluation and site evaluation due	<b>Individual consultations</b>
May 11	<b>Finals Week No Class</b>	<b>No Class</b>

## COUN 6965 Practicum: CMHC CACREP 2016 --Standards from Curriculum Map

***The following topics are fully covered in this course there is significant class time devoted to the topic, including at least one reading the topic appears in the course objectives (X)***

<b>CACREP 2016 Standard</b>	<b>Standard Location</b>
Counselor characteristics and behaviors that influence the counseling process;	Common Core 5. f.
Essential interviewing, counseling, and case conceptualization skills;	Common Core 5. g.
Developmentally relevant counseling treatment or intervention plans;	Common Core 5. h
Development of measurable outcomes for clients;	Common Core 5. i
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide;	Common Core 7. c
Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning;	CMHC Specialty Area 1. c
Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD);	CMHC Specialty Area 2. d.
Cultural factors relevant to clinical mental health counseling;	CMHC Specialty Area 2. j.
Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling;	CMHC Specialty Area 2. m
Techniques and interventions for prevention and treatment of a broad range of mental health issues;	CMHC Specialty Area 3. b.

***The following topics are introduced in this course (I)***

<b>CACREP 2016 Standard</b>	<b>Standard Location</b>
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others;	Common Core 2.d.
Help-seeking behaviors of diverse clients;	Common Core 2.f.
The impact of spiritual beliefs on clients' and counselors' worldviews;	Common Core 2.g.
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination;	Common Core 2.h.
Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors;	Common Core 4. b.
Theories and models of counseling;	Common Core 5. a.
Theories, models, and strategies for understanding and practicing consultation;	Common Core 5. c.
The impact of technology on the counseling process;	Common Core 5. e.

***The topic is elaborated upon/reinforced/applied class time is devoted to topic area but topic may not be primary focus of course (E)***

<b>CACREP 2016 Standard</b>	<b>Standard Location</b>
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral	Common Core 1. b.

health care systems, including interagency and interorganizational collaboration and consultation	
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling;	Common Core 1. i.
Strategies for personal and professional self-evaluation and implications for practice;	Common Core 1. k.
Self-care strategies appropriate to the counselor role	Common Core 1. l.
The role of counseling supervision in the profession;	Common Core 1. m.
Multicultural counseling competencies;	Common Core 2. c.
The effects of power and privilege for counselors and clients;	Common Core 2. e.
Theories of normal and abnormal personality development;	Common Core 3. c.
Biological, neurological, and physiological factors that affect human development, functioning, and behavior;	Common Core 3. e.
Systemic and environmental factors that affect human development, functioning, and behavior;	Common Core 3. f.
Effects of crisis, disasters, and trauma on diverse individuals across the lifespan;	Common Core 3. g.
A general framework for understanding differing abilities and strategies for differentiated interventions;	Common Core 3. h.
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan;	Common Core 3. i.
A systems approach to conceptualizing clients;	Common Core 5. b.
Evidence-based counseling strategies and techniques for prevention and intervention; Theories, models, and strategies for understanding and practicing consultation	Common Core 5. j.
Strategies to promote client understanding of and access to a variety of community-based resources;	Common Core 5. k.
Suicide prevention models and strategies;	Common Core 5. l.
Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid;	Common Core 5. m.
Processes for aiding students in developing a personal model of counseling.	Common Core 5. n.
Dynamics associated with group process and development;	Common Core 6. b.
Therapeutic factors and how they contribute to group effectiveness;	Common Core 6. c.
Characteristics and functions of effective group leaders;	Common Core 6. d.
Approaches to group formation, including recruiting, screening, and selecting members;	Common Core 6. e.
Methods of effectively preparing for and conducting initial assessment meetings;	Common Core 7. b.
Procedures for identifying trauma and abuse and for reporting abuse;	Common Core 7. d.
Use of symptom checklists, and personality and psychological testing;	Common Core 7. k.
Use of assessment results to diagnose developmental, behavioral, and mental disorders	Common Core 7. l.
Identification of evidence-based counseling practices;	Common Core 8. b.
Evaluation of counseling interventions and programs;	Common Core 8. e.
Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders;	CMHC Specialty Area 2. b.
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks;	CMHC Specialty Area 2. c.

Impact of crisis and trauma on individuals with mental health diagnoses;	CMHC Specialty Area 2. f.
Classification, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation;	CMHC Specialty Area 2. h.
Legislation and government policy relevant to clinical mental health counseling	CMHC Specialty Area 2. i.
Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling;	CMHC Specialty Area 2. k.
Legal and ethical considerations specific to clinical mental health counseling;	CMHC Specialty Area 2. l.
Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management;	CMHC Specialty Area 3. a.
Strategies for interfacing with integrated behavioral health care professionals	CMHC Specialty Area 3. d.
Strategies to advocate for persons with mental health issues.	CMHC Specialty Area 3. e.

COUN 6986 Internship in Counseling: CMHC CACREP 2016 Standards from Curriculum Map

***The following topics are fully covered in this course there is significant class time devoted to the topic, including at least one reading the topic appears in the course objectives (X)***

<b>CACREP 2016 Standard</b>	<b>Standard Location</b>
Essential interviewing, counseling, and case conceptualization skills;	Common Core 5. g.
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide;	Common Core 7. c
Cultural factors relevant to clinical mental health counseling;	CMHC Specialty Area 2. j.
Techniques and interventions for prevention and treatment of a broad range of mental health issues;	CMHC Specialty Area 3. b.

***The following topics are introduced in this course (I)***

<b>CACREP 2016 Standard</b>	<b>Standard Location</b>
None	

***The topic is elaborated upon/reinforced/applied class time is devoted to topic area but topic may not be primary focus of course (E)***

<b>CACREP 2016 Standard</b>	<b>Standard Location</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	Common Core 1. b.
Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients;	Common Core 1. e.
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling;	Common Core 1. i.
Strategies for personal and professional self-evaluation and implications for practice;	Common Core 1. k.
Self-care strategies appropriate to the counselor role	Common Core 1. l
The role of counseling supervision in the profession;	Common Core 1. m
Multicultural counseling competencies;	Common Core 2. c
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others;	Common Core 2. d
The effects of power and privilege for counselors and clients;	Common Core 2. e
Help-seeking behaviors of diverse clients;	Common Core 2. f
The impact of spiritual beliefs on clients' and counselors' worldviews;	Common Core 2. g



Classification, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation;	Common Core 2. h
Theories of normal and abnormal personality development;	Common Core 3. c.
Biological, neurological, and physiological factors that affect human development, functioning, and behavior;	Common Core 3. e.
Systemic and environmental factors that affect human development, functioning, and behavior;	Common Core 3. f
Effects of crisis, disasters, and trauma on diverse individuals across the lifespan;	Common Core 3. g
A general framework for understanding differing abilities and strategies for differentiated interventions;	Common Core 3. h
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan;	Common Core 3. i
Theories and models of career development, counseling, and decision-making;	Common Core 4. a.
Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors;	Common Core 4. b.
Strategies for facilitating client skill development for career, educational, and life-work planning and management;	Common Core 4. h.
Theories and models of counseling;	Common Core 5. a.
A systems approach to conceptualizing clients;	Common Core 5. b.
Theories, models, and strategies for understanding and practicing consultation;	Common Core 5. c.
The impact of technology on the counseling process;	Common Core 5. e.
Counselor characteristics and behaviors that influence the counseling process;	Common Core 5. f.
Developmentally relevant counseling treatment or intervention plans;	Common Core 5. h.
Evidence-based counseling strategies and techniques for prevention and intervention; Theories, models, and strategies for understanding and practicing consultation	Common Core 5. j.
Strategies to promote client understanding of and access to a variety of community-based resources;	Common Core 5. k.
Suicide prevention models and strategies;	Common Core 5. l.
Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid;	Common Core 5. m.
Processes for aiding students in developing a personal model of counseling.	Common Core 5. n.
Dynamics associated with group process and development;	Common Core 6. b.
Therapeutic factors and how they contribute to group effectiveness;	Common Core 6. c.
Characteristics and functions of effective group leaders;	Common Core 6. d.
Approaches to group formation, including recruiting, screening, and selecting members;	Common Core 6. e.
Ethical and culturally relevant strategies for designing and facilitating groups;	Common Core 6. g.
Methods of effectively preparing for and conducting initial assessment meetings;	Common Core 7. b.
Procedures for identifying trauma and abuse and for reporting abuse;	Common Core 7. d.
Use of assessments for diagnostic and intervention planning purposes;	Common Core 7. e.
Use of symptom checklists, and personality and psychological testing;	Common Core 7. k
Use of assessment results to diagnose developmental, behavioral, and mental disorders	Common Core 7. l.
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.	Common Core 7. m.
Identification of evidence-based counseling practices;	Common Core 8. b.
Evaluation of counseling interventions and programs;	Common Core 8. e.

Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning;	CMHC Specialty Area 1. c.
Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders;	CMHC Specialty Area 2. b.
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks;	CMHC Specialty Area 2. c.
Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD);	CMHC Specialty Area 2. d.
Impact of crisis and trauma on individuals with mental health diagnoses;	CMHC Specialty Area 2. f.
Classification, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation;	CMHC Specialty Area 2. h.
Legislation and government policy relevant to clinical mental health counseling	CMHC Specialty Area 2. i.
Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling;	CMHC Specialty Area 2. k.
Legal and ethical considerations specific to clinical mental health counseling;	CMHC Specialty Area 2. l.
Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling;	CMHC Specialty Area 2.m.
Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management;	CMHC Specialty Area 3. a
Strategies for interfacing with integrated behavioral health care professionals	CMHC Specialty Area 3. d.
Strategies to advocate for persons with mental health issues.	CMHC Specialty Area 3. e.