

TROY UNIVERSITY
COUNSELING AND PSYCHOLOGY
CP 6659, 6660, 6661 Counseling Internship
3 Credit Hours
TERM 2 2012

Instructor: Sandra Pollock, Ph.D., LMHC, RN
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Office Hours (by appointment): Tuesdays & Thursdays 12:30-5:30
Class: Thursdays October 18, 2012 thru December 13, 2012 from 5:30 –7 pm
***Note All students must have an active e-mail account by the second class in order to pass this class!**

TEXTS

American Counseling Association Code of Ethics,
<http://www.counseling.org/Files/FD.ashx?guid=ab7c1272-71c4-46cf-848c-f98489937dda>
Licensed Mental Health Counselor Intern Application,
http://www.floridashealth.com/mqa/491/soc_applications.html#Applications
Licensed Mental Health Counselor Laws and Rules,
http://www.floridashealth.com/mqa/491/info_Laws.pdf

COURSE DESCRIPTION

CP 6659-61 Internship: Mental Health (3) This course provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed professional counselor in an agency setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Prerequisite: Completion of CP 6650 and adviser approval.*

CONTENT AREA

The Counseling Internship is a highly individualized and comprehensive tutorial experience designed to foster each student's development as a counseling professional. Students integrate and apply, in a clinical practice setting, the counseling skills and knowledge gained throughout their program of graduate training. Self- assessment, peer feedback, and individual and group supervision guide the learning process and serve as models for future, self-initiated professional development.

METHODS OF INSTRUCTION

Counseling Internship is the most critical experience element of the counseling program. The clinical instruction environment includes modeling, demonstration, and training. Live supervision during the counseling sessions is used to enhance student learning. Students also review taped counseling session to evaluate conceptualizations and skills. Counseling Internship is composed of varied experiences determined by the particular needs, abilities, and concerns of the internship group members and instructor. Therefore, in addition to supervised clinical work experience and the requirements listed below, classroom activities may include didactic instruction, structured skill

development exercises, unstructured group interaction, role playing, video-taping and observation of counseling sessions, giving and receiving feedback, and case consultations.

With recent technological advances, methods to increase knowledge are no longer limited to books, manuscripts and professional journals. The Internet has revolutionized our ability to obtain the most up-to-date and comprehensive information in all fields, not only counseling. This course will ask you to seek out information, as it applies to the care of your client(s), so as to better help them to reach their goals.

The instructor is a regular or adjunct program faculty member who provides individual or group internship supervision. The instructor has a doctoral degree and/or appropriate clinical preparation, preferably from a counselor education program; relevant professional experience and demonstrated competence in counseling; and relevant training and supervision experience. (CACREP Section III Clinical Instruction A)

The internship is a tutorial form of instruction, with 5 mental health counseling students in a class and the group supervision that does not exceed 10 mental health counseling students. (CACREP Section III Clinical Instruction I & J)

The site supervisor has a masters degree in counseling or a related profession with the equivalent qualifications, including appropriate certification and/or licenses; a minimum of two years of pertinent professional experience in the program area in which the student is completing clinical instruction; and knowledge of the program's expectations, requirements, and evaluations for students. (CACREP Section III Clinical Instruction C)

The clinical instruction environment will be conducive to modeling, demonstration, and training. Administration of the clinical instruction environment will ensure adequate and appropriate access by the faculty and student. The clinical instruction environment will include all of the following:

- Settings for individual counseling with assured privacy and sufficient space for appropriate equipment (for example: TV monitoring and taping)
 - Settings for small group work with assured privacy and sufficient space for appropriate equipment
 - Necessary and appropriate technologies that assist learning, such as audio, video, and telecommunications equipment
 - Settings with observational and/or interactive supervision capabilities
 - Procedures that ensure that the client's confidentiality and legal rights are protected.
- (CACREP Section III Clinical Instruction D)

Students will have technical assistance for the use and maintenance of audio and videotape and computer equipment, as well as other forms of communication technology (CACREP Section III Clinical Instruction E)

Site supervisors will have orientation, assistance, consultation, and professional development opportunities provided by counseling program faculty. (CACREP Section III Clinical Instruction F)

COURSE OBJECTIVES

Internship is the most critical experience in the clinical mental health counseling program. The faculty, including the clinical instruction faculty and supervisors, are clearly committed to preparing professional counselors and promoting the development of the student's professional counselor identity. The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. (CACREP Section III, Clinical Instruction).

1. To develop counseling skills under supervision during a minimum of 900 clock hours after successful completion of the student's internship. (CACREP Section III Clinical Instruction H)
2. To experience 360 hours of direct service with clients, including individual and group counseling. (CACREP Section III Clinical Instruction H, 1)
3. To participate in one hour per week of individual and/or triadic supervision over a minimum of one academic term by an on-site supervisor. (CACREP Section III Clinical Instruction H, 2)
4. To participate in an average of one and one half hours per week of group supervision over the course of the internship by a program faculty member or a supervisor under the supervision of a program faculty member. (CACREP Section III Clinical Instruction H, 3)
5. To become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, inservice and staff meetings). (CACREP Section III Clinical Instruction H, 5)
6. To develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision. (CACREP Section III Clinical Instruction H, 5)
7. To gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research. (CACREP Section III Clinical Instruction H, 6)
8. To participate with program faculty in consultation with the site supervisor in a formal evaluation throughout the internship and at the completion of the internship. (CACREP Section III Clinical Instruction G, 7)
9. To have the opportunity to counsel clients who represent the ethnic and demographic diversity of the community. (CACREP Section III Clinical Instruction K)
10. To formally evaluate supervisors and the learning experience at the end of the internship experience. (CACREP Section III Clinical Instruction L)
11. To maintain coverage of professional liability insurance while enrolled or participating in internship. (CACREP Section III Clinical Instruction M)
12. To formulate a statement of goals (Practicum/Internship Supervision Plan) that will serve as a means of formative and summative self-assessment. The student will focus on the counselor characteristics and behaviors that influence the helping process, including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills (CACREP Section II, K. 5. a.)
13. To enhance counseling performance skills. Counseling performance skills refer to what a counselor does during a counseling session. Students will demonstrate a variety of counseling performance skills, including (CACREP Section II, K. 5. b.):
 - a. the basic interviewing and counseling skills to develop a therapeutic relationship, maintain professional boundaries, establish collaborative counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship (e.g., verbal and nonverbal invitational skills, open questions, reflection skills, paraphrasing, approaching clients non-judgmentally, accepting clients' world-views, challenging skills, goal setting skills, solution skills, addressing client "resistance," and other advanced skills)
 - b. theoretically based techniques (e.g., reframing, hypothesizing, interpreting, identifying solutions or exceptions, reflecting, formulating reflexive and circular

- questions, developing behavioral assignments, other cognitive and behavioral strategies, and other skills)
- c. procedural skills (e.g., opening and closing a session, establishing rapport or joining with a client, conducting an intake interview, making appropriate referrals, terminating the therapeutic relationship, seeking consultation/supervision when needed, and other skills,)
 - d. issue-specific skills (e.g., assessing lethality of suicidal clients, dealing with issues of family violence, conducting a mental status exam, and other skills.)
14. To enhance cognitive counseling skills. Cognitive counseling skills refer to how the counselor thinks about a client, the counseling process, and the selection of interventions. Students will demonstrate a variety of specific skills, including the ability to (CACREP Section II, K. 5. c. & d):
- a. use their knowledge of counseling theories to demonstrate a consistent model to conceptualize client presentation and select appropriate counseling interventions. The counseling theories will be consistent with current professional research and practice in the field.
 - b. use their knowledge of family and other systems theories to demonstrate a consistent model to conceptualize family issues and select appropriate family counseling interventions.
 - c. complete a thorough biopsychosocial and identify important information in client assessment and intervention planning.
 - d. maintain case progress notes which focus on the client, include observations of thoughts, feelings, and behaviors; and counselor- client interactions.
 - e. develop effective long-range treatment plans and short term intervention strategies.
 - f. assess the impact of self and interventions on client behavior,
15. To enhance knowledge of current trends and techniques. Trends and techniques refer to the various programs/activities sponsored by the School or Agency where the student is placed. Students will demonstrate knowledge about: organized programs utilizing students/clients as resources, such as, peer facilitation, peer tutors, client mentors, and other similar programs, innovative service programs, counseling theories and practices, and be able to reflect upon and evaluate such programs and theories and techniques.
16. To assess the ability of counseling students to work within the demands and structure of a clinical (i.e. dealing with organizational and clinical structure) or school setting (i.e. demonstrating knowledge and application of the Guidance and Counseling PK-12 Competencies and Skills required for Florida Certification).
17. To demonstrate an understanding of the ethical standards of ACA and related professional organizations and the ability to apply ethical and legal considerations in decision-making and counseling practice with clients. (CACREP Section II, K. 1. h.).
18. To demonstrate an understanding of the cultural context, including factors of culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities. To demonstrate the knowledge, attitudes, and multicultural competencies for working with diverse populations and ethnic groups (CACREP Section II, K. 2. b. & c.).

19. To demonstrate an understanding of the developmental needs of individuals across the lifespan and the ability to implement strategies for facilitating optimum development across the lifespan (CACREP Section II, K. 3. d.).
20. To demonstrate an understanding of career development and the ability to use assessment instruments and techniques with individuals for career planning and decision making.

GRADUATE PROGRAM HANDBOOK

The most recent edition of the Graduate Program Handbook will be issued to each student. The Handbook contains an outline of student, field supervisor, and faculty supervisor responsibilities. Additionally, all forms required to successfully complete the internship experience are included in the Handbook.

LIVETEXT ASSIGNMENT: Comprehensive Treatment Plan: Students in **CP 6659** will complete for a current client a thorough treatment plan to address all of the issues identified in the client’s biopsychosocial. The student may complete the treatment plan on the provided form or use the form required at the student’s internship site. The treatment plan will contain at a minimum the elements identified on the treatment plan rubric. **Please DO NOT submit this into LiveText. Please email this to me spollock@troj.edu and I will complete the rubric in LiveText.**

CP 6659 Comprehensive Treatment Plan Rubric C1

	No Understanding 0-59% (1 pt)	Below Average 60-69% (2 pts)	Average 70-79% (3 pts)	Mastery 80-89% (4 pts)	Advanced 90-100% (5 pts)
Treatment goals and objectives CACREP-2009.INT.6.D.1 CACREP-2009.INT.6.J.1	No understanding of how to develop collaboratively with the client goals and objectives that are realistic, measurable, objective, and time limited.	Below average understanding of how to develop collaboratively with the client goals and objectives that are realistic, measurable, objective, and time limited.	Average understanding of how to develop collaboratively with the client goals and objectives that are realistic, measurable, objective, and time limited.	Mastered understanding of how to develop collaboratively with the client goals and objectives that are realistic, measurable, objective, and time limited.	Advanced understanding of how to develop collaboratively with the client goals and objectives that are realistic, measurable, objective, and time limited.
Legal and ethical CACREP-2009.INT.6.B.1	No understanding of how to apply ethical and legal standards.	Below average understanding of how to apply ethical and legal standards.	Average understanding of how to apply ethical and legal standards.	Mastered understanding of how to apply ethical and legal standards.	Advanced understanding of how to apply ethical and legal standards.
Level of treatment CACREP-2009.INT.6.C.5 CACREP-2009.INT.6.H.4	No understanding of appropriate level of treatment (outreach, outpatient, day treatment, or	Below average understanding of appropriate level of treatment (outreach, outpatient, day treatment, or	Average understanding of appropriate level of treatment (outreach, outpatient, day treatment, or	Mastered understanding of appropriate level of treatment (outreach, outpatient, day treatment, or	Advanced understanding of appropriate level of treatment (outreach, outpatient, day treatment, or inpatient) and

CP 6659 Comprehensive Treatment Plan Rubric C1

	No Understanding 0-59% (1 pt)	Below Average 60-69% (2 pts)	Average 70-79% (3 pts)	Mastery 80-89% (4 pts)	Advanced 90-100% (5 pts)
	inpatient) and treatment modalities (group, individual, etc).	inpatient) and treatment modalities (group, individual, etc).	inpatient) and treatment modalities (group, individual, etc).	inpatient) and treatment modalities (group, individual, etc).	treatment modalities (group, individual, etc).
Treatment modalities CACREP-2009.INT.6.C.7	No understanding of appropriate counseling treatment interventions for assessments and case conceptualization from the biosychosocial and incorporate additional assessments when needed.	Below average understanding of appropriate counseling treatment interventions for assessments and case conceptualization from the biosychosocial and incorporate additional assessments when needed.	Average understanding of appropriate counseling treatment interventions for assessments and case conceptualization from the biosychosocial and incorporate additional assessments when needed.	Mastered understanding of appropriate counseling treatment interventions for assessments and case conceptualization from the biosychosocial and incorporate additional assessments when needed.	Advanced understanding of appropriate counseling treatment interventions for assessments and case conceptualization from the biosychosocial and incorporate additional assessments when needed.
Clinical mental health counseling process CACREP-2009.INT.6.D.1	No understanding the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	Below average understanding the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	Average understanding the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	Mastered understanding the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	Advanced understanding the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
Comprehensive counseling interventions CACREP-2009.INT.6.D.8 CACREP-2009.INT.6.J.1 CACREP-2009.INT.6.J.3	No understanding of counseling interventions based on counseling theories consistent with current professional	Below average understanding of counseling interventions based on counseling theories consistent with current professional	Average understanding of counseling interventions based on counseling theories consistent with current professional	Mastered understanding of counseling interventions based on counseling theories consistent with current professional	Advanced understanding of counseling interventions based on counseling theories consistent with current professional research and practice with clients

CP 6659 Comprehensive Treatment Plan Rubric C1

	No Understanding 0-59% (1 pt)	Below Average 60-69% (2 pts)	Average 70-79% (3 pts)	Mastery 80-89% (4 pts)	Advanced 90-100% (5 pts)
	research and practice with clients including those with addictions, co-occurring disorders.	research and practice with clients including those with addictions, co-occurring disorders.	research and practice with clients including those with addictions, co-occurring disorders.	research and practice with clients including those with addictions, co-occurring disorders.	including those with addictions, co-occurring disorders.
Multicultural considerations CACREP-2009.INT.6.D.2 CACREP-2009.INT.6.F.3	No understanding of how to apply multicultural competencies to treatment, referral, and prevention of mental and emotional disorders.	Below average understanding of how to apply multicultural competencies to treatment, referral, and prevention of mental and emotional disorders.	Average understanding of how to apply multicultural competencies to treatment, referral, and prevention of mental and emotional disorders.	Mastered understanding of how to apply multicultural competencies to treatment, referral, and prevention of mental and emotional disorders.	Advance understanding of how to apply multicultural competencies to treatment, referral, and prevention of mental and emotional disorders.
Record keeping CACREP-2009.INT.6.D.7	No understanding of how to apply current record-keeping standards.	Below average understanding of how to apply current record-keeping standards.	Average understanding of how to apply current record-keeping standards.	Mastered understanding of how to apply current record-keeping standards.	Advanced understanding of how to apply current record-keeping standards.

LIVETEXT ASSIGNMENT: Comprehensive Case Study: Students in **CP 6660** will complete a comprehensive case study using biopsychosocial form, conceptualization from at least two theoretical perspectives, treatment plan, and intervention for a case study using a current client. The student will be required to meet all of the elements identified on the rubric.

Please DO NOT submit this into LiveText. Please email this to me spollock@troy.edu and I will complete the rubric in LiveText.

The Counseling Program Exit Survey should be done on LiveText using the following link:

<http://c1.livetext.com/misk5/formz/public/52701/5it9Vxe5uH>

I will be doing a Final Dispositions Survey on you as well.

CP 6660 Comprehensive Case Study Rubric C1

	No Understanding 0-59% (1 pt)	Below Average 60-69% (2 pts)	Average 70-79% (3 pts)	Mastery 80-89% (4 pts)	Advanced 90-100% (5 pts)
Initial Assessment CACREP-	No understanding of	Below average understanding of	Average understanding of	Mastered understanding of	Advanced understanding of

CP 6660 Comprehensive Case Study Rubric C1

	No Understanding 0-59% (1 pt)	Below Average 60-69% (2 pts)	Average 70-79% (3 pts)	Mastery 80-89% (4 pts)	Advanced 90-100% (5 pts)
2009.INT.6.H.2	how to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment to obtain information to assess individuals, families, couples, and systems.	how to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment to obtain information to assess individuals, families, couples, and systems.	how to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment to obtain information to assess individuals, families, couples, and systems.	how to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment to obtain information to assess individuals, families, couples, and systems.	how to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment to obtain information to assess individuals, families, couples, and system.
Screening for comorbidity CACREP-2009.INT.6.D.6 CACREP-2009.INT.6.H.3	No understanding of how to gather information necessary to screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	Below average understanding of how to gather information necessary to screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	Average understanding of how to gather information necessary to screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	Mastered understanding of how to gather information necessary to screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	Advanced understanding of how to gather information necessary to screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
Culturally appropriate assessments CACREP-2009.INT.6.H.1	No understanding of how to select appropriate comprehensive assessment interventions to assist in diagnosis, with an awareness of cultural bias in the implementation and interpretation of assessment	Below average understanding of how to select appropriate comprehensive assessment interventions to assist in diagnosis, with an awareness of cultural bias in the implementation and interpretation of assessment	Average understanding of how to select appropriate comprehensive assessment interventions to assist in diagnosis, with an awareness of cultural bias in the implementation and interpretation of assessment	Mastered understanding of how to select appropriate comprehensive assessment interventions to assist in diagnosis, with an awareness of cultural bias in the implementation and interpretation of assessment	Advanced understanding of how to select appropriate comprehensive assessment interventions to assist in diagnosis, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

CP 6660 Comprehensive Case Study Rubric C1

	No Understanding 0-59% (1 pt)	Below Average 60-69% (2 pts)	Average 70-79% (3 pts)	Mastery 80-89% (4 pts)	Advanced 90-100% (5 pts)
	protocols.	protocols.	protocols.	protocols.	
Self-awareness as a counselor CACREP-2009.INT.6.D.9	Does not recognize his or her own limitations as a clinical mental health counselor and to seek supervision and refer client when appropriate.	Below average ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision and refer client when appropriate.	Average ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision and refer client when appropriate.	Mastered ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision and refer client when appropriate.	Advanced ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision and refer client when appropriate.
Diagnostic tools CACREP-2009.INT.6.L.1	No understanding of appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	Below average understanding of appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	Average understanding of appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	Mastered understanding of appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	Advanced understanding of appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
Developing goals and objectives CACREP-2009.INT.6.D.1 CACREP-2009.INT.6.J.1	No understanding of how to develop collaboratively with the client goals and objectives that are realistic, measurable, objective, and time limited.	Below average understanding of how to develop collaboratively with the client goals and objectives that are realistic, measurable, objective, and time limited.	Average understanding of how to develop collaboratively with the client goals and objectives that are realistic, measurable, objective, and time limited.	Mastered understanding of how to develop collaboratively with the client goals and objectives that are realistic, measurable, objective, and time limited.	Advanced understanding of how to develop collaboratively with the client goals and objectives that are realistic, measurable, objective, and time limited.
Counseling interventions w/ comorbidity CACREP-2009.INT.6.D.8	No understanding of counseling interventions based on	Below average understanding of counseling interventions based on	Average understanding of counseling interventions based on	Mastered understanding of counseling interventions based on	Advanced understanding of counseling interventions based on counseling

CP 6660 Comprehensive Case Study Rubric C1

	No Understanding 0-59% (1 pt)	Below Average 60-69% (2 pts)	Average 70-79% (3 pts)	Mastery 80-89% (4 pts)	Advanced 90-100% (5 pts)
CACREP-2009.INT.6.J.1 CACREP-2009.INT.6.J.3	counseling theories consistent with current professional research and practice with clients including those with addictions, co-occurring disorders.	counseling theories consistent with current professional research and practice with clients including those with addictions, co-occurring disorders.	counseling theories consistent with current professional research and practice with clients including those with addictions, co-occurring disorders.	counseling theories consistent with current professional research and practice with clients including those with addictions, co-occurring disorders.	theories consistent with current professional research and practice with clients including those with addictions, co-occurring disorders.
Legal and ethical CACREP-2009.INT.6.B.1	No understanding how to apply ethical and legal standards.	Below average understanding how to apply ethical and legal standards.	Average understanding how to apply ethical and legal standards.	Mastered understanding how to apply ethical and legal.	Advanced understanding how to apply ethical and legal standards.
Level of intervention CACREP-2009.INT.6.C.5 CACREP-2009.INT.6.F.3	No understanding of appropriate level of treatment (outreach, outpatient, day treatment, or inpatient) and treatment modalities (group, individual, etc).	Below average understanding of appropriate level of treatment (outreach, outpatient, day treatment, or inpatient) and treatment modalities (group, individual, etc).	Average understanding of appropriate level of treatment (outreach, outpatient, day treatment, or inpatient) and treatment modalities (group, individual, etc).	Mastered understanding of appropriate level of treatment (outreach, outpatient, day treatment, or inpatient) and treatment modalities (group, individual, etc).	Advanced understanding of appropriate level of treatment (outreach, outpatient, day treatment, or inpatient) and treatment modalities (group, individual, etc).
Biopsychosocial concerns CACREP-2009.INT.6.C.7	No understanding of the principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning.	Below average understanding of the principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning.	Average understanding of the principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning.	Mastered understanding of the principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning.	Advanced understanding of the principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning.
Multicultural competencies CACREP-	No understanding of how to apply	Below average understanding of how to apply	Average understanding of how to apply	Mastered understanding of how to apply	Advance understanding of how to apply

CP 6660 Comprehensive Case Study Rubric C1

	No Understanding 0-59% (1 pt)	Below Average 60-69% (2 pts)	Average 70-79% (3 pts)	Mastery 80-89% (4 pts)	Advanced 90-100% (5 pts)
2009.INT.6.D.2 CACREP- 2009.INT.6.F.3	multicultural competencies to treatment, referral, and prevention of mental and emotional disorders.	multicultural competencies to treatment, referral, and prevention of mental and emotional disorders.	multicultural competencies to treatment, referral, and prevention of mental and emotional disorders.	multicultural competencies to treatment, referral, and prevention of mental and emotional disorders.	multicultural competencies to treatment, referral, and prevention of mental and emotional disorders.
Counseling Process CACREP- 2009.INT.6.D.1	No understanding of the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	Below average understanding of the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	Average understanding of the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	Mastered understanding of the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	Advanced understanding of the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.

Students in **6661** will research models of supervision and demonstrate a particular model by conducting 1 group supervision class. He or she will meet with the professor at least 1 week beforehand to discuss the model selected and plans for the class supervision.

Performance Evaluation Criteria and Procedures EVALUATION AND GRADING CRITERIA

1. **Supervision Attendance, Participation, and Feedback Integration (20%):**
Students will attend and participate fully in group and individual supervision weekly. This includes demonstrating the ability to use knowledge of counseling theories and techniques to conceptualize cases and provide feedback. Students will demonstrate the ability to accurately self-assess counseling interventions, demonstrate self awareness, and accept and integrate feedback. Students will complete a **self assessment** and **supervision plan** on the forms provided. **THESE FORMS DO NOT GO IN YOUR PORTFOLIO. THEY ARE TO BE EMAILED TO YOUR PROFESSOR (spollock@troy.edu).** The supervision plan will identify (a) specific, observable goals, (b) the action steps necessary to reach each goal, and (c) ways to recognize evidence that goals have been reached. This includes completing **case presentations** and **video critiques** in group supervision and the weekly **individual supervision summaries** for every 15 hours of direct client contact

(use format provided). There is also a **Live Text Assignment for CP6659 and CP6660** (noted above) All internship assignments will be maintained by the student in an **internship portfolio**. You will earn half the points for attendance and half for participation. If you plan to miss more than two classes, please drop the class and register for it at another time (See attendance policy).

2. **Internship Attendance, Preparation, and Counseling (60%): Students must provide proof of liability insurance prior to seeing clients.** (CACREP Section III, M). Students will attend internship promptly and be prepared for counseling sessions, including completing outside research on the presenting issues, having charts completed and accurate, having tapes and rooms ready for sessions. Students will demonstrate assessment, case conceptualization, treatment planning and case management skills development. Students will earn points based on weekly completion of assigned activities forms, required audio and video tapes, and one. **Students must complete documentation of 300 hours and 120 hours direct client contact at their internship site to earn a final grade.**

Midterm (5%) and Final Assessments (10%): The students will complete **midterm** and **final assessments** of supervision and also have internship and field site supervisors complete **midterm** and **final assessments**

3. The student will focus on areas of strengths and challenges at midterm to increase mastery of assessed skills at the final assessment. (CACREP Section III, G. 4) The students will complete the assessment of their internship site at the end of **internship**. All evaluation sheets are located on LiveText in your Practicum & Internship Handbook. Please have your supervisor use the Student Evaluation sheet for your **mid-term** evaluation. The **final evaluation** is submitted via **LiveText**. Please provide me with your site supervisor's email address so that I may email the link on LiveText where he or she will find the evaluation form: She or he will complete this **Final Evaluation** on LiveText and will provide you with a hard copy for your portfolio.
4. *Students will provide their professor with their supervisor(s) email addresses so the FINAL EVALUATION LiveText link can be emailed directly to them. The student is responsible for obtaining a hard copy of this assessment for inclusion in their portfolio.*

Grading Process:

Course Component/Assignment	Grade Percentage	Points
Supervision Attendance, Participation, and Feedback Integration	20%	20
Internship Attendance, Preparation, and Counseling	60%	60

Final Assessments	10%	10
Total	100%	100

P = 70-100

F = 0-69

SCHEDULE AND ASSIGNMENTS

Flexible Internship Schedule		
Date	Topic	Assignments Due
Oct 18	Overview/Introduction/Orientation to Internship	Copy of Student Malpractice Insurance Certificate Contact Persons Providing Supervision/Approval Internship Contract
Oct 25	Supervision/Case Presentation	Internship Weekly Activities Journal Internship Summary Activities Journal Self Assessment and Supervision Plan DUE (this does NOT go in portfolio—email this to me)
Nov 1	Supervision/Case Presentation	Internship Weekly Activities Journal Internship Summary Activities Journal Individual Supervision Summary
Nov 8	Supervision/Case Presentation	Internship Weekly Activities Journal Internship Summary Activities Journal Individual Supervision Summary
Nov 15	Supervision/Case Presentation	Internship Weekly Activities Journal Internship Summary Activities Journal Individual Supervision Summary Midterm Site Supervisor's Evaluation of Practicum/Internship Student's Performance Midterm Student's Evaluation of Site Supervision
Nov 22	NO CLASS Happy Thanksgiving!!	
Nov 29	Supervision/Case Presentation	Internship Weekly Activities Journal Internship Summary Activities Journal Individual Supervision Summary
Dec 6	Supervision/Case Presentation	Internship/Practicum Weekly Activities Journal Internship/Practicum Summary Activities Journal Required Audio and/or Video Tapes Individual Supervision Summary
Dec 13	Supervision/Case Presentation	PACKET COMPLETED (bound) with all forms done & signed Internship/Practicum Weekly Activities Journal Internship/Practicum Summary Activities Journal

		<p>Final Supervisor’s Evaluation of Practicum/Internship Student’s performance <i>Students will provide their professor with their supervisor(s) email addresses so the FINAL EVALUATION LiveText link can be emailed directly to them. The student is responsible for obtaining a hard copy of this assessment for inclusion in their portfolio.</i></p> <p>Final Student’s Evaluation of Site Supervision Final Site Evaluation</p>
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The Internship grades will be based upon feedback from the Site Supervisor and a completed Internship portfolio.

A grade will not be issued until each of the following is submitted and included in the appropriate (either Practicum or Internship) portfolio:

Checklist for Internship Requirements

Date	Form and Order (most recent on top)
_____	Practicum/Internship Contract (<i>pp. 16-22</i>)
_____	Weekly Activities Journal (<i>p. 40</i>)
_____	Direct & Indirect Services Notes (<i>p. 41-42</i>)
_____	Final Student Evaluation (Live Text and Print for Portfolio)
_____	Midterm Student Evaluation (<i>p. 114-116</i>)
_____	Final Student Evaluation of Site Supervision (<i>p. 117-118</i>)
_____	Midterm Student Evaluation of Site Supervision (<i>p. 117-118</i>)
_____	Student Site Evaluation (<i>p. 119</i>)
_____	Licensure/Certificate of Supervisor
_____	Proof of Insurance
_____	Individual Supervision Summaries (<i>p. 35-36</i>)
_____	Practicum/Internship Group Supervision Experience (<i>p. 37</i>)
_____	Case Study/Biopsychosocial

Additional Services:

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link: <http://www.troy.edu/humanresources/ADAPolicy2003.htm>

LIBRARY INFORMATION

Troy University Southeast Region offers library services through a virtual library. Two professional librarians are located in Suite 14 of the Florida Office, where they offer the following services to students via telephone, e-mail, and in person: reference assistance, technical assistance with using the online resources, and any other help that students might need. During the hours that the Librarians are there, students in the local area may also come for hands-on assistance in using the computers to access information. The hours (Central Time) for services are Monday through Friday, 8 a.m. to 5 p.m. Although the office is closed on Saturday, Sunday, and holidays, during these times, students may access Live Chat, an instant messaging service, for online assistance from the Troy libraries. There is a link to that service on the University College Library Services Web page, <http://uclibrary.troy.edu>.

Contact information: Phone numbers: 800-638-7237; 850-301-2154; 850-301-2129.

E-mail: library1@troy.edu.

Absence Policy:

In registering for classes at the university students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas. In severe cases of inclement weather or other emergency conditions the Office of Executive Vice Chancellor and Provost will announce cancellation of classes through the local and regional media as well as through the University's web site.

Academic Misconduct:

Students should refer to the Standards of Conduct section of the Oracle, the student handbook, for policies regarding misconduct.