

Austin Peay State University
Department of Psychological Sciences and Counseling
COUN 5720: Internship in Mental Health Counseling

Term: Spring 2024

Credit Hours: 3

Meeting Time: Tuesday 4:30pm to 6:00pm

Room #: CL 343

Instructor: Jessica Fripp

Telephone: (931) 221-7238

Email Address: frippj@apsu.edu

Office: **Clement 321F**

Office Hours: Mon. 2:30p-4p Tues. 2p-4p, Thurs. 2:30p-4p; by appointment

Book Office Hours at this link: <https://frippj.youcanbook.me/>

Zoom link for Office Hours: <https://apsu.zoom.us/j/4292617138>

Prerequisites:

COUN 5080, COUN 5170, COUN 5200, COUN 5420, COUN 6010 with a grade of “B” or better, and permission of clinical coordinator.

Required Readings:

Van Der Kolk, Bessel A. (2014). *The Body Keeps the Score*. Penguin Books.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (DSM-5). Washington, DC: Author.

American Counseling Association. (ACA). (2014). *ACA code of ethics*. Alexandria, VA: Author.

Association for Multicultural Counseling and Development (AMCD). (2015). *Multicultural and social justice counseling competencies*. Alexandria, VA: Author.

Association for Specialists in Group Work (ASGW). (2007). *ASGW best practice guidelines, 2007 revisions*. Hampton, NH: Author.

See also the supplemental resources available on the companion D2L website.

Important Tutorial(s):

<https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials>

Course Description:

The Internship in Mental Health Counseling is a comprehensive field experience for students in the Mental Health Counseling concentration. Students will spend at least **600 clock hours** in a mental health agency; of

these hours, at least **240 will be in direct contact** with clients. The remaining hours will be spent in consultation with peers and the site supervisor, attendance at staffings, case conferences, or profession education workshops, documentation, research activities and other related activities.

Austin Peay State University
College of Education
CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS

As part of the educational unit at Austin Peay State University, the School Counseling program embrace the College of Education’s commitment to preparing highly qualified professionals who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme “Preparing Professionals Through Standards-Based Practices” reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

Course Policies

Students with Disabilities

Any student who has a disability that may affect their academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact the Office of Student Disability Resource Center (MUC 114, phone #: 221-6230; email: sdrc@apsu.edu)

CoBHS Diversity Statement:

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Equity, Access, and Inclusion](#).

Divisive Concepts Statement:

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.

Campus Resources:

Resource	Website
Adult, Nontraditional & Transfer Student Center	https://www.apsu.edu/student-life/ants/antsresources.php

Resource	Website
S.O.S. Food Pantry	https://www.apsu.edu/volunteer/sos-food-pantry/index.php
Heath & Counseling Services	https://www.apsu.edu/health-and-counseling/

Academic and Classroom Misconduct

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting.

Writing Quality, Academic Honesty, and Plagiarism

It is important that all written work meets the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, contact the Writing Center in Woodward Library for in person or virtual appointments (phone #: 221-6559; email writinglab@apsu.edu; schedule an appointment at [apsu.mywconline.com](https://www.apsu.edu/mywconline.com))

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one’s own without proper attribution and includes, but is not limited to, the following activities:

1. When material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. (See the APA 7th edition formatting guide for more specific guidance).
2. Having another individual write your assignment and presenting as your own.
3. Self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work.
4. Sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities.
5. Use of AI resources such as ChatGPT to complete assignments. Choose to use as a supplement rather than replacement for your work.
6. Use of AI tools to modify content or evade plagiarism detection.
7. Failure to acknowledge use of AI in submitted work.

If you are in doubt regarding any aspect of this policy, please ask for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

Key writing assignments will be submitted through TurnItIn. Material will be considered to include plagiarism if it returns >25% similarity. However, each case will be evaluated independently. For example, even in cases of lower percentages of similarity, if the matching text is one continuous block of borrowed material, it will be considered as plagiarized text of significant concern. On the other hand, text similarity due to the usage of common terminologies and method related details in “Methodology” part of a manuscript should not raise a serious ethical concern.

Policy on Minors:

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in classrooms. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

Service Animals in the Classroom

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

Confidentiality:

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class and then only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current ACA Code of Ethics will be followed.

Changes to Course Syllabus

The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus will be clearly communicated to students.

Email Policy:

It is important for students to remember that faculty are not available 24 hours a day, 7 day a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

Class Grievances:

I am willing to meet with you to discuss our class and/or particular assignments. I ask that you wait 24 hours after you have received a graded assignment to come see me. Before we discuss your work, you are required to type out a document detailing what particular elements of your work you feel merit discussion.

Counseling Services

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

Minimal Technology Requirements

Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

Web Browser: Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

Software: You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at govstech@apsu.edu with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

Assignment Related Policies

Relax, Relate, & Release Policy

*NOTE: may not be applicable for an accelerated course

Students will have the option of utilizing the “Relax, Relate, & Release Policy” in which they can miss one class without penalty. Exceptions to this policy include scheduled presentations. Students are still responsible for assignments due, and material covered. Students utilizing this option must notify the professor prior to the missed class. Click here for more information on wellness:

<https://www.eboniesintheivory.com/news-notes/2020/4/7/relax-relate-release-a-wellness-guide-during-uncertain-times>.

Life Happens Policy

If needed, students can submit one late assignment without penalty (up to three days). This policy does not apply to presentations or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

Course Objectives and Requirements

CACREP Curriculum Topics Addressed in this Course:

The Counselor Education Program addresses common core curriculum standards that have been established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2024). The list below contains core areas that this course specifically addresses:

1. Understand etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders (5.C.1)
2. Apply mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare and aftercare (5.C.2)
3. Understand legislation, government policy, and regulatory processes relevant to clinical mental health counseling (5.C.3)
4. Demonstrate competency in the facilitation of intake interviews, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (5.C.4)
5. Apply techniques and interventions for prevention and treatment of a broad range of mental health issues (5.C.5)
6. Discuss strategies for interfacing with the legal system regarding court-referred clients (5.C.6)
7. Implement strategies for interfacing with integrated behavioral healthcare professionals (5.C.7)
8. Implement strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions (5.C.8)
9. Understand the process of third-party reimbursement and other practice and management issues in clinical mental health counseling (5.C.9)

10. Application of technology related to counseling (3.E.5)
11. Use of culturally sustaining and developmentally appropriate assessment for diagnostic and intervention planning purposes (3.G.7)
12. Develop case conceptualization skills using a variety of models and approaches (3.E.3)
13. Understand counselors' roles and responsibilities as members of interdisciplinary teams including a) collaboration and consultation, b) community outreach, and c) emergency response management (3.A.3)

Course Objectives - Knowledge & Skill Outcomes:

By the end of the semester students will be able to:

1. Select appropriate individual, family, and group strategies to use with diverse populations
2. Demonstrate knowledge of societal concerns including stress, personal abuse, substance abuse, and discrimination, as well as methods of alleviating these concerns
3. Apply counseling theories and techniques appropriate to specific
4. Identify the merits and limitations of individual and/or group counseling procedures in given circumstances
5. Demonstrate competency in a variety of counseling skills and intervention techniques
6. Demonstrate use of counselor or consultant behaviors that influence the helping process such as age, gender, ethnic differences, verbal and nonverbal behavior and personal characteristics, orientation, and skills
7. Demonstrate competency in case management procedures, including appropriate record keeping
8. Demonstrate knowledge of the research literature in counseling
9. Conduct action research on problems encountered in counseling
10. Demonstrate skill in assessment of their own personal attitudes, characteristics, beliefs and behaviors that affect the counseling process
11. Participate in professional activities designed to enhance their personal development
12. Show competency in group counseling methods including group counselor orientation and behaviors, ethical considerations, appropriate selection criteria and methods of evaluation of effectiveness
13. Use a variety of group approaches, including task groups, prevention groups, support groups, and therapy groups
14. Use career development theories and decision-making theories
15. Recognize the interrelationships among work, family, and other life roles and factors including multicultural and gender issues, related to career development
16. Demonstrate knowledge and competency in using appraisal methods including environmental assessment, performance assessment, individual and group tests, behavioral observation and computer managed and assisted methods
17. Evaluate their own counseling effectiveness
18. Demonstrate knowledge of laws and legal mandates
19. Demonstrate knowledge of the legal rights of clients and students
20. Know the legal and ethical considerations in individual counseling, group counseling, career counseling, appraisal, and consultation
21. Demonstrate knowledge of models and methods of diagnosis as defined in the DSM
22. Demonstrate competence in using various treatment modalities with mentally and emotionally impaired clients
23. Demonstrate knowledge of commonly prescribed medications, including effects and side effects
24. Demonstrate competency in conducting intake interviews and mental status exams
25. Demonstrate competency in the development of treatment plans
26. Demonstrate knowledge of situations and strategies for using consultation with colleagues and supervisors

27. Demonstrate knowledge of strategies and procedures of crisis intervention, such as suicidal ideation and child or domestic abuse

Methods of Instruction: Discussion of assigned readings, case presentation, and consultation.

Grading Standards:

Grades will be assigned on a standard 90% = A, 80% = B, etc. An incomplete in class will be granted only in rare situations. Should you feel that you will need an incomplete, it is your responsibility to communicate with the instructor in a timely manner (before the last regular day of class) to seek approval. It is then your responsibility to initiate the paperwork to request the incomplete, and to generate a timeline for completing any remaining material. Failure to do so will result in your receiving a grade for the course based on the points you earned according to the due dates listed in the syllabus.

Course Assignments, Expectations and Grading Procedures:

1. Site Supervisor Mid-semester and Final Evaluation of Counseling Intern: (25 Points): Midterm Evaluation due March 12th , Final Evaluation due April 30th

Halfway and near the end of the semester the site supervisor will complete a "Site Supervisor Summative Evaluation of Counseling Intern Form" for their respective supervisee. This evaluation will count toward the candidate's final grade in this course. This evaluation will be part of your internship grade and folder.

2. University Supervisor Summative Evaluation of Counseling Intern: (25 Points)

Near the end of the semester the university supervisor will complete a "University Supervisor Summative Evaluation of Counseling Intern Form" for their respective supervisee. This evaluation will count toward the candidate's final grade in this course. In addition to your progress with your internship work, your professionalism, attendance, and participation will be considered.

3. Individual Wellness Plan: (10 Points): Due April 9th

To effectively respond to the needs of others, as professional counselors we must be able to take care of ourselves. In this paper, create an ongoing and achievable wellness plan that identifies your personal self-care strategies appropriate to the professional counselor role. This strength-based plan should provide a healthy lifestyle including behaviors that promote optimal wellness and growth of the human spirit, mind, and body. As professional counselors, it is our ethical responsibility to remain alert to signs of impairment from our own physical, mental, or emotional problems and refrain from providing services if such impairments can harm a client or others (ACA Ethical codes). In the paper, please address:

1. How you can and will maintain your personal wellness including (a) physical, (b) emotional, and (c) spiritual dimensions.
2. How you can and will maintain your professional wellness including (a) physical, (b) emotional, and (c) spiritual dimensions and
3. How you will recognize and address counselor impairment in yourself AND in a peer.

Your paper should adhere to all APA guidelines and should be 5-7 pages maximum (excluding cover page and references). Please include at least three references to support your wellness plan.

4. Counseling Internship Candidate Case Presentations: (40 Points): Due on dates chosen by student

Each candidate is responsible for two case presentations during the semester. Candidates may not

provide a case presentation related to a client upon whom they have previously presented in practicum, internship, or any other university course or they shall be in violation of the Clinical Mental Health Counseling Student Handbook and Policies and Procedures Manual and may receive a failing grade in the course and/or be dismissed from the program. Each case presentation needs to be regarding a different client.

The specific dates for these presentations will be determined early in the semester. Students are responsible for switching presentation dates if they are unprepared to present on their scheduled presentation dates.

All presentations must include the following:

- a. a typewritten case summary (**please email a copy to the instructor and submit assignment in D2L dropbox prior to the class in which you are presenting**);
- b. an oral presentation;
- c. a recorded counseling session (only if necessary to consultation);
 - a. Candidates must provide the instructor with an original, signed copy of the "Consent for Videotaping of Counseling Session" form pertaining to the session being presented. Videotapes will not be viewed unless this form is provided to the instructor on the day of the tape review.

Case presentations represent a learning experience concerning how to constructively discuss clients with your colleagues. Thus, the case presentations will require students to express their viewpoints of the counseling sessions. Please note that these case summaries are not to be included in the client's official record at the agency at which the candidate is completing their field experience. Feedback regarding the case presentations and videotaped sessions will be provided by the instructor and/or peers in the class as part of the presentation.

Typed case summaries must be 8-10 pages (point deductions apply to short or long papers) and must include each of the following sections (headings and page numbers are mandatory). These sections should be written as narratives, not bulleted sections:

- a.) **General Information:** Include counseling intern candidate's name, client's initials or fake name, date of report, and the session number represented by the tape (not including the intake session).
- b.) **Client Description:** Include gender, age, and presenting problem(s) as provided by client.
- c.) **Developmental Profile:** Include the following:
 - i. History (Family, social, educational, vocational, legal, etc.)
 - ii. Relationships (Parents, siblings, peers, authority figures, significant others, etc.)
 - iii. Significant events, traumas, history of abuse, domestic violence, etc.
 - iv. Client resources (Support network, financial, employment, community, etc.)
 - v. Client Strengths (Please be detailed in this section)
- d.) **Client:** Include the following:
 - i. Client motivation, goals, and expectations for counseling.
 - ii. Community and social resources to which client may benefit from being referred.
 - iii. Cultural diversity issues (e.g., age, culture, disability, ethnicity, race, religion/ spirituality, gender, gender identity, sexual orientation, marital status/partnership, language

- preference, immigration status, socioeconomic status, etc.) potentially involved in client's presenting issues and/or potentially impacting your work with the client.
- iv. Detailed description of previous counseling (outpatient, inpatient, etc.) received by client in his or her lifetime.
 - v. Did you obtain all records pertaining to previous counseling episodes (outpatient, inpatient, etc.)? Why or why not?
 - vi. Client history of suicidal or homicidal ideations or attempts.
 - vii. Client's current risk level regard to suicidality or homicidality (provide thorough documentation of assessment).
 - viii. Safety plan that has been implemented based upon client's suicide/homicide risk level.
- e.) **Biomedical History:** Include the following:
- i. Current and past medical conditions or diseases.
 - ii. Previously treated mental health disorders.
 - iii. Thorough substance use history from client's lifetime.
 - iv. Current medications client (psychotropic or otherwise) is being prescribed or is taking of his or her own accord (including over-the counter medications, herbal remedies, or Internet-sourced medications) along with the purposes, duration, and reason for discontinuation with regard to each medication.
 - v. Did you obtain a release to any psychotropic medication prescribers concurrently treating client to facilitate proper interdisciplinary communications (if required)? Why or why not?
 - vi. A comprehensive history of all psychotropic medications and controlled substances the client has been prescribed and/or has taken of his or her own accord in his or her lifetime (including over-the-counter medications, herbal remedies, or Internet-sourced medications) along with the purposes, duration, and reason for discontinuation with regard to each medication.
- f.) **Clinical Diagnosis:** Include the following:
- i. A complete and comprehensive DSM-5 diagnosis. This diagnosis must be developed by the candidate rather than being copied from a client's agency record.
 - ii. Diagnostic Substantiation: Provide a clear substantiation for all diagnoses included in the DSM-5 diagnosis determined above.
 - iii. Differential Diagnosis: Provide an extensive differential diagnosis section including all diagnoses considered from the DSM-5 but rejected, including reasons for their rejection.
- g.) **Counseling Intern Candidate's Conceptualization of Client Concerns:** Include the following:
- i. What theoretical approach have you applied in working with this client?
 - ii. How would you define the client's presenting problem based upon your selected theoretical approach? (Explain clearly and thoroughly)
 - iii. Why do you believe this theoretical approach is appropriate in working with this client/presenting issue? (Explain clearly and thoroughly)
 - iv. What intervention Strategies do you have planned based upon your core theoretical approach?
- h.) **Counseling Intern Candidate/Client Goals for Counseling**
- i. Include a minimum of three measurable quantitative goals pertinent to client's presenting issue(s) and the counseling internship candidate's theoretical orientation.
 - ii. Include a minimum of three qualitative goals pertinent to client's presenting issue(s) and the counseling internship candidate's theoretical orientation.

Please develop both sets of goals on your own rather than simply copying pre-existing goals from a client's chart or record.

- i.) **Personal Issues “Stirred up” in the Counseling Intern Candidate by the Client** and how the counseling internship candidate plans to address these personal issues (e.g., personal counseling, referral, etc.) and practice proper self-care strategies.
- j.) **Counseling Intern Candidate’s Questions** for the individual supervisor or supervision group to discuss in reviewing the case presentation.

Please be vigilant in protecting client confidentiality. No real names of clients or their family members may be used (use a fake name). Follow all ethical guidelines and agency requirements in presenting your case. Each candidate has the responsibility of ensuring the confidentiality of recordings and erasing them after they are no longer needed for the class. Counseling internship candidates are also responsible for destroying all case reports prepared for the purposes of this class.

Grading Procedures:

• Site Supervisor Mid Semester & Final Evaluations	25%
• Case Presentation	40%
• Wellness Paper	10%
• <u>University Supervisor Summative Evaluation</u>	<u>25%</u>
TOTAL:	100%

Additional Requirements:

- a.) **Liability Insurance.** You are required to obtain and maintain liability insurance from an organization, which provides liability insurance to student counselors (names of insurance companies can be obtained from the university faculty supervisor). You will be required to submit a copy of the insurance policy to your university supervisor. This must be submitted at the beginning of the semester.
- b.) **Internship Agreement.** You will be required to submit an internship agreement signed by you and the on-site supervisor to your university supervisor for approval prior to the beginning of the internship. The agreement includes:
 - activities the internship will include and the estimated percentage of time for each;
 - tasks that will be accomplished as part of the internship experience; and
 - the site supervisor’s responsibilities including providing you with 1 hour of individual face-to-face supervision per week.
- c.) **Learning Contract:** Students, in consultation with site and/or APSU supervisors, will choose projects or activities to complete during practicum or internship. Describe the projects or activities in terms of measurable objectives. The APSU supervisor will review and approve the objectives at the beginning of the semester. The site supervisor will describe the degree of accomplishment of the objective, will sign, and return this form to the APSU supervisor at the conclusion of practicum/internship with the students’ final evaluation.
- d.) **Completion of Time Logs.** You are required to complete time logs of your internship and supervision hours and submit them to your university supervisor with your progress reports weekly. Your university faculty supervisor will provide you with a form to be used for this purpose.

Diversity Considerations: This course addresses diversity through the comprehensive field experience for students in the Clinical Mental Health Counseling track. By supervision and field experiences, mental health counseling students will plan and strategize methods by which mental health counselors recognize cultural differences.

Tentative Course Schedule

(Please note: This schedule will be subject to change. Material may be added or deleted based upon special needs of students enrolled in this course. All changes will, however, be announced in advance.)

Week	Date	Topic	Readings & Assignments
1	Jan 16	Welcome! (CACREP 5.C.1.c; CACREP 5.C.2.e; CACREP 5.C.2.l; CACREP 5.C.3.c; CACREP 5.C.2.k)	Scheduling/Planning Review the Internship Handbook Proof of Liability Insurance Review of ACA Code of Ethics Advocacy Area Documentation & Paperwork
2	Jan 23	Group Supervision & Special Topics (CACREP 5.C.1.b; CACREP 5.C.1.e; CACREP 5.C.2.a; CACREP 5.C.2.d; CACREP 5.C.2.e; CACREP 5.C.2.g; CACREP 5.C.2.h; CACREP 5.C.2.j; CACREP 5.C.2.k; CACREP 5.C.2.l; CACREP 5.C.3.a; CACREP 5.C.3.b; CACREP 5.C.3.c; CACREP 5.C.3.d; CACREP 5.C.3.e)	Reading: <i>TBKS pp 1-15</i> **stop at the reorganization of perception
3	Jan 30	Group Supervision & Special Topics (CACREP 5.C.1.b; CACREP 5.C.1.e; CACREP 5.C.2.a; CACREP 5.C.2.d; CACREP 5.C.2.e; CACREP 5.C.2.g; CACREP 5.C.2.h; CACREP 5.C.2.j; CACREP 5.C.2.k; CACREP 5.C.2.l; CACREP 5.C.3.a; CACREP 5.C.3.b; CACREP 5.C.3.c; CACREP 5.C.3.d; CACREP 5.C.3.e)	Reading: <i>TBKS pp 16-31</i> **stop at addicted to trauma
4	Feb 6	Group Supervision & Special Topics (CACREP 5.C.1.b; CACREP 5.C.1.e; CACREP 5.C.2.a; CACREP 5.C.2.d; CACREP 5.C.2.e; CACREP 5.C.2.g; CACREP 5.C.2.h; CACREP 5.C.2.j; CACREP 5.C.2.k; CACREP 5.C.2.l; CACREP 5.C.3.a; CACREP 5.C.3.b; CACREP 5.C.3.c; CACREP 5.C.3.d; CACREP 5.C.3.e)	Reading: <i>TBKS pp 31-47</i>
5	Feb 13	Group Supervision & Case Presentations (CACREP 5.C.1.b; CACREP 5.C.1.e; CACREP 5.C.2.a; CACREP 5.C.2.d; CACREP 5.C.2.e; CACREP 5.C.2.g; CACREP 5.C.2.h; CACREP 5.C.2.j; CACREP 5.C.2.k; CACREP 5.C.2.l; CACREP 5.C.3.a; CACREP 5.C.3.b; CACREP 5.C.3.c; CACREP 5.C.3.d; CACREP 5.C.3.e)	Reading: <i>TBKS pp 52-68</i> **stop at the smoke detector goes on overdrive
6	Feb 20	Group Supervision & Case Presentations	Reading: <i>TBKS pp 68-82</i>

		(CACREP 5.C.1.b; CACREP 5.C.1.e; CACREP 5.C.2.a; CACREP 5.C.2.d; CACREP 5.C.2.e; CACREP 5.C.2.g; CACREP 5.C.2.h; CACREP 5.C.2.j; CACREP 5.C.2.k; CACREP 5.C.2.l; CACREP 5.C.3.a; CACREP 5.C.3.b; CACREP 5.C.3.c; CACREP 5.C.3.d; CACREP 5.C.3.e)	**stop at three levels of safety
7	Feb 27	Group Supervision & Case Presentations (CACREP 5.C.1.b; CACREP 5.C.1.e; CACREP 5.C.2.a; CACREP 5.C.2.d; CACREP 5.C.2.e; CACREP 5.C.2.g; CACREP 5.C.2.h; CACREP 5.C.2.j; CACREP 5.C.2.k; CACREP 5.C.2.l; CACREP 5.C.3.a; CACREP 5.C.3.b; CACREP 5.C.3.c; CACREP 5.C.3.d; CACREP 5.C.3.e)	Reading: <i>TBKS pp 82-100</i> **stop at alexithymia: no words for feelings
8	Mar 5	Spring Break – No Class	
9	Mar 12	CECE Testing (4:30pm to 8:00pm)	Site Supervisor’s Midterm Evaluation Due
10	Mar 19	Group Supervision & Case Presentations (CACREP 5.C.1.b; CACREP 5.C.1.e; CACREP 5.C.2.a; CACREP 5.C.2.d; CACREP 5.C.2.e; CACREP 5.C.2.g; CACREP 5.C.2.h; CACREP 5.C.2.j; CACREP 5.C.2.k; CACREP 5.C.2.l; CACREP 5.C.3.a; CACREP 5.C.3.b; CACREP 5.C.3.c; CACREP 5.C.3.d; CACREP 5.C.3.e)	Reading: <i>TBKS pp 100-132</i> **stop at learning to remember
11	Mar 26	Group Supervision & Case Presentations (CACREP 5.C.1.b; CACREP 5.C.1.e; CACREP 5.C.2.a; CACREP 5.C.2.d; CACREP 5.C.2.e; CACREP 5.C.2.g; CACREP 5.C.2.h; CACREP 5.C.2.j; CACREP 5.C.2.k; CACREP 5.C.2.l; CACREP 5.C.3.a; CACREP 5.C.3.b; CACREP 5.C.3.c; CACREP 5.C.3.d; CACREP 5.C.3.e)	Reading: <i>TBKS pp 132-149</i> **stop at when problems are really solutions
12	Apr 2	Group Supervision & Case Presentations (CACREP 5.C.1.b; CACREP 5.C.1.e; CACREP 5.C.2.a; CACREP 5.C.2.d; CACREP 5.C.2.e; CACREP 5.C.2.g; CACREP 5.C.2.h; CACREP 5.C.2.j; CACREP 5.C.2.k; CACREP 5.C.2.l; CACREP 5.C.3.a; CACREP 5.C.3.b; CACREP 5.C.3.c; CACREP 5.C.3.d; CACREP 5.C.3.e)	Reading: <i>TBKS pp 149-166</i> **stop at the DSM-5
13	Apr 9	Group Supervision & Case Presentations (CACREP 5.C.1.b; CACREP 5.C.1.e; CACREP 5.C.2.a; CACREP 5.C.2.d; CACREP 5.C.2.e; CACREP 5.C.2.g; CACREP 5.C.2.h; CACREP 5.C.2.j; CACREP 5.C.2.k; CACREP 5.C.2.l; CACREP 5.C.3.a; CACREP 5.C.3.b; CACREP 5.C.3.c; CACREP 5.C.3.d; CACREP 5.C.3.e)	Reading: <i>TBKS pp 166-185</i> Wellness Paper Due

14	Apr 16	<p>Group Supervision & Case Presentations</p> <p>(CACREP 5.C.1.b; CACREP 5.C.1.e; CACREP 5.C.2.a; CACREP 5.C.2.d; CACREP 5.C.2.e; CACREP 5.C.2.g; CACREP 5.C.2.h; CACREP 5.C.2.j; CACREP 5.C.2.k; CACREP 5.C.2.l; CACREP 5.C.3.a; CACREP 5.C.3.b; CACREP 5.C.3.c; CACREP 5.C.3.d; CACREP 5.C.3.e)</p>	<p>Reading: <i>TBKS pp 186-201</i> **continue in Internship II</p>
15	Apr 23	<p>Group Supervision & Case Presentations</p> <p>(CACREP 5.C.1.b; CACREP 5.C.1.e; CACREP 5.C.2.a; CACREP 5.C.2.d; CACREP 5.C.2.e; CACREP 5.C.2.g; CACREP 5.C.2.h; CACREP 5.C.2.j; CACREP 5.C.2.k; CACREP 5.C.2.l; CACREP 5.C.3.a; CACREP 5.C.3.b; CACREP 5.C.3.c; CACREP 5.C.3.d; CACREP 5.C.3.e)</p>	
16	Apr 30	<p>Group Supervision & Case Presentations</p> <p>(CACREP 5.C.1.b; CACREP 5.C.1.e; CACREP 5.C.2.a; CACREP 5.C.2.d; CACREP 5.C.2.e; CACREP 5.C.2.g; CACREP 5.C.2.h; CACREP 5.C.2.j; CACREP 5.C.2.k; CACREP 5.C.2.l; CACREP 5.C.3.a; CACREP 5.C.3.b; CACREP 5.C.3.c; CACREP 5.C.3.d; CACREP 5.C.3.e)</p>	<p>Final Documentation Due</p>

COUN 5720: Internship in Mental Health Counseling Wellness Plan Grading Summary

Student Name: _____

Criteria	Score	Comments
Grammar, clarity, organizational structure, APA style (1 point)		
How you plan to maintain personal wellness (3 points) <ul style="list-style-type: none"> • Physical dimensions • Emotional dimensions • Spiritual dimensions 		
How you plan to maintain professional wellness (3 points) <ul style="list-style-type: none"> • Physical dimensions • Emotional dimensions • Spiritual dimensions 		
How you might recognize impairment in yourself and in a peer (3 points)		
TOTAL		

Internship Case Presentation – Grading Summary

Student Name: _____

Case Presentation #: _____

Evaluation Criteria	Possible	Received
General Information:	1	
Client Description:	1	
Developmental Profile:	1	
Client Intake:	3	
Biomedical History:	1	
Clinical Diagnosis:	3	
Case conceptualization:	3	
Client Goals:	2	
Personal Issues:	3	
Case Staffing Questions:	2	
<u>Additional Strengths & Growth Areas Noted:</u>		
Total	20	