

COURSE SYLLABUS EDPC 5372 – Internship I – Spring 2021

The University of Texas at El Paso
College of Education
Department of Educational Psychology and Special Services
Clinical Mental Health Counseling

Instructor: Johana Rocha, Ph.D., NCC

Spring virtual office hours (*By appointment*): Tuesday 1:30pm-3:30pm & Thursday 11am-1pm
Email: jrocha10@utep.edu

Course modality: hybrid synchronously
Course date: Tuesdays from January 19th to May 4th
Course time: 5:00pm-7:50pm

Class Meetings:

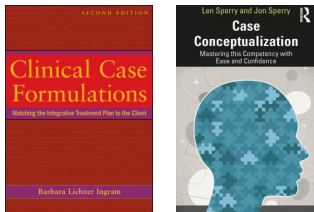
Virtually: January 19, 26; Feb 2, 9, 16, 23; Mar 2, 9

On Campus (Education building, Room 110): Mar 23, 30; Apr 6, 13, 20, 27

COURSE DESCRIPTION: Practical application of counseling theories and techniques in a field-based community or school setting. Students are required to complete 300 clock hours of supervised on-site experience. Prerequisites: Satisfactory completion with a grade of “S” in EDPC 5371 Counseling Practicum and department approval.

Students will demonstrate the skills and practices necessary to address a wide variety of circumstances within the context of clinical mental health counseling.

TEXTBOOKS:



Ingram, B. (2012). *Clinical Case Formulations: Matching the Integrative Treatment Plan to the Client 2nd Edition (Paperback)*. Hoboken, NJ: John Wiley & Sons. ISBN13: 978-1-118-03822-2. **(Required)** (This text will also be used in EDPC 5373 Internship II)

Sperry, L. & Sperry, J. (2020). *Case Conceptualization: Mastering this Competency with Ease and Confidence 2nd Edition*. Abingdon, U.K.: Routledge. ISBN-13: 9780367256654
(Recommended)

COURSE OBJECTIVES/STUDENT COMPETENCIES:

CACREP 2016 Standards

Goals/Objectives	CACREP Standards /CMHC	TeXeS School Counselor	Learning Activities	Outcome Measures
<p>GOAL A: Demonstrate the ability to formulate culturally sensitive clinical mental health case conceptualizations, diagnoses and treatment plans (Clinical Mental Health Counseling Standards: 5.C.1.c, 5.C.2.d, 5.C.2.j, 5.C.3.a, 5.C.3.b)</p>				
<p>Objective A-1 Apply multicultural competencies in <i>case conceptualization</i> for clients experiencing mental and emotional disorders</p>	<p>5.C.1.c 5.C.2.j, 5.C.3.a, 5.C.3.b</p>		<p>a) Develop culturally sensitive case conceptualizations that provide causal hypotheses for diagnostic indications for cases presented in supervision and b) Submit a written Case Conceptualization, Diagnosis and Treatment Plan for 2 different cases in the group supervision class. Case conceptualizations should integrate theoretically grounded and logically consistent explanations for the clinical issues manifested in the case and include relevant cultural formulations.</p>	<p>a) Achieve satisfactory ratings by supervisors on the Clinical Student Evaluation Form-Standards 2, 7, 14 and b) Achieve a satisfactory rating from group supervisor on Dimensions 3 - Presents Culturally Sensitive Case Conceptualization on the Case Strategies Development Scoring Rubric.</p>
<p>Objective A-2 Apply multicultural competencies in clinical <i>diagnosis</i> for clients experiencing mental and emotional disorders</p>	<p>5.C.2.d, 5.C.2.j, 5.C.3.a, 5.C.3.b</p>		<p>a) Develop culturally sensitive clinical diagnoses with justification of diagnostic decisions for cases presented in supervision and b) Submit a written Case Conceptualization, Diagnosis and Treatment Plan for 2 different cases in the group supervision class. Diagnoses should describe alternate diagnostic possibilities, and specify rationales for the selected diagnoses according to the latest edition of the DSM or ICD.</p>	<p>a) Achieve satisfactory ratings by supervisors on the Clinical Student Evaluation Form-Standards 2, 7, 14 and b) Achieve a satisfactory rating from group supervisor on Dimension 4 - Offers Developmentally and Situationally Appropriate Differential Diagnosis on the Case Strategies Development</p>

				Scoring Rubric.
Objective A-3 Apply multicultural competencies in <i>treatment planning</i> for clients experiencing mental and emotional disorders	5.C.1.c, 5.C.2.j, 5.C.3.a, 5.C.3.b		a) Develop culturally sensitive treatment plans for cases presented in supervision and b) Submit a written Case Conceptualization, Diagnosis and Treatment Plan for 2 different cases in the group supervision class. Treatment plans should be multi-dimensional and comprehensive and include Problems, Goals, Objectives, Activities, and Outcome Indicators.	a) Achieve satisfactory ratings by supervisors on the Clinical Student Evaluation Form-Standards 2, 7, 14 and b) Achieve a satisfactory score on Dimension 5 - Specifies Relevant Multi-dimensional Treatment Plan on the Case Strategies Development Scoring Rubric.
GOAL B: Demonstrates culturally sensitive mental health counseling, prevention, intervention, treatment and documentation skills (Clinical Mental Health Counseling Standards 5.C.2.m, 5.C.3.b)				
Objective B-1 Demonstrates the ability to use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to	5.C.3.b		Provide individual, group, and/or family counseling to clients assigned by the placement agency	Achieve satisfactory ratings by supervisors on the Clinical Student Evaluation Form-Standards 2

initiate, maintain, and terminate counseling				
Objective B-2 Demonstrate the appropriate use of culturally responsive skills in individual, couples, family, and/or group counseling.	5.C.3.b		Provide individual, group, and/or family counseling to clients assigned by the placement agency	Achieve satisfactory ratings by supervisors on the Clinical Student Evaluation Form- Standards 3
Objective B-3 Demonstrate the ability to use procedures for assessing, managing, and documenting suicide risk	5.C.3.b		Provide individual, group, and/or family counseling to clients assigned by the placement agency. If the student has a suicidal client in a counseling session, the student will seek appropriate consultation with and intervention from supervisors and document risk assessment and management actions in the case note	Achieve satisfactory ratings by supervisors on the Clinical Student Evaluation Form- Standards 4
Objective B-4 Demonstrate the ability to apply current mental health record-keeping standards	5.C.2.m		Provide individual, group, and/or family counseling to clients assigned by the placement agency. Prepare and maintain records appropriate to the standards of the placement agency (e.g. SOAP notes, Treatment Plans), and review documentation and standards with supervisors	Achieve satisfactory ratings by supervisors on the Clinical Student Evaluation Form- Standards 5
GOAL C: Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor, to seek supervision and to refer clients when ethically appropriate. (CACREP Standards 2.F.1.k., 2.F.1.m) (Clinical Mental Health Counseling Standards 5.C.2.l)				
Objective C-1 Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek and follow through with supervisory suggestions and also to refer clients when	2.F.1.k., 2.F.1.m, 5.C.2.l		Process clinical strengths and limitations during in discussions with supervisors in case presentations in group supervision, and in notations on transcription of counseling sessions.	Achieve satisfactory ratings by supervisors on the Clinical Student Evaluation Form- Standards 6

ethically appropriate to do so.				
GOAL D: Demonstrate the effective use of evidence based practices in clinical mental health counseling. (CACREP Standards 2.F.8.b)				
Objective D-1 Demonstrate knowledge about research to inform evidence-based practice at student's Internship site	2.F.8.b		a) Provide 5 sources of documentation of empirically validated treatment protocols for the population served/issues treated, including evidence from textbooks, journal articles, and other scholarly sources, etc. for a case presented in group supervision, and b) Submit an outline of an evidence-based treatment protocol for which the student has chosen to develop an expertise to be applied to a case presented in the group supervision class.	b) Achieve satisfactory ratings by supervisors on the Clinical Student Evaluation Form- Standards 17 and b) Achieve a satisfactory rating by group supervisor on Dimension 8 – Applies Relevant Research Findings/Evidence-based Practices to Inform Treatment Planning and Intervention on the Case Strategies Development Scoring Rubric.
Objective D-2 Demonstrate the ability to apply relevant research findings to inform the practice of clinical mental health counseling	2.F.8.b		Make notations within verbatim transcriptions presented in group supervision indicating application of empirically validated treatment protocols.	Achieve satisfactory ratings by supervisors on the Clinical Student Evaluation Form- Standards 17
GOAL E: Demonstrate an understanding of strategies for advocating for persons with mental health issues and interfacing with other systems and professionals. (Clinical Mental Health Counseling Standards 5.C.3.c, 5.C.3.d, 5.C.3.e)				
Objective E-1 Demonstrate the ability to identify referral options for persons with mental health issues and to make referrals when appropriate	5.C.3.c, 5.C.3.d		a) Create and submit in group supervision an annotated list of a minimum of 10 community resources (e.g. housing, food, clothing, vocational rehabilitation etc.) relevant to the population served at the site and b) Provide culturally sensitive referral options for those cases in which other services are deemed necessary in consultation with the site supervisor	a) Achieve a satisfactory rating by group supervisor on Dimension 7 – Identifies and Refers to Culturally Appropriate Resources and Adjunctive

			for cases presented in supervision.	Services in the Community on the Case Strategies Development Scoring Rubric b) Achieve satisfactory ratings by supervisors on the Clinical Student Evaluation Form- Standards 8
Objective E-2 Demonstrate the ability to promote client wellness through prevention, education, and advocacy efforts and interfacing with other systems and professionals	5.C.3.e		Provide individual, group, and/or family counseling to clients assigned by the placement agency. When the situation warrants provide education to the client to create or enhance resilience and to prevent deterioration of mental health issues. If appropriate, teach self-advocacy skills to the client and/or consult/advocate on the client's behalf with other professionals (e.g. medical, psychiatric, social services, legal system, etc.)	b) Achieve satisfactory ratings by supervisors on the Clinical Student Evaluation Form- Standards 15

EXPECTATIONS OF STUDENTS:

1. Professionalism is expected at all times. Professionalism includes, but is not limited to, arriving to class and other meetings with classmates on time; completing assignments on time; working collaboratively and effectively with professors and classmates; apprising your professors of issues with the class or attendance in a timely manner; communicating with professors and fellow students in a courteous respectful, and honest manner; appropriately working out disagreements with professors and classmates; attending all classes unless there is a documented emergency or work conflict that has been excused by your professor; and following the ethical codes that pertain to your profession (e.g. ACA Code of Ethics).

2. Attendance is required. As indicated in the Graduate Catalog, attendance is required at all class sessions and is considered crucial in order to gain maximum benefit from the course. You are expected, as a professional to discuss any absence with the professor and the members of any assigned group exercise either prior to, or immediately after, the absence. Any missed work must be made up in a manner determined by the instructor. **Any unexcused absences can result in a decrease of your final grade. Students cannot miss more than two scheduled classes and expect pass this course, excused absence or not.** An absence will be considered excused at the discretion of the instructor and documentation should be offered and provided if requested for the absence to be considered excused (e.g., doctor's note, letter from your employer etc.). Remember, if

you encounter unexpected events in your life during the course of the semester, you can drop the class, stop out, and return during another semester. You are also expected to be at this class **ON TIME**. Please use your time management skills properly and be on time and ready to learn at 5:00 p.m. sharp. **If you are late to class more than three times it can result in a decrease of your final grade.** Being late is disruptive to the class and its process. If you have a verified and documented reason to be late to class you may be excused from this requirement. However, documentation from your job, doctor, or another authority figure that can verify your tardiness is beyond your control is required. In addition, you are expected to remain in class for the duration of the class. Unless you have a documented, unavoidable reason for leaving class early, you are expected to stay until released by the professor. If you leave early more than twice without approval of the instructor, you may be dropped from the course.

3. Active class participation is expected. The course is designed for students to learn by active interaction with each other. You must participate fully in classroom discussions and group supervision activities to earn full participation points toward your final grade. Please **demonstrate enthusiasm and a high level of interest** in your classroom experiences.

4. Personal use of electronic devices is not allowed during class. Your help and cooperation in ensuring a cellphone free zone during class time is greatly appreciated. No electronic devices (e.g., cell phones, etc.) other than the one you use for class purposes are allowed for “**personal**” use in class without the explicit permission of the instructor unless the student has an accommodation from *Center for Accommodations and Support Services*. Please notify the professor at the start of class if a family, work, or personal emergency necessitates that a cell phone be left on during class. (If so, it should be in silent or vibrate mode). However, emergency requests should not be a continuing, on-going event. Please avoid being on call for work during class time. Your priority on the scheduled dates of class should be class. If this is not possible, you should defer taking the course until another term.

5. Readings must be completed prior to each class session. Some classroom presentations by the instructor will be reviews and discussions of the readings. The more you have read and understand the topics prior to class, the more you will learn during class presentations/discussions and the more you can contribute.

6. Assignments must be submitted on Blackboard by the due dates. This allows for timelier grading and feedback. A late assignment will lose **20 percent** of the total possible points on the assignment for every 24-hour period for which it is late. There is a grace period of 8 hours after the deadline time, after which the assignment loses 20 percent. Another 20 percent will be lost if the assignment is not submitted within 48 hours after the deadline, another 20 percent will be lost if the assignment is not submitted within 72 hours after the deadline, etc.

7. Course communication: how we will stay in contact with each other. Because this is a hybrid class, we won't see each other in-person for all classes. However, there are a number of ways we can keep the communication channels open:

- Office Hours: We will not be able to meet on campus for office hours, but I will still have office hours for your questions and comments about the course. My office hours will be held on Zoom during the following times:

Tuesdays: 1:30-3:30 p.m. Mountain Time

Thursdays: 11-1 p.m. Mountain Time

- Email: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- Discussion Board: If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

MISCELLANEOUS:

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system and or Zoom. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, a webcam, and a microphone. **The library has laptops & hotspots available to students. Please contact equipmentcheckout@utep.edu**

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's

Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

Please understand that it is your responsibility to contact CASS for accommodations and services. The instructor will follow guidelines of CASS to assist your needs in this class.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. **Cheating** may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. **Plagiarism** occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. **Collusion** involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

COVID-19 PRECAUTIONS

You must **STAY AT HOME** and **REPORT** if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to classes (if classes are on-campus) when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative

instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class (if classes are on-campus). If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures. (*classes with on-campus meetings*). Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

UTEP EMAIL

You **MUST** have a working UTEP e-mail for this course in order to access BLACKBOARD. If you have a UTEP e-mail and it is not working properly, it is your responsibility to contact the HELP DESK not the professors. If you do not have a UTEP e-mail, you can get one free by following these directions:

1. Log on to www.utep.edu
2. Click on my.utep.edu
3. Click on Get your UTEP account here
4. Follow prompts to activate your E-mail
5. If you experience any problems with Blackboard call the HELP DESK # 4357 on campus; 747-5257 off campus

EMERGENCY PLAN AND INCLEMENT WEATHER

Please refer to available resources, for example: emergency management plan at UTEP police department (<http://www.utep.edu/documents/police/emergencyplan.pdf>), your student handbook, and university policies. You should monitor potential emergency and weather conditions via university-provided sources and local news channels. Please contact the University Police Department at 747-5611 (or 911) for emergency/crisis conditions, and emergency notification services (such as www.mobilecampus.com & others).

COURSE RESOURCES: WHERE YOU CAN GO FOR ASSISTANCE

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.

- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

METHODOLOGY:

The course is a combination of observation and performance of role play and actual counseling sessions, class review and discussion of those sessions, formal case presentations, textbook readings, topical presentations, personal analysis of counseling performance, and personal/professional development. Class will be a forum for: a) discussing the activities, issues, and dynamics of the internship agencies; b) sharing the personal and professional growth aspects of the internship experience; c) discussing cases and common themes arising in the counseling practice of the students; d) requesting and receiving peer feedback and instructor feedback regarding agency/site issues and counseling practice; e) reviewing segments of recordings of counseling sessions; f) role playing interventions for use with clients; g) discussing readings and topics related to counseling practice; and h) presenting case reviews to the class. Each student is evaluated on the quality of classroom participation (preparedness, openness, involvement, etc.,) and professional demeanor (punctuality, self-presentation, courtesy, attention to administrative details, etc.).

ASSIGNMENTS: (You are required to use Blackboard to retrieve and submit assignments.)

1. Personal Reflection Paper and Internship Goals Statement. (2 Pages)

The internship experience is a long, demanding task that requires sustained attention while improving existing skills and learning new skills. It is essential that students go into this process with *goals that reflect the counselor characteristics and behaviors that they wish to refine and develop* and that are appropriate to their level of professional development and the setting of their internship placement. This paper should be a summary of what you hope to accomplish (i.e. goals) based on an assessment of (i.e. a reflection on) your personal, professional, and clinical strengths and weaknesses that you discovered during your practicum experience. It should also include your plan for self-care during this stressful period. It should be succinct (no more than two typed, double spaced pages in length) and well organized (clearly stated Goals, each with Objectives that describe how you plan to achieve that goal).

2. Complete 300 Hours at the internship site. The 300 hours must include at least **120 hours of direct client** contact providing clinical services. **(Due Date: Completed by the last week of the term)**

3. Maintain clinical documentation as required by the internship site. Students must adhere to all agency policies regarding documentation of clinical work. **(Due Date: Determined by the site/agency).**

4. Receive individual or triadic clinical supervision at the internship site. Students are expected to receive at least 1 hour per week of individual or triadic clinical supervision over the course of the term from their assigned site supervisor at the internship site. Internship supervisors will be asked to evaluate student's clinical performance using the *Clinical Mental Health Counseling Clinical Student Evaluation Form*. **(Due Date: Last Week of the term).**

5. Attend Group Supervision online and on Campus. Students will receive an average of 1.5 hours of group supervision per week over the course of the term. This is earned by attending the scheduled EDPC 5372 class sessions.

6. Attend individual or triadic supervision online. Students are expected to attend individual/triadic supervision with the course instructor as needed. These will be scheduled at the convenience of the supervisor and the student(s).

7. 2 Audio recordings and transcripts of a counseling session. Students will record 2 **digital audio recordings of a counseling session of at least 30 minutes** (the session itself should be 45-60 minutes unless their site does not allow for that duration) with a ***real client*** assigned to them at their internship site. For every recording, you must have a **Consent Form** signed by the client or client's guardian that grants permission for you to record and use the recording in supervision and as a work sample for the class. The consent form will be kept in the case documentation. Note that your agency may have its own consent form or permission-to-tape form. If that is the case, use the agency form.

- 1) Students must **prepare a typed transcript of at least 15 minutes** of the digital audio or video recordings of the counseling session. The student will: **a) identify clinical strengths and limitations in notations on the comments section of the transcript** and **b) make notations indicating application of empirically validated/evidence-based treatment protocols.**
- 2) A completed **Tape Critique Form (TCF)** must accompany any recording presented in class. This form will be uploaded on blackboard along with the recording for the assignment.
- 3) Students will prepare and give a case presentation for each recording that will include:
 - a. **Brief description of the client's presenting problem***
 - b. The student counselor's objectives for the counseling session (i.e. what he/she was intending to do in the session)
 - c. A description of the interpersonal dynamics between the student counselor and the client
 - d. A brief description of other important client information (e.g. contextual, cultural, social, biological, symptoms, legal issues, etc)
 - e. A summarization of the key issues discussed in the session
 - f. **A case conceptualization of client's issues including a theoretical rationale that explains how the case data are related. Case conceptualizations should integrate theoretically grounded and logically consistent explanations for the clinical issues manifested in the case and include relevant cultural formulations.***

- g. **A diagnosis using DSM V. Diagnoses should be culturally sensitive and describe alternate diagnostic possibilities, and specify rationales for the selected diagnoses according to the latest edition of the DSM or ICD ***
- h. **A treatment plan for this client. Treatment plans should be multi-dimensional and comprehensive and include Problems, Goals, Objectives, Activities, and Outcome Indicators. The treatment plan should include a brief outline of an evidence based treatment protocol used in treatment planning and treatment intervention activities.**
- i. **Provide a description of culturally sensitive referral options for other services that could be useful to the client based on his/her situation.**
- j. **Identify how you could educate the client to create or enhance resilience and to prevent deterioration of mental health issues.**
- k. **Identify any self-advocacy skills the client could benefit from and relevant consultation/advocacy that could be made on the client's behalf with other professionals (e.g. medical, psychiatric, social services, legal system, etc.)**
- l. Any ethical concerns related to the case
- m. Personal reflections on the session, including an evaluation of counseling skills and interventions used as indicated on the Tape Critique Form (TCF) (see below).
- n. **Specific questions for supervision***
- o. Brief introduction to the segment of the recording to be played in group supervision

Bolded items are to be included in a written **Case Strategies Presentation Summary** that is uploaded on blackboard along with the TCF and audio recording. The quality of the case presentation will be evaluated using the **Case Strategies Development Scoring Rubric**

8. Develop Community Resource List. Students will submit a typewritten annotated list of a minimum of 10 community resources (e.g. housing, food, clothing, vocational rehabilitation etc.) relevant to their caseload and/or the population served at their site.

9. Evidence Based Treatment Protocol Outline. Submit an outline of an evidence-based treatment protocol for which the student has chosen to develop an expertise to be applied to clinical cases at the internship site. The student should **review and reference 5 sources of documentation of empirically validated treatment protocols** for the population served/issues treated. Sources may include evidence from textbooks, journal articles, and other scholarly sources, relevant government websites, treatment manuals, etc.

10. Mid-semester and End of semester check ins. Each student will select a time from the ones indicated on the schedule in this syllabus. On the day/time selected by each student, the student and I will meet virtually for 1 hour on an individual supervision format. During this meeting, and among others, we will go over the "*Supervisees' Best Practices in Clinical Supervision.*" **The end of semester check in** will occur in a group format the last day of class. More about this will be discussed on our first day of class. **(Due Date: the day before we meet individually)**

11. Submit required course completion documentation. There are a number of forms related to the internship experience that must be submitted to document compliance with expected standards and to verify completion of the internship. The student completes some of the forms, other forms are completed by the student and signed by the practicum supervisor, and the practicum supervisor completes some of the forms. **(Due Date: Last Class of the term)**

- 1) **Practicum/Internship Weekly Hours Log.** This form is completed weekly and **signed by the internship supervisor and the student** at the time of the weekly supervision session. It is a verification of the weekly hours and activities completed by the internship student.
- 2) **Practicum/Internship Semester Summary Hours Log.** This form is a compilation of the information contained in the internship student's weekly logs. It is completed at the end of the term by the student and is **signed by the internship supervisor, group supervisor and the student.**
- 3) **Practicum/Internship Student Evaluation of Site and Site Supervisor.** This form evaluates the internship supervisor and internship site and is completed at the end of the term by the student.
- 4) **Practicum/Internship Student Evaluation of Faculty and Group Supervision.** This form evaluates the faculty supervision and group supervision and is completed at the end of the term by the student.
- 5) **Practicum/Internship Supervision Hours Completion Form.** This form is signed at the end of the term by the site supervisor to verify completion of Total Hours and Supervision Hours at each site the student is placed for each term the student is placed at that site. It is signed by the group seminar supervisor/instructor who validates completion of supervision hours and completion of Total Hours and Supervision Hours at the site.
- 6) **Clinical Mental Health Counseling Clinical Student Evaluation Form.** This form is **completed online by the internship supervisor.** It is the responsibility of the student to ensure that the supervisor is notified when the evaluation is sent out and when it is due. This form evaluates the internship student's clinical performance over the term of the internship. The supervisor should discuss this form with the student. The group supervisor also completes this evaluation of the student.
- 7) **Personal and Professional Characteristics and Potential for Growth Scoring Rubric.** This form is **completed and signed by the practicum supervisor** and evaluates the practicum student's personal and professional characteristics related to becoming a professional counselor. It also rates the student's potential to grow as professional counselor. The supervisor should discuss this form with the student.

EVALUATION AND GRADING

Performance in the internship course is measured and assessed in a variety of ways, including adherence to course requirements concerning hours spent at internship sites, supervisory requirements to provide audio recordings of counseling sessions, timely and accurate submission of paperwork associated with the clinical experience, the quality of the student's written assignments and oral presentations, and the quality of class participation.

This course is graded on a **satisfactory/unsatisfactory** basis. All course assignments are graded on a scale of 1-10. **Students must achieve an overall average score of 8** on all assignments and complete all other course requirements and expectations to receive a satisfactory grade.



ASSIGNMENT SCORING RUBRICS: (Posted on Blackboard & Distributed in Class)

COURSE OUTLINE: (See Below)

Class Topics

1. Advanced case conceptualization, diagnosis, treatment planning, referral, and prevention skills
2. Conducting a counseling session using basic and advanced counseling and intervention strategy skills
3. Demonstrating sensitivity to cultural diversity in case conceptualization, diagnosis, treatment planning, referral, and prevention skills
4. Evidence based treatment strategies
5. Fostering client resilience
6. Providing advocacy for clients and consultation/interfaces with other professionals and systems

EDPC 5372 INTERNSHIP I - TENTATIVE SCHEDULE – SPRING 2021

Week	Class Dates	Topics/Activities	Readings Due	Assignments
#1	1/19/21	Intros/Check in Syllabus Review CPCE Q&A	I – 1-4	
#2	1/26/21	Check in LAB 1: Case Conceptualization Diagnosis Treatment Planning	Read Case 1	<i>Personal Reflections Paper and Goals Statement. Due</i> 1 CASE PRESENTATION
#3	2/2/21	Check in Case presentations	I – 5-7	2 CASE PRESENTATIONS
#4	2/9/21	Check in /Case Reviews Case Presentation Prevention and Advocacy Crisis, Stressful Situations, Transitions, and Trauma (Chapter 8)	I – 8	2 CASE PRESENTATIONS
#5	2/16/21	Check in LAB 2: How to facilitate a Psychotherapeutic Group <ul style="list-style-type: none"> • Creation of group • In-class Role play 		1 CASE PRESENTATION
#6	2/23/21	Check in /Case Reviews Body and Emotions (Chapter 9) Cognitive Models (Chapter 10)	I – 9, 10	<i>Community Resource Lis. Due</i> 2 CASE PRESENTATIONS
#7	3/2/21	Check in LAB 3: Case Conceptualization Diagnosis Treatment Planning	Read Case 2	1 CASE PRESENTATION
#8	3/9/21 CPCE 3/11,12,13/21	MID-TERM CHECK INS & INDIVIDUAL SUPERVISION		
		TUESDAY 10:00 11:00 12:00 1:30 2:30	WEDNESDAY 10:00 11:00 12:00 1:30 2:30	
 SPRING BREAK 				
#9	3/23/21	Check in /Case Reviews Case presentations Behavioral and Learning Models (Chapter 11)	I – 11	2 CASE PRESENTATIONS
#10	3/30/21	Check in /Case Reviews Case presentations Existential and Spiritual Models Case Presentations (Chapter 12)	I - 12	2 CASE PRESENTATIONS
#11	4/6/21	Check in LAB 4: Case Conceptualization Diagnosis Treatment Planning	Read Case 3	<i>Evidence Based Treatment Protocol Outline. Due</i> 1 CASE PRESENTATION
#12	4/13/21	Check in Case presentations Psychodynamic Models Case Presentations (Chapter 13)	I – 13	2 CASE PRESENTATIONS
#13	4/20/21	Check in /Case Reviews Social, Cultural and Environmental Factors (Chapter 14) Case Presentations	I – 14	2 CASE PRESENTATIONS
#14	4/27/21	Check in Case presentation	END OF SEMESTER CHECK INS	
#15	5/4/21	No class		<i>Required Course Completion Documentation. Due</i>