

COURSE SYLLABUS EDPC 5373 – Internship II – Summer 2023

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*): Mondays 10am-12pm and Tuesdays 10am-12pm

Email: jrocha10@utep.edu

Course modality: Minimal Technology

Course date: Tuesdays on **May 23, 30; June 6, 13; July 4, 11, 18, 25; Aug 1, 8**

Course time: 5:30pm-8:20pm

Class Meetings:

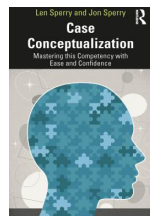
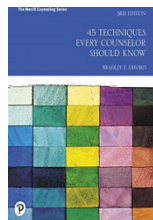
On Campus (ED building room 108)

Virtually: Zoom

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 5372 Counseling Internship I and department approval. **Students must successfully pass the Counselor Preparation Comprehensive Exam (CPCE) in order to obtain a grade of Satisfactory (S) in Internship II and graduate from the Mental Health Counseling program.**

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

TEXTBOOKS:



Erford, B. (2019). *45 Techniques Every Counselor Should Know* (3rd Edition). Pearson. ISBN-10: 0134694899

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
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)				
Objective A-1 Apply multicultural competencies in <i>case conceptualization</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 case conceptualizations that provide causal hypotheses for diagnostic indications as part of the Written Case Study Assignment.	a) Achieve satisfactory ratings on Dimension 3 - Presents Culturally Sensitive Case Conceptualization on the Case Study Scoring Rubric.
Objective A-2 Apply multicultural competencies in clinical <i>diagnosis</i> for clients experiencing mental and emotional disorders	5.C.2.d, 5.C.2.j, 5.C.3.a, 5.C.3.b		a) Develop culturally sensitive clinical diagnoses with justification of diagnostic decisions for cases presented in supervision and b) Document the application of culturally sensitive diagnosis of mental and emotional disorders as part of the Written Case Study Assignment.	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 Study Scoring Rubric.
Objective A-3 Apply multicultural competencies in <i>treatment planning</i> for clients experiencing	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) Document a culturally sensitive multi-dimensional and comprehensive treatment	a) Achieve satisfactory ratings by supervisors on the Clinical Student Evaluation Form- Standards 2, 7, 14 and b) Achieve a

mental and emotional disorders			plan to include Problems, Goals, Objectives, Activities, and Outcome Indicators as part of the Written Case Study Assignment.	satisfactory score on Dimension 5 - Specifies Relevant Multi-dimensional Treatment Plan on the Case Study 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 initiate, maintain, and terminate 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 2
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

<p>Objective B-4 Demonstrate the ability to apply current mental health record-keeping standards</p>	<p>5.C.2.m</p>		<p>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</p>	<p>Achieve satisfactory ratings by supervisors on the Clinical Student Evaluation Form- Standards 5</p>
<p>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)</p>				
<p>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 ethically appropriate to do so.</p>	<p>2.F.1.k., 2.F.1.m, 5.C.2.l</p>		<p>Process clinical strengths and limitations during in discussions with supervisors in case presentations in group supervision, and in notations on transcription of counseling sessions.</p>	<p>Achieve satisfactory ratings by supervisors on the Clinical Student Evaluation Form- Standards 6</p>
<p>GOAL D: Demonstrate the effective use of evidence based practices in clinical mental health counseling. (CACREP Standards 2.F.8.b)</p>				
<p>Objective D-1 Demonstrate knowledge about research to inform evidence-based practice at student's Internship site</p>	<p>2.F.8.b</p>		<p>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. as part of the Written Case Study Assignment.</p>	<p>a) 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 Study Scoring Rubric.</p>
<p>Objective D-2 Demonstrate the</p>	<p>2.F.8.b</p>		<p>a) Indicate applications of empirically validated</p>	<p>a) Achieve a satisfactory rating</p>

ability to apply relevant research findings to inform the practice of clinical mental health counseling			treatment protocols as part of the Written Case Study Assignment.	by group supervisor on Dimension 8 – Applies Relevant Research Findings/Evidence-based Practices to Inform Treatment Planning and Intervention on the Case Study Scoring Rubric.
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) Document the provision of culturally sensitive referral options to other community resources (e.g. housing, food, clothing, vocational rehabilitation etc.) relevant to the population served at the site as part of the Written Case Study Assignment.	a) Achieve a satisfactory rating by group supervisor on Dimension 7 – Identifies and Refers to Culturally Appropriate Resources and Adjunctive Services in the Community on the Case Study Scoring Rubric.
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		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.) as part of the Written Case Study Assignment.	b) Achieve satisfactory ratings on Dimension 11 - Specifies the Role that Prevention, Education, Wellness and Advocacy Activities Played in Client Treatment on the Case Study Scoring Rubric.

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.

- Office Hours for your questions and comments about the course. My office hours will be held in-person or on Zoom during the following times (**please make an appointment**):

Mondays 10am-12pm and Tuesdays 10am-12pm 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 will be mainly delivered in-person, however, we will meet once via the Internet through Zoom. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web 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

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can

work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing. **Under no circumstances should anyone come to classes when feeling ill or exhibiting any of the known COVID-19 symptoms.**

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area. For more information about the current rates, testing, and vaccinations, please visit epstrong.org. Face coverings are currently not mandated; however, feel free to wear one if you want. 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. **Complete 300 Hours at the internship site.** The 300 hours must include at least **120 hours of direct client** contact providing clinical services.
2. **Maintain clinical documentation as required by the internship site.** Students must adhere to all agency policies regarding documentation of clinical work.
3. **Receive individual or triadic clinical supervision at the internship site.** Students are expected to receive an average of 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*.
4. **Attend individual or triadic supervision on campus.** Students are expected to attend individual/triadic supervision with the course instructor **as needed by the student**. These will be scheduled at the convenience of the supervisor and the student(s) and are usually held during the week that the class does not meet.

5. Attend Group Supervision on Campus. Students will receive an average of a 1.5 hours of group supervision per week over the course of the term. This is earned by attending the scheduled EDPC 5373 class sessions.

6. 1 Audio Recording and Transcript of a counseling session. Students will record 1 **digital audio or video recording of a counseling session of at least 30 minutes** (the session itself should be 45-60 minutes unless your 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 10 minutes** of the digital audio or video recording 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) **1 Tape Critique Forms** A completed **Tape Critique Form (TCF)** must accompany any recording presented in class. Students will be prepared to discuss their self-critique with their classmates when they present their recordings.
- 3) **1 Counseling Case Strategy Presentation and Outline.** Students will prepare and give a brief case strategy presentation for 1 **real client** assigned to them at their internship site. The case presentation 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, etc. issues)
 - 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 (**a, f, g, h, i, j, k, and n**) are to be included in a **Case Strategies Presentation Summary Outline that is submitted on blackboard.**

7. Prepare a formal Written Case Study. The Written Case Study is a detailed document, **not to exceed** 15 pages in length (including references and excluding appendices), **written in APA Style**, that describes the student's clinical work with a specific client and includes the following components:

- a. **Abstract/Overview** - Very brief overview of the nature of the case, treatments employed, and outcomes realized.
- b. **Demographic Background Information/Appearance** - Age, gender, race, general appearance, education, marital/family status, living situation, genogram/family of origin information, employment status, sexual orientation, religious information, etc.
- c. **Referral Source** - Who referred the client to the counseling agency /or for the specific counseling services provided. The reasons why the client was referred.
- d. **Presenting Issues/Concerns/Complaints** – Client descriptions of the reasons why he/she sought the services of the counseling agency.
- e. **Emotional/Mental Status at Intake/First Session** - Counselor's observations of client's behaviors and emotional presentation at time of initial meeting with the client and at time of intake into the agency if counselor did not perform intake interview. Client's communication patterns and cognitive functioning at intake/first session including any suicidal or homicidal thoughts, plans, and intentions, delusions, and/or hallucinations. Client's amenability and predisposition toward counseling.
- f. **Client History** - Relevant information regarding client's social/physical/emotional development, previous counseling, prior psychiatric treatment, health/medical history, family history, marital history, sexual history, legal history, substance abuse history for self and family, family psychiatric history, etc.
- g. **Formal Assessment Measures** - Results of any current psychological, career, or relevant medical tests (e.g., urine screens for drugs, blood alcohol level, thyroid levels, etc.) and relevant results from previous measures documented in clients' charts/records.
- h. **Case Conceptualization** - Counselor's understanding of the client which integrates the information gathered at intake and is modified over time during the counseling/therapy process. Includes conjectures, speculation, and hypotheses regarding the client and the presenting issues, application of relevant counseling theories to the case, and implications for treatment.

- i. **Formal Diagnosis** - Diagnosis of the case using DSM-V criteria. Discussion of all diagnoses that were considered (differential diagnoses) including reasons for elimination of those that were not included and reasons for selection of those that were included.
- j. **Review of Literature** - Brief discussion of theoretical model(s)/best practices approaches applicable to the case and applied research on the etiology and currently accepted empirically validated treatments of the diagnoses. Cite and list at least 5 current research articles in addition to textbooks or professional books relevant to your discussion of the empirical evidence to support the treatment. Research articles from refereed journals must be dated 2000 or more recent. Although you may retrieve electronic copies of the journal articles, **you may not use web journals or web sites as your sources**. Copies of the articles must be included in the appendices and submitted with the case study.
- k. **Treatment Plan** - Specification of the problems to be addressed through counseling, general goals regarding improving those problems, objectives to be accomplished to achieve the goals, actions/interventions to meet the objectives, and data/indicators that the counseling interventions are succeeding. Reasons for modification of treatments suggested by the literature should be discussed.
- l. **Referrals and Advocacy** - A discussion of relevant referrals of the client for adjunctive medical/psychiatric treatment, self-help groups, community programs, community resources, etc. Also, efforts to advocate on behalf of the client and to facilitate client self-advocacy should be included.
- m. **Course of Treatment** - Identification of what actually occurred in sessions and in client's life as the counseling proceeded. Examples of interventions and responses to those interventions. Modifications in the case conceptualization and treatment plan over time based on dynamic reevaluation of the client's situation and the success/failure of interventions. Consultation or specific supervision received regarding this case.
- n. **Prognosis** - Discussion of the current status of the case and speculation/prediction of the client's future progress toward achieving counseling goals and desired life situations. Specification of additional changes the client needs to make to reach desired outcomes. Suggested interventions to facilitate those changes.
- o. **Summary and Personal Reflection** - Brief summary of the case and reflection on what the counselor learned regarding self and the process of counseling from this case.
- p. **Bibliography** – All references cited in the study including at least 5 current research articles as described above in the Literature Review section. (Note: any reference you consult and find useful should be cited in the study).
- q. **Appendices** – Any supporting information (e.g., test profiles, client written homework assignments, behavioral coding sheets, agency treatment plans, research articles, etc.)

The Written Case Study will be scored using the **Case Study Scoring Rubric** (see attached).

8. Formal Oral Presentation of the Written Case Study. Each student will give a **20-minute** oral presentation of the Written Case Study to a group of peers and faculty. The presentation will include the following components:

- a. **Discussion of the Case** - Professional verbal presentation of all the information included in the written case study.
- b. **Audio-visual Aids** - Use audio-visual tools (e.g., power point slides, overhead projections, handouts, etc.) to assist in the presentation of the material.
- c. **Questions for Class Discussion** - Identify and ask a question or questions that stimulate class discussion of major elements of the case.

9. Submit required course completion documentation. There are several forms related to the internship experience that must be submitted to document compliance with expected standards and to verify completion of the internship. Some of the forms are completed by the student, other forms are completed by the student and signed by the practicum supervisor, and some of the forms are completed by the practicum supervisor.

- i. **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. Keep it in your records.
- ii. **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.**
- iii. **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.
- iv. **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.
- v. **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.
- vi. **Clinical Mental Health Counseling Clinical Student Evaluation Form.** This form is **completed and signed by the internship supervisor** who evaluates the internship student's clinical performance over the term of the semester. The supervisor should discuss the evaluation with the student. The evaluation is completed online via a link provided to the site supervisor from the faculty supervisor. The faculty supervisor also completes a separate evaluation.
- vii. **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.

10. Final Self-Evaluation Paper. At the beginning of your internship experience you were asked to set personal and professional goals with the intention to further your academic, professional, and personal development in order to establish your competency as a professional counselor. Please take time to thoughtfully review your goals and the various evaluations that you have received from your Site Supervisors, Faculty Supervisor(s), and Group Supervisor(s). With these evaluations in mind, you will create this Formal Personal Goals Evaluation that documents the following information:

- a. Each goal that you have set for yourself during your internship
- b. Your progress toward each goal, with examples of the efforts you made to accomplish them
- c. Your current evaluation of your level of counseling competence
- d. Your professional aspirations and employment outlook, both short-term and long-term
- e. Your plan for continuing professional skill development, including further educational plans
- f. The impact that Practicum/Internship and the Counseling Program has had on your life.

Your Final Self-Evaluation Paper should be a thoughtful looking-back and looking-forward that articulates the impact that your education has had on you. Be certain to address the items listed above in **no more than 6 pages** in **APA format**.

11. Course Evaluation. Please take 3-5 minutes to complete the course evaluation at the end of the semester. I will send you a couple reminders once the link is available. Your evaluation/input about the class is key in helping me enhance my practices; thus, the group supervision experience.

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 7 on all assignments and complete all other course requirements and expectations to receive a satisfactory grade.**

ASSIGNMENT SCORING RUBRICS: (Posted on Blackboard)

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 5373 INTERNSHIP II - TENTATIVE SCHEDULE – SUMMER 2023

Week	Class Dates	Topics/Activities	Assignments
#1	5/23/23	Check in Syllabus Q&A Case presentations	1 CASE PRESENTATION <i>Documentation & recording</i> Due on this date on Bb by 5 p.m. Adrian
#2	5/30/23 Virtual Class	Check in Case presentations	2 CASE PRESENTATIONS <i>Documentation & recording</i> Due on this date on Bb by 5 p.m. Manuel
#3	6/6/23	Check in Case presentations	1 CASE PRESENTATION <i>Documentation & recording</i> Due on this date on Bb by 5 p.m. Poulette Katryna
#4	6/13/23 Virtual Class	Check in Case presentations	2 CASE PRESENTATIONS <i>Documentation & recording</i> Due on this date on Bb by 5 p.m. Joanna Gaby
#5	7/4/23	No Class - Enjoy the holiday!	
#6	7/11/23 Virtual Class	Case study presentations Panel (Recent graduate, LPC Associate, LPC, PhD faculty)	1 CASE STUDY PRESENTATION <i>Formal Written Case Study & PP</i> Due on this date on Bb by 5 p.m. Adrian
#7	7/18/23	Check in Case study presentations	1 CASE STUDY PRESENTATION <i>Formal Written Case Study & PP</i> Due on this date on Bb by 5 p.m. Manuel
#8	7/25/23 Virtual Class	Check in Case study presentations	2 CASE STUDY PRESENTATION <i>Formal Written Case Study & PP</i> Due on this date on Bb by 5 p.m. Poulette Katryna
#9	8/1/23	Check in Case study presentations	1 CASE STUDY PRESENTATION <i>Formal Written Case Study & PP</i> Due on this date on Bb by 5 p.m. Joanna Gaby <i>Final Self-Evaluation Paper</i> Due on this date on Bb by 5 p.m.
#10	8/8/23	TBD	<i>Required Course Completion Documentation.</i> Due on this date