Announcement: This page contains information about a course offered at Appalachian State University. The course is titled "HPC 6900 (101) Internship in Clinical Mental Health Counseling." Here is a summary of the key details:

**Associate Professor:** Christina Rosen, rosencm@appstate.edu

**Office:** 336D College of Education
**Phone:** 828.292.0959
**Classroom:** COE #317
**Day & Time:** Monday 9 to 11:50 pm
**Office Hours:** by appointment

**Course Description:** On the job experience will be emphasized through placement of students in appropriate human service agencies, which includes practice in counseling and other helping skills used in various agencies.

**Prerequisites:** HPC 5120, 5220, 5752, 5790, 5900, and 6120

**General Course Objectives**

1. Students will complete a 600-clock hour internship in a mental health setting.
2. Students will demonstrate competencies in the following areas from a cultural sensitive perspective: screening, intake, assessment, mental health status, bio psychosocial history, individual and group counseling, treatment planning, diagnosis, referrals, caseload management, advocacy for clients and programs, program evaluations, substance abuse screening, treatment and referral, crisis screening and treatment including recognizing developmentally appropriate reaction to crisis and diagnostic reactions.
3. Students will demonstrate their ability to apply and following ACA code of ethics, and develop their professional identity.
4. Students will demonstrate their ability to augment theory, treatment, and recommendations as with a various populations.
5. Students will demonstrate the ability to conceptualize an accurate multi-axial diagnosis of disorders and to discuss differential diagnosis with collaborating professionals.
6. Students will demonstrate competency with screening for co-occurring disorders, addictions, aggression, and danger to self or others.
7. Students will know how to develop measurable outcomes, to analyze and use data to increase the effectiveness clinical mental counseling interventions and programs.
8. Students will apply relevant research findings to inform the practice of clinical mental health counseling.

**Content Area:** The Clinical Mental Health Counseling internship is designed to follow practicum (HPC 5900) and provide opportunities for students to complete a total of 600 clock hours. The internship is to reflect the comprehensive work experience of a professional counselor that occurs at
an appropriate location, which has been approved by the program faculty member. Students’ internships include all of the following (CACREP 2009, Section III G.):

1. Receive supervised clinical experience in providing comprehensive, developmental counseling and assessment services in culturally diverse and dynamic clinical setting.
2. Refine and enhance basic counseling skills while integrating and confirming professional knowledge to further development towards becoming a professional counselor and obtain postgraduate professional placement.
3. Improve professional communication skilling with clients, supervisor, peers, professionals in the field, and staff thereby enhancing professional identity for the counseling discipline and the student.
4. Receive comments from supervisors and other students to assist in enhancing professional identity, advocacy, communication, and counseling skills.
5. Demonstrate the ability to apply and adhere to the Ethical Standards of the American Counseling Association.

Knowledge and skill outcomes: Clinical Mental Health Counseling: CACREP Curricular Experiences (CACREP 2009 Standard):

E.2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client. {As evidenced by documentation on Learning Activity of #1, #2, #3, #4, #5, #6, & #7 on Assessment Rubric of Internship Competency Check sheet on pages 10-11 in this syllabus.}

E.3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. {As evidenced by documentation on Learning Activity of #1, #3, #4, #5, & #6 on Assessment Rubric of Internship Competency Check sheet on pages 10-11 in this syllabus.}

F.2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients. {As evidenced by documentation on Learning Activity of #5, & #11 on Assessment Rubric of Internship Competency Check sheet on pages 10-11 in this syllabus.}

F.3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. {As evidenced by documentation on Learning Activity of #1, #3, #4, #6, & #7 on Assessment Rubric of Internship Competency Check sheet on pages 10-11 in this syllabus.}

H.1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the implementation and interpretation of assessment protocols. {As evidenced by documentation on Learning Activity of #1, #2, #3, #4, #6, & #8 on Assessment Rubric of Internship Competency Check sheet on pages 10-11 in this syllabus.}

H.2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, a psychological assessment for treatment planning, and caseload management. {As evidenced by documentation on Learning Activity of #1, #3, #4, & #7 on Assessment Rubric of Internship Competency Check sheet on pages 10-11 in this syllabus.}

H.3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. {As evidenced by documentation on Learning Activity of #1, #3, #4, & #7 on Assessment Rubric of Internship Competency Check sheet on pages 10-11 in this syllabus.}

H.4. Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. {As evidenced by

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documentation on Learning Activity of #1, #3, #4, & #7 on Assessment Rubric of Internship Competency Check sheet on pages 10-11 in this syllabus.}

J.1. Applies relevant research findings to inform the practice of clinical mental health counseling. {As evidenced by documentation on Learning Activity of #1, #3, #4, & #7 on Assessment Rubric of Internship Competency Check sheet on pages 10-11 in this syllabus.}

J.2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments. {As evidenced by documentation on Learning Activity of #5 & #9 on Assessment Rubric of Internship Competency Check sheet on pages 10-11 in this syllabus.}

J.3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs. {As evidenced by documentation on Learning Activity of #5 & #9 on Assessment Rubric of Internship Competency Check sheet on pages 10-11 in this syllabus.}

L.1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. {As evidenced by documentation on Learning Activity of #1, #3, #4 & #7 on Assessment Rubric of Internship Competency Check sheet on pages 10-11 in this syllabus.}

L.2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. {As evidenced by documentation on Learning Activity of #1, #3, #4 & #7 on Assessment Rubric of Internship Competency Check sheet on pages 10-11 in this syllabus.}

L.3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. {As evidenced by documentation on Learning Activity of #1, #3, & #8 on Assessment Rubric of Internship Competency Check sheet on pages 10-11 in this syllabus.}

Infusion of counseling and related research: Students are required to integrate current and original research in related assignments as discussed within those assignments. Therefore, with each case presentation, students are required to discuss current research that is relevant to the case.

Method of Teaching: The course will consist of the following pedagogy: university and peer supervision of oral and written presentations. Classmates will give evaluations to the counselor intern who is presenting that week and lead discussion on relevant research. Each student is required to do self-examination each week, review current literature related to their client, and discuss and adapt counseling techniques as necessary to support the client’s (i.e. culture, developmental process and diversity) to achieve treatment goals.

Required Textbooks: This course is not using a textbook.

Grading/Evaluation: HPC 6900 grading criteria is a “Satisfactory” (S) or “Unsatisfactory” (U). This course does not allow for Incompletes. Student must meet all the requirements as outline in this syllabus and in the CMHC Practicum/Internship Handbook to receive satisfactorily “S” grade. Please see grading rubric. The university supervisor/instructor, site supervisors, and classmates’ assessment, final exams, skills and knowledge will determine the final grade for each student. University supervisor and site supervisors will be in contact to discuss the student’s progress throughout the semester. Each week students will have received formal and informal assessment of his/her progress within the semester. Formal assessments will occur at the end of the semester by site and university supervisors, and final exam (see the CMHC Practicum/Internship Handbook). Final grade determination is the responsibility of the university supervisor after consulting with the on-site supervisor on the student’s skills as a counselor; e.g., just because a student shares the required tapes

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2 semesters then each semester students are expected to obtain **120 direct service work and 180 indirect service work** so that they cumulate the aforementioned hours.

G.2. Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term (15 weeks) by an approved on-site internship supervisor.

G.3. An average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship and performed by a university program faculty member. (The roles of both the university and on-site supervisors include the professional development of the counseling intern which are defined in the *Clinical Mental Health Counseling Practicum/Internship Handbook*.)

G.4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service, and staff meetings) through the remaining 360 hours.

G.5. The opportunity for the student to develop program-appropriate audio/video recording for use in supervision or to receive live supervision of his or her interaction with clients.

G.6. Evaluation of the student’s counseling performance throughout the internship including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor. For this to occur, each case presentation must include the following: (a) playing at least 15 to 30 minutes of the client session in the supervision group which is clear and audio able for everyone to hear and understand, (b) a completed case presentation form which is to be provided to each class member and university supervisor, and (c) one copy of the case presentation evaluation form for each presentation to record peer verbal evaluation.

4. You are a counselor in training within the community. As such, you are expected to adhere to ACA’s code of ethics and the counseling association’s code of ethics in the state in which the site is located. This includes knowing your professional and ethical responsibilities and demonstrating the ability to apply ACA code of ethics. Each Clinical Mental Health Counseling Intern is required to **provide proof of current liability insurance from ACA, before the first day of seeing clients.** Even though you have liability insurance from the university you are also required to have professional liability insurance from ACA. This insurance can be acquired by becoming a student member of the American Counseling Association (ACA) [www.counseling.org](http://www.counseling.org), which is above and beyond the ASU insurance. **This is a requirement of being enrolled in this section of HPC 6900, and proof of liability should be presented before the first class period.** By joining ACA, you are also advocating for yourself and your profession. In addition, you will receive the benefit of developing a professional identity, reading the journals, and receiving other important information.

5. **Case presentation-Audio/Video Tape Reviews:** Each student will be required to present **two to four audio/video segments; however, students may be requested to present more as determined by the instructor. Students are advised to have a tape ready each week as the professor because the instructor has the right to ask for a tape at any point of the semester.** On the first day of class, a schedule of case presentation and research actives will be developed.

   a. It is the student’s responsibility to ensure that the recorded session can be CLEARLY heard by his or her classmates and professor (i.e., both client and counselor can be heard and understood). If the specific segment that the student has cued up for the class to listen to or

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http://www.ced.appstate.edu/departments/hpc/programs/community_counseling/practicum_internship.aspx#internshipreq, and make sure all necessary documents and requirements are completed.

10. If for some reason a student’s internship experience needs to terminate before the end of the semester, the student must follow the Protocol for Premature Termination of Practicum/Internship as stated on the Clinical Mental Health Counseling Website and the Clinical Mental Health Counseling Handbook.

11. In this course, students are graded on the following points: skills as a counselor including active listening skills, theory, case conceptualization, professionalism, attendances, interactions with site, professor and peers, and completion and timeliness of paperwork and supervisor/profession’s professional requests (i.e., sending e-mails, completing forms).

Professional Websites:

American Counseling Association (ACA)       www.counseling.org
N.C. Counseling Association (NCCA)           www.nccounseling.org

Weather Policy: If a class must be canceled due to inclement weather or an emergency, an announcement will be posted on the ASU website, and we will not meet. If class needs to be postponed because the professor is unable to travel, students will be notified through e-mail and an announcement will be posted on ASULearn at least one (1) hour before the start of class. Any class that is postponed will be made up.

Religious Observance Policy: Students’ religious observances will be respected and honored in accordance with Appalachian State University Religious Observance Policy which can be found at http://www.academicaffairs.appstate.edu/sites/default/files/Interim%20Religious%20Observance%20Policy.pdf. In order for me to honor a student’s religious observance, it is necessary for the student to inform me by the second week of class any assignment, class activity, or class time that will conflict with that student’s ability to observe their religious tradition, holiday, and/or activity.

Disability: "Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at www.ods.appstate.edu or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations." (Maranda Maxey)

Conduct: Students are expected to adhere to the Academic Integrity Code which states “Students attending Appalachian State University agree to abide by the following Code: Students will not lie, cheat, or steal to gain academic advantage. Students will oppose every instance of academic dishonesty. Students shall agree to abide by the Academic Integrity Code when submitting the admission application.” (http://studentconduct.appstate.edu/index.php). If any such conduct violation occurs, students can expect the professor to address the violation in accordance with the procedures as outlined in the above sources.

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# Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Case Presentation</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>May 11</td>
<td>Orientation, review of syllabus, and sites</td>
<td>Article &amp; Tapes to be review</td>
</tr>
</tbody>
</table>
| May 18   | **Topics** Treatment Planning and Assessment tools that are cultural sensitive (CACREP -H.2)  
**Case presentation** | Article – comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the implementation and interpretation of assessment protocols |
| May 25   | **Topic**: Effects of Oppression on Counselor and client’s life (CACREP –E.2)  
**Case presentation** | Article – on either the effects of racism, discrimination, sexism, power, privilege, and oppression bias that may have influenced the assessment process oppression |
| June 1   | **Topic**: Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the implementation and interpretation of assessment protocols (CACREP -H.1),  
**Case presentation** | Article – Intake Interview, screening comprehensive assessment, and diagnosis assessment that are cultural sensitive |
| June 8   | **Topic**: Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders (CACREP –E.3),  
**Case presentation** | Article – Theories, approaches, strategies, and techniques that demonstrate effectiveness with specific populations |
| June 15  | **Topic**: Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders (CACREP H.3 ),  
**Case presentation** | Article – screening tools for addiction, aggression, danger to self and/or others and co-occurring mental disorders |
| June 22  | **Topic**: Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care (CACREP H.4 )  
**Case presentation** | Article – assessment of stages of dependency, change or recovery for appropriate treatment etc... |
| June 29  | Professional Licensure, Resume, and Professional Identity,  
**Case Presentation LPCA applications due to NCBLPC by July 31, 2015** | Each student will bring in a Resume, Cover letter, Professional disclosure statement and NC LPCA application. |
| July 6   | **Topic**: Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs (CACREP J.3),  
**Case presentation** | Article – effectiveness of clinical mental health counseling interventions and programs |
| July 13  | **Topic**: Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events (CACREP L.3) | Article – related to crisis, disasters and other trauma-causing events that discuss the difference between human reactions that are akin to a |

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<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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<tr>
<td>July 20</td>
<td>Topic Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients (CACREP F.2)  Case presentation</td>
<td>Article – related to advocating for policies, programs, and services that are equitable and responsive to clients’ needs</td>
</tr>
<tr>
<td>July 27</td>
<td>Topic Modifying counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (CACREP F.3),</td>
<td>Article – related to making modifications to counseling systems, theories, techniques and interventions to be culturally appropriate and sensitive to diverse populations</td>
</tr>
<tr>
<td>August 3</td>
<td>Topic Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments (CACREP J.2) Case presentation</td>
<td>Article – related to developing measurable outcomes for clinical mental counseling programs, interventions and treatments</td>
</tr>
<tr>
<td>August 14</td>
<td>Topic Self-care and professional ability Individual evaluations Last day of class In class evaluations Individual evaluations from</td>
<td>Each student will turn in all the evaluations forms as stated in the HPC 6900 Clinical Mental Health Counseling Handbook, and Data Record form for the semester. Supervisor forms as needed for licensure and any other credential with an address enveloped that is can be sealed and signed</td>
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### Assessment of Internship Competency Check sheet

*** To be used in conjunction with “Clinical Mental Health Competency Sheet” of this Syllabus and Grading Rubric for HPC 6900 both found in this syllabus***

Students will score a “Met” on all competencies to pass internship and a 3 or above on all CMHC Handbook Evaluations

<table>
<thead>
<tr>
<th>Competency Skill</th>
<th>Learning Activity</th>
<th>Type of Assessment pp. 15-18</th>
<th>Date of Proof &amp; CMHC Grading Rubric Score</th>
<th>Verifying Faculty</th>
</tr>
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<tbody>
<tr>
<td>E.2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client</td>
<td>Counseling activities, Supervision, article #1, #2, #3, #4, #5, #6, #7</td>
<td>Oral Exam Rating, Case Presentation Evaluation, Rubric</td>
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<td>E.3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders</td>
<td>Counseling activities, Supervision, article #1, #3, #4, #5, #6, #7</td>
<td>Oral Exam Rating, Case Presentation Evaluation, Rubric</td>
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<tr>
<td>F.3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations</td>
<td>Counseling activities, Supervision, #1, #3, #4, #6, #7</td>
<td>Oral Exam Rating Form, Case Presentation Evaluation, Rubric</td>
<td></td>
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</tr>
<tr>
<td>H.1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the implementation and interpretation of assessment protocols</td>
<td>Counseling activities, Supervision, #1, #2, #3, #4, #6, #8</td>
<td>Oral Exam Rating Form, Case Presentation Evaluation, Rubric</td>
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<tr>
<td>H.2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, a psychological assessment for treatment planning, and caseload management</td>
<td>Counseling activities, Supervision, #1, #3, #4, #7</td>
<td>Oral Exam Rating Form, Case Presentation Evaluation, Rubric</td>
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<tbody>
<tr>
<td>H.3.</td>
<td>Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.</td>
<td>Counseling activities, Supervision, #1, #3, #4, #7</td>
<td>Oral Exam Rating Form, Case Presentation Evaluation, Rubric</td>
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<tr>
<td>H.4.</td>
<td>Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care</td>
<td>Counseling activities, Supervision, #1, #3, #4, #7</td>
<td>Oral Exam Rating Form, Case Presentation Evaluation, Rubric</td>
</tr>
<tr>
<td>J.1.</td>
<td>Applies relevant research findings to inform the practice of clinical mental health counseling</td>
<td>Counseling activities, Supervision, #1, #3, #4, #7</td>
<td>Oral Exam Rating Form, Case Presentation Evaluation, Rubric</td>
</tr>
<tr>
<td>J.2.</td>
<td>Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments</td>
<td>Presentation and article #5 and #9</td>
<td>Oral Exam Rating Form, Rubric</td>
</tr>
<tr>
<td>L.1.</td>
<td>Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments</td>
<td>Counseling activities, Supervision, #1, #3, #4, #7</td>
<td>Oral Exam Rating Form, Case Presentation Evaluation, Rubric</td>
</tr>
<tr>
<td>L.2.</td>
<td>Is able to conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals</td>
<td>Counseling activities, Supervision, #1, #3, #4, #7</td>
<td>Oral Exam Rating Form, Case Presentation Evaluation, Rubric</td>
</tr>
<tr>
<td>L.3.</td>
<td>Difference between diagnostic and developmental appropriate reactions during crisis, disasters and other trauma-causing events</td>
<td>Counseling activities, Supervision, #1, #3, #8</td>
<td>Oral Exam Rating Form, Case Presentation Evaluation, Rubric</td>
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</tbody>
</table>

(Student Signature) (Date)  
(Faculty Supervisor Signature) (Date)

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**Written Confidential Case Presentation Forms & Note**

Complete this form using complete sentences and bring a copy for everyone in class each time you present a case.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Session #:</th>
<th>Counselor’s Initials:</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Client’s initials</th>
<th>Client’s age:</th>
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<tr>
<th>Client’s race &amp; ethnicity</th>
<th>Client’s marital status:</th>
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**Subjective:**
Reason for attending counseling today (in the client(s) words):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Reason you are presenting this client (how can we help you?)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Objective:**
What have you observed about the client? And what has the client observed about themselves?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Analyze:**
What are the client’s strengths?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Provide the proper DSM Code and the met Diagnosis criteria:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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Provide a rationale of the above diagnoses and the consideration for cultural sensitive, diversity, developmental stages and explain how you avoid being bias.

What is your conceptualization of this client, including your theoretical perspective (treatment modality, and diversity considerations)?

Treatment Plan for this session was:

Goals, and Objectives?

What progress has the client made so far?

What are the interventions used in this session?

What will you do next session did you give the client any homework?

Suggestion and comments from supervision

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Guidelines for Oral Case Presentation and Format:

The case presentation provides opportunities for interactive group supervision and consultation. Oral case presentations, must include a cued audio/video tape ready to be played for the class, a Confidential Case Presentation Note Forms;(one copy per class member), 10 minutes of tape presentation of the session, and this form (two copies one for the instructor and yourself). You will use this form to introduce your client and assist you in discuss your case. Your introduction and review of the tape should take no more than 15 minutes- followed by 10 mins of group discussion.

Presenting Problem:
State the client's perception of the problem, onset and durations of symptoms, durations. The influencing on the client, family and career. Include any related problems and circumstances.

Developmental History and Biopsychosocial history:
Describe the developmental milestone as related to presenting problem, current developmental stage of the client and family and provide a complete biopsychosocial of the client.

Current Environment:
Describe the individual's current circumstances, including support systems, significant relationships, career and/or school involvement, significant interests and other activities, etc. Identify the effects of racism, discrimination, sexism, power, privilege, and oppression.

Mental Health History:
Describe any current and past treatments for mental health, substance use, or co-occurring disorders. Describe any incidents of current and past aggression towards self or others. Describe current Mental Health Status.

Psychological Assessments:
Include your assessment the following: (a) signs and symptoms of the problem, signs and symptoms including onset and duration of each, (b) differentiates between diagnostic and developmentally appropriate reactions during crisis, disasters, and other trauma-causing events. (c) screening for substance abuse disorders and co-occurring disorders, (d) client’s stage of dependence, change and recovery. Identify cultural bias in the implementation and interpretation of this information.

Assessment Interventions:
Describe any assessment tools you used and identify cultural bias in the implementation and interpretation considerations. Identify your own racism, discrimination, sexism, power, privilege, and oppression bias that may have influenced the assessment process.

Counseling Plan:
Describe the specific theoretical approach you are using with your client to accomplish the counseling goals. Provide treatment goals, interventions and any modifications that were made to account for the client’s culture and uniqueness (i.e. diversity).

Cultural and Diversity Awareness and Adjustments:
Report the client’s cultural and anything that needs to be consider to support this client’s success in treatment (diversity). Discuss how you have modified the theory, and techniques for your client’s uniqueness. Indicate the research that supports this modification.

NOTE: Do not use the client's name in the case study; use initials or a fictitious name. Do not write any other identifying information, such as work place/school, county of residence, use initials, or fictitious names.

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**Oral Exam Rating Evaluations Form**

<table>
<thead>
<tr>
<th>Date of Presentation</th>
<th>Tape Number</th>
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<tbody>
<tr>
<td>Presenter’s Name</td>
<td>Rater’s Name</td>
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**Section & Number | Skills**
---|---
**Section I** | **Micro & Relationship Building Skills**
Presenters has the ability to demonstrate the following to:

1. active attending behavior
2. listen to and understand nonverbal behavior
3. listen to what client says verbally, noticing mix of experiences behaviors, and feelings
4. understand accurately the client’s point of view
5. identify themes in client’s story
6. identify inconsistencies between client’s story and reality
7. respond with accurate empathy
8. ask open-minded questions,
9. help clients clarify and focus
10. balance empathic response, clarification, and probing
11. assess accurately severity of client’s problems
12. establish a collaborative working relationship with client
13. assess and activate client’s strengths and resources in problem solving
14. identify and challenge unhealthy or distorted thinking or behaving
15. use advanced empathy to deepen client’s understanding of problems and solutions
16. explore the counselor-client relationship
17. share constructively some of own experiences, behaviors, and feelings with client
18. summarize
19. share information appropriately
20. understand and facilitate decision making
21. help clients set goals and move toward action in problem solving
22. recognize and manage client reluctance and resistance
23. help client’s explore consequences of the goals they set
24. help clients sustain actions in direction of goals
25. help clients review and revise or recommit to goals based on new experiences

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<tr>
<th>Section II</th>
<th>Procedural Skills</th>
<th>Presenters has the ability to demonstrate the following to:</th>
<th>Met</th>
<th>Not Met</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.</td>
<td></td>
<td>open the session smoothly</td>
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<td>27.</td>
<td></td>
<td>collaborate with client to identify important concerns for the session</td>
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<td>28.</td>
<td></td>
<td>establish continuity from session</td>
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<td>29.</td>
<td></td>
<td>Knowledge of policy and procedures of educational or agency setting regarding harm to self and others, substance abuse, and child abuse</td>
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<td>30.</td>
<td></td>
<td>keep appropriate records related to counseling process</td>
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<td>31.</td>
<td></td>
<td>to end the session smoothly</td>
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<tr>
<td>Section III</td>
<td>Diversity and Advocacy – Skills and Practices</td>
<td>Presenters has the ability to demonstrate the following to:</td>
<td>Met</td>
<td>Not Met</td>
<td>N/A</td>
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<tr>
<td>32.</td>
<td></td>
<td>Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients</td>
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<td>33.</td>
<td></td>
<td>Demonstrates the ability to modify counseling systems, theories, to make them culturally appropriate for diverse populations</td>
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<tr>
<td>34.</td>
<td></td>
<td>Demonstrates the ability to modify counseling systems, techniques to make them culturally appropriate for diverse populations</td>
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<td>35.</td>
<td></td>
<td>Demonstrates the ability to modify counseling systems, interventions to make them culturally appropriate for diverse populations</td>
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<tr>
<td>Section IV.</td>
<td>Assessment – Skills and Practices</td>
<td>Presenters has the ability to demonstrate the following to:</td>
<td>Met</td>
<td>Not Met</td>
<td>N/A</td>
</tr>
<tr>
<td>36.</td>
<td></td>
<td>Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols</td>
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<tr>
<td>37.</td>
<td></td>
<td>conducting an intake interview, mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload</td>
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<td>38.</td>
<td></td>
<td>Screens for addiction, aggression, and danger to self and/or others, as well co-occurring mental disorders</td>
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<td>39.</td>
<td></td>
<td>assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care</td>
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<tr>
<td>Section V.</td>
<td>Research and Evaluation – Skills and Practices</td>
<td>Presenters has the ability to demonstrate the following to:</td>
<td>Met</td>
<td>Not Met</td>
<td>N/A</td>
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<tr>
<td>40.</td>
<td></td>
<td>Apply relevant research findings to inform the practice of clinical mental health counseling</td>
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<tr>
<td>41.</td>
<td></td>
<td>Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments</td>
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<td>42.</td>
<td></td>
<td>Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs</td>
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</tbody>
</table>

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Case Presentation Evaluation Form

Student Name: ___________________ Presentation #: __________ Date: __________

Salient skills that were demonstrated in this session were:
1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________
5. ________________________________________________________________

Strengths that the student counselor demonstrated. Be specific including knowledge, skills, techniques, or creativity, etc. Each person provides two that are different from his or her peers.
1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________
5. ________________________________________________________________
6. ________________________________________________________________
7. ________________________________________________________________
8. ________________________________________________________________
9. ________________________________________________________________
10. ________________________________________________________________

Suggestions for areas to improve upon, research, or do differently with this client. Be specific: including conducting research, making referrals, gaining more supervision, skills, techniques, or creativity etc. Each person provides two that are different from his or her peers.
1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________
5. ________________________________________________________________
6. ________________________________________________________________
7. ________________________________________________________________
8. ________________________________________________________________
9. ________________________________________________________________
10. ________________________________________________________________

Any additional or follow-up comments from previous supervision: ______________________________
___________________________________________________________________________
___________________________________________________________________________

Demonstrates Competency: _______ Met _______ Not Met

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Clinical Mental Health Counseling Internship Competency Checklist

Is used during individual meetings/supervision to assist students in tracking his/her progress.

Check the status of enrolled for the student during the semester this form is completed.

___ One course full 6 credit hrs internship (600 clock hours total, 240 direct, 360 indirect)
___ 1st internship course 3 credit hrs, (300 clock hours total, 120 direct, 180 indirect)
___ 2nd internship course 3 credit hrs, (300 clock hours total, 120 direct, 180 indirect)

Students will complete a total of 600 clock hours during the internship experience, which can occur over two semesters or one semester (see above).

___ 1. A minimum of at least 120 hours per 3 credit hours semester (see above) of direct service work which includes the following: individual counseling, group counseling, couple, and family counseling, assessment, human development skills, consultation services - “relationship between professionals or other pertinent person for the purpose of aiding the consultee(s).” (Learning Activity)

___ 2. A minimum of 180 hours per 3 credit hours of indirect service includes the planning, preparation, research, coordination, site-supervision, referral, case-management, observation, documentation, any other related worked required to perform your duties. (Learning Activity)

___ 3. Complete one hour a week of supervision with the On-Site Supervisor (minimum of 15 hours). (Learning Activity)

___ 4. Complete group supervision session weekly throughout the semester (a minimum of 15 hours) (Learning Activity)

___ 5. Satisfactorily research, summarize, present, and discuss the required articles on the assigned topic and week (see tentative schedule) (Learning Activity)

___ 6. Satisfactorily development and presentation (oral) of a comprehensive case which includes multi-axis, diagnosis, symptoms and clinical presentations of client, treatment plan, assessment used, theory, techniques, referrals, case-management, and any supervisor or consultant you received. And, screening of addiction, co-occurring disorders, aggression, and danger to self and/or others including the results. And, assessment of stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. Indicate progress and/or outcome of services received. Report your understanding of the effects of racism, discrimination, sexism, power, privilege and oppression on you and the client’s life and career. (Learning Activity)

___ 7. Satisfactorily present audio/video taped sessions that demonstrates the student’s ability: (Learning Activity)

  - to conduct an intake interview, diagnosis assessment, and mental health status exam.
  - to modify techniques, treatment, or interventions, to ensure appropriateness for diverse population.
  - to apply the screening and assessment of addiction, co-occurring disorders, aggression to self and others, and a client’s stage of dependence, change and recovery.

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8. Satisfactorily develop and present a comprehensive case presentation, which identifies the difference between diagnostic and developmental appropriate reactions during crisis, disasters and other trauma-causing events. **(Learning Activity)**

9. Satisfactorily complete documentation for supervisor forms as needed for licensure and any other credential with an address enveloped that can be sealed and signed **(Learning Activity)**

10. Satisfactorily complete a professional disclosure statement **(Learning Activity)**

11. Participate at least one “formal” on-site visit by University Supervisor which includes a meeting with the student intern, site supervisor and University Supervisor. **(Evaluations) A site visit will be at the discretion of the instructor.**

12. Participate in an end of the semester individual meeting with university supervisor to present all required form as stated in the CHMC Practicum/Internship Handbook. And to discuss your self-evaluations, and university supervisors evaluation of the student. **(Evaluations)**

__________________________________________________________ (Student Signature) __________ (Date)

__________________________________________________________ (Faculty Supervisor Signature) __________ (Date)
Grading Rubric for HPC 6900

**CACREP Curricular Standards are evaluated according for each student at the end and/or throughout the semester as necessary to check on each student’s progress.**

To receive an “S” in this course, the student must be successful in the following areas by receiving all “yes” responses. If a “no” response is received, a student will receive a “U” or an “I”. If the instructor of the course (after meeting with the site and the students) that the “No” response is out of the students control then a S or I may be considered. The student will need to consult the CMHC Handbook and the Practicum/Internship Handbook. The student has received the:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Required direct hours at site</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Required in-direct hours at the site</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Required supervision hours on site</td>
<td>Yes</td>
</tr>
<tr>
<td>4. Required university supervision hours</td>
<td>Yes</td>
</tr>
<tr>
<td>5. Miss no more than two classes (2) this semester</td>
<td>Yes</td>
</tr>
<tr>
<td>6. Attend class on time and in its entire</td>
<td>Yes</td>
</tr>
<tr>
<td>7. Required the necessary audio/video case presentation</td>
<td>Yes</td>
</tr>
<tr>
<td>8. Completed all forms for each case presentation</td>
<td>Yes</td>
</tr>
<tr>
<td>9. Site evaluation form of student: Received no rating less than a “3”</td>
<td>Yes</td>
</tr>
<tr>
<td>10. University evaluation form of student: Received no rating less than a “3”</td>
<td>Yes</td>
</tr>
<tr>
<td>11. Student is void of any ethical violations</td>
<td>Yes</td>
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<tr>
<td>12. Student has demonstrated skill and knowledge:</td>
<td>Yes</td>
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<tr>
<td>CACREP standards as stated on the</td>
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<tr>
<td><em>Internship Competency Achievement Check sheet</em></td>
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</tbody>
</table>

(Student Signature)________ (Date)

(Faculty Supervisor Signature)________ (Date)

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