**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION AND COUNSELING**

**Clinical Mental Health Counseling**

**Course Number:** COUN 7910

**Course Title:** Practicum in Clinical Mental Health & School Counseling

**Credit Hours:** 3 semester hours

**Prerequisites:** COUN 7320, 7350, 7950; Departmental approval. Students must notify practicum coordinator one semester in advance of registering for COUN 7910

**Co-requisites:** None

**Instructor:** Jessica Meléndez Tyler, PhD, LPC-S, NCC

2056 Haley Center

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**Date Syllabus Prepared:** August 2016, January 2017, August 2017, August 2018, August 2019

**Required Texts:**

Jongsma, A. J., Peterson, L. M., McInnis, W. P., & Berghuis, D. J. (2014). *The child psychotherapy*

*progress notes planner*., 5th ed. Hoboken, NJ, US: John Wiley & Sons Inc.

Jongsma, A. J., Peterson, L. M., McInnis, W. P., & Berghuis, D. J. (2014). *The adolescent*

*psychotherapy progress notes planner*., 5th ed. Hoboken, NJ, US: John Wiley & Sons Inc.

Jongsma, A. J., & Berghuis, D. J. (2014). *The adult psychotherapy progress notes planner*., 5th ed.

Hoboken, NJ, US: John Wiley & Sons Inc.

**Recommended Texts for School Counseling:**

American School Counselor Association. (2012). *The ASCA National Model: A Framework for school*

*counseling programs* (3rd ed.), Alexandria, VA: Author.

James, R. K. (2007). *Crisis intervention strategies*. CA: Brooks/Cole Pub Co.

Knapp, S. E., & Jongsma, A. E. (2002). *School counseling & school social work treatment planner*. NJ:

John Wiley & Sons, Inc.

Knapp, S. E., & Jongsma, A. E. (2002). *School counseling & school social work homework planner*

(W/CD). NJ: John Wiley & Sons, Inc.

Kolski, T. D., Avriette, M., & Jongsma, A. E. (2001). *Crisis counseling and traumatic events treatment*

*planner*. NJ: John Wiley & Sons, Inc.

Blum, D. J, & Davis, T. E. (2010). *School counselor's book of lists* (2nd ed.). CA: Jossy-Bass.

Studer, J. R., & Diambra, J. F. (2015). *A guide to practicum and internship for school counselors-in-*

*training*. New York: Routledge.

**Course Description:**

Supervised counseling experiences in which students serve as counselors at pre-arranged sites and approved community counseling settings appropriate to their program emphasis. Students will be placed through an application process that occurs the spring semester prior to the start of Practicum.

**Course Objectives:**

1. Each week’s class will include a discussion of the counseling related topics pertinent to the stages of the counseling practice, such as relationship building, case conceptualization, counseling planning, and formative and summative evaluations of cases. Supervisees will also discuss specific topics arising from practicum experiences during the week. Students are strongly recommended to reflect on their practice and incorporate identified strengths and weaknesses into their plans for on-going personal and professional growth. In addition, one student per week will present a case for group discussion and receive feedback.

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| **Learning Objectives** | **Class Requirement** | **Artifact** |
| Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills (2016 CACREP Sec. 3 F and G). | All students will maintain their approved placement while working directly with clients/consumers/ students. | Students will maintain a counseling log documenting all indirect and direct hours completed. |
| Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum, performed by a designated supervisor. (2016 CACREP Sec. 3 H) | Supervisors will provide one hour of supervision each week. | Student will maintain a counseling log documenting all supervision hours received. |
| Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum.  Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member (2016 CACREP Sec. 3 I) | Students will meet for an average 1 ½ hour course weekly for group supervision. | Attendance will be verified by the instructor. |
| The opportunity for the student to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings). (2016 CACREP Sec. 3 D) | Students will participate in professional development opportunities at their site as though they were a professional counselor. | During their site visit conducted by the instructor of record, professional development will be discussed and reviewed. |
| Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students’ interactions with clients. (2016 CACREP Sec. 3 B) | Sites will provide opportunities for recording sessions, live supervision or co-led counseling services. | Information will be documented through counseling log. |
| Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship. (2016 CACREP Sec. 3 C) | Student will receive passing grades in the midterm and final evaluation to continue matriculation. | Evaluations will be submitted and reviewed by instructor of record. |
| In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counselor or psychoeducational group. (2016 CACREP Sec. 3 E) | Student will pursue group counseling opportunities at their practicum site. | Student will maintain a counseling log documenting all group counseling provided. |

1. **Course Content:**
2. **Class Schedule**

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| Date | Topic | Readings/Assignments |
| Week 1 –  August 20st | Introductions  *Roles, paperwork, ethics* | Professional Experiences Handbook  ACA Code of Ethics (2014) |
| Week 2 –  August 27th | Clinical documentation | Cameron & Turtle-Song (2002)  Zhang, Shubina, Morrison, & Turchin (2013)  **Mandated reporter training due** |
| Week 3 –  September 3rd | Ethical decision making | Ametrano (2014)  Harris & Robinson Kurpius (2014)  Jungers & Gregoire (2016)  *\*CPS:* Luke, Gilbride, & Goodrich (2017)  **Proof of individual professional liability insurance due** |
| Week 4 –  September 10th | Risk assessment and intensive treatment options  Case Conceptualizations & group feedback | Moerman (2012)  Granello (2010)  Thompson et. al (2016)  Westers & Culyba (2018) |
| Week 5 –  September 17th | Treatment planning & evidence-based practice  Case Conceptualizations & group feedback | Trahan & Lemberger (2014)  Kazdin (2008)  *\*CPS:* Crespi, T.D. (2009). |
| Week 6 –  September 24th | Counselor identity development  Case Conceptualizations & group feedback | Lloyd‐Hazlett & Foster (2017)  Healey & Hays (2012)  Moss, Gibson, & Dollarhide (2014) |
| Week 7 –  October 1st | Discovering theoretical orientation  Case Conceptualizations & group feedback | Boswell, Castonguay, & Pincus (2009) |
| Week 8 –  October 8th | Behavior therapy  Case Conceptualizations & group feedback | George (2018)  **Midterm evaluations due in class**  **Midterm review of field experiences documentation** |
| Week 9 –  October 15th | Cognitive therapy  Case Conceptualizations & group feedback | Barrio Minton & Myers (2008) |
| Week 10 –  October 22nd | Humanistic therapy  Case Conceptualizations & group feedback | Piazza-Bonin et al. (2016) |
| Week 11 –  October 29th | Psychoanalysis and psychodynamic therapies  Case Conceptualizations & group feedback | Shedler (2010) |
| Week 12 –  November 5th | Integrative or holistic therapy  Case Conceptualizations & group feedback | Ameli & Dattilio (2013)  Wolfe (2016) |
| Week 13 –  November 12th | Case Conceptualizations & group feedback |  |
| Week 14 –  November 19th | Case Conceptualizations & group feedback |  |
| Week 15 –  November 26th | Case Conceptualizations & group feedback | **Final evaluations due in class**  **Field experience documentation due** |

**7. General Information and Assignments/Projects**

1. **Accrual of Hours:** The expectation is held that students will attend all classes (group supervision). In addition to this group supervision, students are required to attend 1 hour of University individual supervision per week. ***As with class attendance, site and supervision attendance is mandatory.*** In case of absence due to illness or other crisis condition, practicum students will notify all supervisors (university supervisor, course instructor and site supervisor). It is the student’s responsibility to make up absences in individual supervision ***immediately.*** A student who has not been supervised during their weekly meeting and is unable to make it up within that week will be unable to see clients on site. **Students who miss more than one practicum class or supervision will automatically fail the course.**
2. **Practicum Site Experience:** Students should complete a minimum of **100 total practicum hours,** which include a minimum of **40 direct service hours** to pass this class. Students are required to spend a minimum of **10 hours on site per week and no more than 12 hours (unless otherwise directed by the Program Coordinator, Practicum/Internship Placement Coordinator, Site Supervisor or Course Instructor)**. The direct service portion of the practicum requirements can be met by providing individual counseling and group counseling.
3. **Work samples**: **Students are expected to submit an average of two recorded counseling sessions weekly throughout the semester** in which they are enrolled in practicum. Students must submit **a minimum of 15 work samples** throughout the semester in order to complete practicum. A ***Consent to Tape*** form must be obtained from each client before taping. If the client is unable to consent (e.g., minor) then you must obtain consent from the legally recognized guardian.

In the rare case that the practicum site does not permit recordings, live supervision must be conducted by the student’s site supervisor, meaning the supervisor will sit in on or otherwise observe the student’s counseling sessions with clients. Such live supervision must be completed on a weekly basis and be documented by the site supervisor. A minimum of 15 live observations would be needed to complete the requirement for the course.

1. **Client file(s):** Students will maintain the following documents in a file for each client and group with identifying data not included (students are asked to code files)

* Progress note for each counseling session

\*Note: Students must have a progress note for each direct hour documented on their hours log

* Session summaries for each recorded counseling session
* Treatment plans (required for clients with 3+ sessions)

**\* Due (Week 15): Field Experience Documentation Due**

1.Practicum Log (should be signed by the site supervisor weekly)

* Copy provided to University Supervisor

2. Three (3) Evaluation Forms

* Site Supervisor
* University Supervisor
* Student Self-evaluation

3**.** Client Information

* Intake/Assessment materials
* Treatment Plan
* Case Conceptualization
* Progress Notes/Session Summaries

**E. Individual Supervision:** The assigned university supervisor will provide individual supervision weekly. Prior to this meeting, students should review tapes on their own and complete a typed session summary form for every client weekly. **Students must turn in a minimum of two (2) tapes and all summaries 48 hours prior to supervision.** In addition, students must submit evidence of their documentation (reviewed at midterm and final) that includes the practicum log, evaluation forms, \*client files (including up to date progress notes) uploaded through Box. Please note that individual supervisors may request additional materials to be added to Box for review (e.g., other evaluations forms, tape transcripts, etc). The individual supervisor will complete both a midterm and a final evaluation of the student (it is the practicum student’s responsibility to provide blank copies of the evaluation to their supervisor).

Supervision appointments are scheduled to fit into the needs of your site, yourselves, and your individual and group supervisors. ***You must attend an average of one hour of individual supervision with your University-appointed supervisor every week in order to continue to see clients.*** In the event of an emergency or illness, your supervisor will work with you to reschedule so that client sessions are not interrupted. However, if you are persistently absent or late for non- emergency reasons or fail to submit materials in a timely fashion so that you and your supervisor can be prepared for supervision, ***you may not be allowed to see clients and your continuation in the practicum class may be discontinued.*** We all have a responsibility to each and every client you see, and a large part of demonstrating commitment to these responsibilities is through your preparedness for and participation in both group and individual supervision.

It is the student’s responsibility to make up absences in individual supervision ***immediately.*** A student who has not been supervised during their weekly meeting and is unable to make it up within that week will be unable to see clients on site until they have made up their individual supervision time.

**F. Group Supervision:** Group supervision occurs weekly during the designative class time for practicum, in which students participate in discussions about counseling issues, skills development, case conceptualization, and specific issues identified by the course instructor. Readings will be assigned using journals and other sources. Students are expected to link relevant material from the readings to their work with clients in discussion during group supervision.

**G. Site Supervision:** All students will have a designated site supervisor. Although these interactions may vary, this includes opportunities for on‑going supervision, consultation, and collaboration. Site supervisors have (1) a minimum of a master’s degree in counseling or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of counseling experience; (4) knowledge of the counseling program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. Site supervisors will complete both a midterm and a final evaluation of the student and sign their log weekly.

**H. Client Case Conceptualization:** Students are expected to develop a PowerPoint presentation and present all components of the presentation in group supervision. The following components are required:

* Client’s presenting concern and background information gathered at first appointment
* Information gathered via formal and/or informal assessments
* Client’s goals for counseling
* Conceptualization of the client’s concerns through a theoretical lens (including all components of the Case Conceptualization Guidelines)
* Plan for counseling including short-term and long-term goals, theory-based interventions, and evaluation (e.g., treatment plan)
* Description of a single counseling session’s focus, goals, interventions, process, and observations of progress (e.g., progress note)
* At least one 10-minute segment of the audio recording of this counseling session that demonstrate the student’s counseling skills (e.g., assessment, implementing an intervention, evaluating the effectiveness of counseling, etc.).

**I. Field Experience Documentation:** Students must submit the following items (shared in Box and in hard copy) to their *university group supervisor* to receive final grades. These items will be placed in each student’s permanent file stored in 2084 Haley Center. The items include:

* + Practicum Information Form
  + All supervisors’ evaluation forms (Site, University)
  + Self-Evaluation Form
  + The Practicum Log
  + A copy of all counseling documentation (with client codes) for every direct hour calculated on the counseling log (no hard copies- only load on Box; these materials need to be permanently erased after being reviewed by your group supervisor at the end of the semester.)

**J. Professional Liability Insurance:** All College of Education interns are covered under the Department of Education’s Limited Professional Liability Policy. Each student is automatically billed for the insurance during the fall semester of each year of enrollment. If the student needs verification of the liability insurance they may request a Certificate of Verification of Insurance from the **Department of Risk Management and Safety,** 334-844-4870. Students are also required to purchase their own individual professional liability insurance through organizations such as HPSO (<http://www.hpso.com)> or the National Board for Certified Counselors (NBCC) (<http://nbcc.org)> and provide proof of coverage for student files in the department.

**K. Mandated Reporter Training:** Students will be required to complete online mandated reporter training (<https://aldhr.remote-learner.net/course/index.php>). Students can choose between child abuse mandated reporters training or adult abuse mandated reporters training based on the population of focus at their site. Students must submit evidence of their completion of this training on helping abused and neglected children and vulnerable adults.

**Grading and Evaluation Procedures:** The COUN 7910 course grade is determined by classroom and site performance. To successfully pass the Practicum course, students must attend classes, complete practicum assignments, submit the appropriate documentation (including practicum hours log and evaluations) and successfully complete the 100 hour practicum experience, including a minimum of 40 direct hours that are verified by the site supervisor as evidenced in a signed counseling log. Students will not pass the course if they have poor attendance at the site or in the classroom, do not submit class assignments, do not obtain a satisfactory midterm/final evaluation, are accused of fraudulent log documentation, are accused of an ethical violation, do not demonstrate appropriate professional behaviors or any other behaviors deemed inappropriate as cited in the COUN Handbook, Professional Practice Handbook, Code of Ethics and AU Graduate School Standards. Grades are S/U.

**Class Policy Statements:** Students are expected to attend all supervisory sessions and class meetings and participate in all classroom exercises **(***Student EPolicy Handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies)). Should students need to be absent for any reasons, they must contact the course instructor before missing that class meeting. Students who need special accommodations should make an appointment to discuss the “Accommodation Memo” during office hours as soon as possible. If you do not have an Accommodation Memo, [*Office of Accessibility*at https://fp.auburn.edu/disability/](http://www.auburn.edu/academic/disabilities/) at 1228 Haley Center, 844-2096 (V/TT).Telephone: (334)844-2096 (Voice T/O).

Dates for completing assigned class activities are noted in the course calendar. Unless otherwise notified, students should assume no deviation regarding these dates/assignments. Students anticipating difficulties in attending class on a date scheduled assignments are due should seek permission from the instructor to turn in an assignment prior to the due date. Students assume the responsibility for contacting the instructor to make suitable arrangements for making-up an assignment within 48 hours. The make-up assignment must be completed 2 weeks of the students’ return to class. Failure to comply with these stipulations may result in the student receiving a grade of (0) zero for the missed assignment.

**Students must maintain confidentiality of all case discussion.** The discussion of cases outside of the group setting with any other persons other than those in the agency of the placement, the client, or the instructor are grounds for being dismissed from the class with a grade of “U” unsatisfactory. This action would be considered highly unethical behavior (see [**ACA Code of Ethics**](http://www.counseling.org/ethics)**).** Additionally, to maintain client confidentiality, no specific identifying information regarding the client will be allowed in group supervision. Simply client code (e.g. a nickname) of the person in discussion and/or some other code (e.g. initials of a nickname) on all documentation will be appropriate. Classroom civility is expected. The use of laptops during class is inappropriate in this setting due to confidentiality and the nature of group supervision; also, please silence cell-phones before entering class.

**Social Media and Public Representations:** Students in this program represent Auburn University; the College of Education; the Department of Special Education, Rehabilitation and Counseling; the Clinical Mental Health and School Counseling; and the profession of counseling. As such, students are expected to maintain professional standards of behavior in public settings; students must consider that all personal representations made on social media and other online platforms are inherently public behavior and thus also fall under the purview of this policy. Students who engage in behavior that violates a client’s confidentiality or creates the appearance of lack of privacy by discussing client-related issues in public (including social media) will be considered to have violated this policy. Social media and other public forums are not places to discuss how you feel about a client or your work with clients or students.

In addition, students who engage in public behaviors (including on social media) that create a hostile environment for peers will be considered to have violated this policy. Examples of behaviors that can create a hostile environment include, but are not limited to: using derogatory terms, insults, telling derogatory jokes, taunting, and intimidation. Faculty will consider the context, nature, scope, frequency, duration, and severity of incidents to determine whether a student has created a hostile environment. Students or prospective students found to have created a hostile environment will be subject to policies related to remediation and dismissal. This policy reflects the need and desire to protect the rights and wellbeing of others, as well as the professional standing of the program, college, university, and field of counseling.

In general, students are encouraged to maintain strict privacy settings on any personal social media accounts. Students are also expected to conform with ACA ethical standards regarding multiple relationships by not seeking out or accepting social media relationships (e.g., as ‘friends’ on Facebook or Instagram) with current or former clients.

**Useful Websites:**

The Alabama School Counselor Association

<http://alabamaschoolcounselors.org/>

American School Counselor Association

<http://www.schoolcounselor.org/>

American Counseling Association

<http://www.counseling.org/>

Alabama Counseling Association

<http://www.alabamacounseling.org/>

US Department of Education

<http://www.ed.gov/>

Alabama State Department of Education

[http://www.alsde.edu](http://www.alsde.edu/)

Auburn City Schools

http://www.auburnschool.org/

Opelika City Schools

http://www.opelikaschools.or

**Readings**

Ameli, M., & Dattilio, F. M. (2013). Enhancing cognitive behavior therapy with logotherapy:

Techniques for clinical practice. *Psychotherapy, 50*(3), 387-391. doi:10.1037/a0033394

Ametrano, I. M. (2014). Teaching ethical decision making: Helping students reconcile personal

and professional values. *Journal of Counseling & Development, 92*(2), 154-161.

doi:10.1002/j.1556-6676.2014.00143.x

Boswell, J. F., Castonguay, L. G., & Pincus, A. L. (2009). Trainee theoretical orientation: Profiles

and potential predictors. *Journal of Psychotherapy Integration, 19*(3), 291-312.

doi:10.1037/a0017068

Cameron, S., & Turtle-Song, I. (2002). Learning to write notes using the SOAP format.   
 *Journal of Counseling & Development,* 80, 286-292.

Crespi, T.D. (2009). Group counseling in the schools: Legal, ethical, and treatment issues in school practice. *Psychology in the Schools, 46*(3), 273-280. doi: 10. 1002/pits.20373

Barrio Minton, C. A., & Myers, J. E. (2008). Cognitive style and theoretical orientation: Factors

affecting intervention style interest and use. *Journal of Mental Health Counseling, 30*(4), 330-344.

George, H. P. (2018). Introduction to the special issue of behavioral disorders: Positive behavior

interventions and supports. *Behavioral Disorders, 43*(3), 340-343. doi:10.1177/0198742918763951

Granello, D. H. (2010). The process of suicide risk assessment: Twelve core principles. *Journal*

*of Counseling & Development, 88*(3), 363-371.

Harris, S. E., & Robinson Kurpius, S. E. (2014). Social networking and professional ethics: Client

searches, informed consent, and disclosure. *Professional Psychology: Research and*

*Practice, 45*(1), 11-19. doi:10.1037/a0033478

Healey, A. C., & Hays, D. G. (2012). A discriminant analysis of gender and counselor

professional identity development. *Journal of Counseling & Development, 90*(1), 55-62.

Jungers, C. M., & Gregoire, J. (2016). Authenticity in ethical decision making: Reflections

for professional counselors. *Journal of Humanistic Counseling, 55*(2), 99-110.

doi:10.1002/johc.12027

Kazdin, A. E. (2008). Evidence-based treatment and practice: New opportunities to bridge clinical

research and practice, enhance the knowledge base, and improve patient care. *American*

*Psychologist, 63*(3), 146-159. doi:10.1037/0003-066X.63.3.146

Lloyd‐Hazlett, J., & Foster, V. A. (2017). Student counselors' moral, intellectual, and professional

ethical identity development. *Counseling & Values, 62*(1), 90-105. doi:10.1002/cvj.12051

Luke. M., Gilbride, D., & Goodrich, K.M. (2017) School Counselors’ Approach to Ethical Decision

Making, *Journal of Counselor Leadership and Advocacy, 4*(1), 1-15, DOI:

10.1080/2326716X.2016.1223569

Moerman, M. (2012). Working with suicidal clients: The person-centered counsellor's experience

and understanding of risk assessment. *Counselling & Psychotherapy Research, 12*(3), 214-223. doi:10.1080/14733145.2011.628031

Moss, J. M., Gibson, D. M., & Dollarhide, C. T. (2014). Professional identity development: A

grounded theory of transformational tasks of counselors. *Journal of Counseling &*

*Development, 92*(1), 3-12. doi:10.1002/j.1556-6676.2014.00124.x

Piazza-Bonin, E., Neimeyer, R. A., Alves, D., & Smigelsky, M. (2016). Innovative moments in

Humanistic therapy II: Analysis of change processes across the course of three cases

of grief therapy. *Journal of Constructivist Psychology, 29*(3), 298-317.

doi:10.1080/10720537.2015.1118713

Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. *American Psychologist, 65*(2),

98-109. doi:10.1037/a0018378

Thompson, L., Wegman, M., Muller, K., Eddleton, K., Muszynski, M., Rathore, M., & ... Shenkman,

E. (2016). Improving adolescent health risk assessment: A multi-method pilot study.

*Maternal & Child Health Journal, 20*(12), 2483-2493. doi:10.1007/s10995-016-2070-5

Trahan, D. P., & Lemberger, M. E. (2014). Critical race theory as a decisional framework for the

ethical counseling of African American clients. *Counseling & Values, 59*(1), 112-124.

doi:10.1002/j.2161-007X.2014.00045.x

Westers, N. J., & Culyba, A. J. (2018). Nonsuicidal self-injury: A neglected public health

problem among adolescents. *American Journal of Public Health*. pp. 981-983.

doi:10.2105/AJPH.2018.304550.

Wolfe, B. E. (2016). Existential-humanistic therapy and psychotherapy integration: A commentary.

*Journal of Psychotherapy Integration, 26*(1), 56-60. doi:10.1037/int0000023

Zhang, M., Shubina, M., Morrison, F., & Turchin, A. (2013). Following the money: Copy-paste of

lifestyle counseling documentation and provider billing. *BMC Health Services Research, 13*(1), 1-8. doi:10.1186/1472-6963-13-377