

Troy University

College of Education Counseling Programs

Instructor: Dr. Carol Lewis, NCC, ACS

Contact Information: clewis@troy.edu

850-458-4731

Time: Wednesday, Pensacola Site, 5:00

Course Number: CP 6650

Course Title: Practicum: Mental Health

Semester Hours: 3

Approved Delivery Models: In class

Prerequisites:

Permission of instructor and department chair required. CP 6600, CP 6610, CP 6642, CP 6649, PSY 6669, PSY 6670 Students enrolled in rehabilitation counseling are required to take CP 6652 prior to practicum.

TEXTS

Baird, B.N. (latest edition). *The internship, practicum, and field placement handbook*. Upper Saddle River, NJ: Pearson Education.

Zuckerman, E.L. (latest edition). *Clinician's Thesaurus: A guidebook for writing psychological reports*. New York: Guilford Press.

Hodges, S. (latest edition). *The counseling practicum and internship manual: A resource for graduate counseling students*. New York: Springer Publishing.

Additional materials

Practicum/Internship Manual

Supervision Manual

Graduate Student Handbook

American Counseling Association Code of Ethics,
<http://www.counseling.org/Files/FD.ashx?guid=ab7c1272-71c4-46cf-848c-f98489937dda>

COURSE DESCRIPTION

CP 6650 Practicum (3) This study provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed professional counselor would perform. Practicum provides for the development of counseling skills under supervision. The student must complete 100 clock hours including a minimum of 40 hours of direct service with clients. Experiences are accompanied by regularly scheduled, weekly on campus group supervision designed to provide opportunity for analysis and evaluation of supervised activity. Students enrolled in practicum must complete requirements in program major area. Students changing majors will be required to retake practicum in another program area. Grading system is Pass / Fail.

CONTENT AREA

The Counseling Practicum is a highly individualized and comprehensive tutorial experience designed to foster each student's development as a counseling professional. Students integrate and apply, in a clinical practice setting, the counseling knowledge and skills, and personal development gained throughout their program of graduate training. Self- assessment, peer feedback, and individual and group supervision guide the learning process and serve as models for future, self-initiated professional development.

METHODS OF INSTRUCTION

Practicum is a tutorial form of instruction that provides students the opportunity to apply theory and develop counseling skills under supervision. Practicum includes individual and small group counseling with clients who represent the ethnic and demographic diversity of the community (CACREP III).

The student must complete the practicum at a site that provides a counseling environment conducive to modeling, demonstration, supervision, and training. The counseling environment includes all of the following (CACREP I H) :

1. Settings for individual counseling, with assured privacy and sufficient space for appropriate equipment.
2. Settings for small-group work, with assured privacy and sufficient space for appropriate equipment.
3. Necessary and appropriate technologies and other observational capabilities that assist learning.
4. Procedures that ensure that the client's confidentiality and legal rights are protected.

Program faculty provide individual or triadic supervision for one hour (weekly) for up to 6 students in a class. Program faculty provide group supervision for up to 12 students for one and one half (1 1/2) hour during weekly classes during the term. The program faculty providing supervision have the following qualifications (CACREP III A):

1. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.
2. Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.
3. Relevant supervision training and experience.

The student must provide the Site Supervisor with the Site Supervisor Manual. The Site Supervisor must have the following qualifications(CACREP III C):

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.

Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following (CACREP III F):

1. Completion of a Practicum/Internship Application and Contract prior to beginning the course. The contract defines the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship (CACREP III E).
2. Documentation that students have professional liability insurance prior to beginning practicum and throughout the practicum experience (CACREP I S).
3. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
4. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member and onsite supervisor.
5. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member.
6. Documentation of all practicum/internship experiences on the activities journals/log.

7. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
8. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

KNOWLEDGE AND SKILLS OUTCOMES

The program requires students demonstrate knowledge and skills in the eight common core counseling curricular areas, including: professional orientation and ethical practice; social and cultural diversity; human growth and development; career development; helping relationships; group work; assessment; and research and program evaluation (CACREP II G). In addition, the program is designed to provide students with the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health context. The program requires students to demonstrate skills and practices in the following domains (CACREP CMHC B, D, F, H, J, & L):

1. Demonstrates counselor characteristics and behaviors that influence the helping processes(CACREP II 5 b.);
2. Demonstrates the essential interviewing and counseling skills (CACREP II 5 c.)
3. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
4. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.
5. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling
6. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
7. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
8. Applies effective strategies to promote client understanding of and access to a variety of community resources.
9. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
10. Demonstrates the ability to use procedures for assessing and managing suicide risk.

11. Applies current record-keeping standards related to clinical mental health counseling.
12. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
13. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.
14. Maintains information regarding community resources to make appropriate referrals.
15. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
16. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
17. 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.
18. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
19. Screens for addiction, aggression, and danger to self and/or others, as well as cooccurring mental disorders.
20. 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.
21. Applies relevant research findings to inform the practice of clinical mental health counseling.
22. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
23. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.
24. 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.
25. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

26. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

Performance Evaluation Criteria and Procedures

Live Text Common Assessment Assignments: None

Evaluations (CACREP Section III, F. 5):

- The students will also have practicum and field site supervisors complete midterm evaluation (hard copy only) and complete **final evaluation in Live Text**.
- The student will complete the **final evaluation** of the field site supervisor.
- The students will complete the evaluation of their practicum site at the end of practicum.

Other Assignments: May vary by instructor.

Additional Services: Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link: <http://www.troy.edu/humanresources/ADAPolicy2003.htm>

Absence Policy: In registering for classes at the university students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas. In severe cases of inclement weather or other emergency conditions the Office of Executive Vice Chancellor and Provost will announce cancellation of classes through the local and regional media as well as through the University's web site.

Academic Misconduct:

Students should refer to the Standards of Conduct section of the Oracle, the student handbook, for policies regarding misconduct.

Plagiarism Policy:

Faculty teaching courses in the College of Education must include the definition of plagiarism below and the paragraph that follows in each syllabus. Following this information, instructors should **clearly** state the consequences for plagiarism. The consequences outlined in the syllabus must meet the guideline outlined in the current edition of the *Oracle*.

Information placed in each course syllabus:

The College of Educations defines plagiarism as:

- Three consecutive words that are not common professional language used from another source without quotation
- Rephrasing another author's words without appropriate citation
- Using another author's ideas or data without appropriate citation
- Submitting another author's or student's writing as one's own
- Directly quoting a source without using appropriate APA or MLA style (whichever is required by the instructor) citation to show that it is a direct quote.
- Intentionally taking information from a source and not giving appropriate credit

Students who commit plagiarism will be subject to disciplinary actions as outlined in *The Oracle* for Academic Misconduct and violation of the Honor Code. The Standards of Conduct and Disciplinary Procedures define university procedures in these matters. Students have the right to request consideration by the Student Services Conduct Board.