



DOANE UNIVERSITY

SYLLABUS

COU 621: Counseling Practicum I

Course Content

<i>Course Number:</i>	COU 621
<i>Course Title:</i>	Counseling Practicum I
<i>Course Dates:</i>	AY 2020/2021
<i>Credit Hours:</i>	0-3 Credits
<i>Instructors:</i>	Arden Szepe, PhD, NCC Andrea McGrath, PhD, LPC, LAC Tricia Monzon, MA, LIMHP
<i>Office Email:</i>	Arden.szepe@doane.edu andrea.mcgrath7687@doane.edu tricia.monzon@doane.edu
<i>Office Hours:</i>	By Appointment
<i>Meeting Times:</i>	Tuesdays, 4:00pm-5:30pm; 5:30pm-7:00pm

Course Description

A supervised practicum experience which emphasizes the implementation and refinement of individual and group counseling skills. The practicum experience consists of a minimum of 100 hours that includes: (a) a minimum of 40 hours of direct service work with clients; (b) a minimum of one hour per week of individual supervision with the on-site supervisor; and (c) a minimum of one and a half hours per week of group supervision provided by a counselor education program faculty member. The practicum experience is designed to provide exposure to direct service work with clients as well as to other professional activities which are part of the daily operation of the practicum site. *Students are limited to collecting a maximum of 10 hours of experience per week. Students will be required to enroll in Practicum COU 621 for a minimum of 10 weeks.*

Required Core Course; PASS/FAIL

Additional Prerequisites: 1) Successful completion of COU 601, COU 602, COU 610, COU 612, COU 675; 2)

admission to Level 2; and 3) successful completion of 17 hours of Level 2 courses.

Student Learning Objectives:

1. Students will demonstrate understanding of the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation. (*CACREP Std. 2.F.1.b*)
2. Students will understand ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (*CACREP Std. 2.F.1.i*)
3. Students will develop and demonstrate strategies for personal and professional self-evaluation and implications for practice. (*CACREP Std. 2.F.1.k*)
4. Students will understand the role of counseling supervision in the profession (*CACREP Std. 2.F.1.m*)
5. Students will develop and demonstrate multicultural counseling competence. (*CACREP Std. 2.F.2.c*)
6. Students will demonstrate understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others. (*CACREP Std. 2.F.2.d*)
7. Students will demonstrate understanding of help-seeking behaviors of diverse clients. (*CACREP Std. 2.F.2.f*)
8. Students will understand the impact of spiritual beliefs on clients' and counselors' worldviews (*CACREP Std. 2.F.2.g*)
9. Students will develop a general framework for understanding differing abilities and strategies for differentiated interventions. (*CACREP Std. 2.F.3.h*)
10. Students will demonstrate understanding and knowledge of theories and models of counseling. (*CACREP Std. 2.F.5.a*)
11. Students will demonstrate understanding and knowledge of a systems approach to conceptualizing clients. (*CACREP Std. 2.F.5.b*)
12. Students will demonstrate understanding of theories, models, and strategies for understanding and practicing consultation. (*CACREP Std. 2.F.5.c*)
13. Students will understand counselor characteristics and behaviors that influence the counseling process. (*CACREP Std. 2.F.5.f*)
14. Students will develop and demonstrate skills of essential interviewing, counseling, and case conceptualization. (*CACREP Std. 2.F.5.g*)
15. Students will develop developmentally relevant counseling treatment and/or intervention plans. (*CACREP Std. 2.F.5.h*)
16. Students demonstrate understanding of development of measurable outcomes for clients. (*CACREP Std. 2.F.5.i*)
17. Students will demonstrate understanding of evidence-based counseling strategies and techniques for prevention and intervention. (*CACREP Std. 2.F.5.j*)
18. Students will demonstrate understanding and skills for effectively preparing for and conducting initial assessment meetings. (*CACREP Std. 2.F.7.b*)
19. Students will demonstrate use of assessments for diagnostic and intervention planning purposes. (*CACREP Std. 2.F.7.e*)
20. Students will demonstrate understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (*CACREP Std. 5.C.1.c*)
21. Students will understand etiology, nomenclature, treatment. Referral, and prevention of mental and emotional disorders. (*CACREP Std. 5.C.2.b*)

22. Students will demonstrate understanding of the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). (*CACREP Std. 5.C.2.d*)
23. Students will understand the impact of crisis and trauma on individuals with mental health diagnoses. (*CACREP Std. 5.C.2.f*)
24. Students will understand classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation. (*CACREP Std. 5.C.2.h*)
25. Students will understand cultural factors relevant to clinical mental health counseling. (*CACREP Std. 5.C.2.j*)
26. Students will demonstrate understanding and skill of record keeping, third party reimbursement and other practice and management issues in clinical mental health counseling. (*CACREP Std. 5.C.2.m*)
27. Students will demonstrate understanding and skill of intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. (*CACREP Std. 5.C.3.a*)
28. Students will demonstrate techniques and interventions for prevention and treatment of a broad range of mental health issues. (*CACREP Std. 5.C.3.b*)
29. Students will develop strategies for interfacing with integrated behavioral health care professionals. (*CACREP Std. 5.C.3.d*)

REQUIRED TEXT:

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders: DSM-5. Washington, D.C: American Psychiatric Association.

RECOMMENDED TEXT:

Wiger, D.E. (2012) The psychotherapy documentation primer. (3rd ed.). Hoboken, NJ: John Wiley and Sons. ISBN-13: 978-0470903964

2016 CACREP Standards

SLO	Standard Identifier	Standard	Assessment	Instructional Method
1	2.F.1.b	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation	Case Conceptualization Paper; Treatment Plan Paper	Class discussion
2	2.F.1.i	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Case Conceptualization Paper; Treatment Plan Paper	Class discussion; Student Reflective Teaching

3	2.F.1.k	strategies for personal and professional self-evaluation and implications for practice	Participation and Professional Evaluation (PPE)	Class discussion; Student Reflective Teaching
4	2.F.1.m	the role of counseling supervision in the profession	PPE	Assigned Readings; Student Reflective Teaching
5	2.F.2.c	multicultural counseling competencies	Case Conceptualization Paper; Treatment Plan Paper	Class Discussion; Direct Lecture
6	2.F.2.d	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Case Conceptualization Paper; Treatment Plan Paper	Class Discussion; Client Staffing
7	2.F.2.f	help-seeking behaviors of diverse clients	Case Conceptualization Paper; Treatment Plan Paper	Class Discussion
8	2.F.2.g	the impact of spiritual beliefs on clients' and counselors' worldviews	Case Conceptualization Paper; Treatment Plan Paper	Class Discussion
9	2.F.3.h	a general framework for understanding differing abilities and strategies for differentiated interventions	Case Conceptualization Paper; Treatment Plan Paper	Class Discussion; Role-play
10	2.F.5.a	theories and models of counseling	Case Conceptualization Paper; Treatment Plan Paper	Class Discussion; Direct Lecture; Student Reflective Teaching
11	2.F.5.b	a systems approach to conceptualizing clients	Case Conceptualization Paper	Class Discussion; Client Staffing
12	2.F.5.c	theories, models, and strategies for understanding and practicing consultation	Theories of Consultation Paper	Assigned Readings; Student Reflective Teaching
13	2.F.5.f	counselor characteristics and behaviors that influence the counseling process	PPE	Class Discussion;

				Role-play
14	2.F.5.g	essential interviewing, counseling, and case conceptualization skills	Case Conceptualization Paper; Treatment Plan Paper	Class Discussion; Role-play
15	2.F.5.h	developmentally relevant counseling treatment or intervention plans	Case Conceptualization Paper; Treatment Plan Paper	Class Discussion; Client Staffing
16	2.F.5.i	development of measurable outcomes for clients	Case Conceptualization Paper; Treatment Plan Paper	Class Discussion; Client Staffing
17	2.F.5.j	evidence-based counseling strategies and techniques for prevention and intervention	Case Conceptualization Paper; Treatment Plan Paper	Class Discussion; Assigned Readings
18	2.F.7.b	methods of effectively preparing for and conducting initial assessment meetings	Case Conceptualization Paper; Treatment Plan Paper	Class Discussion
19	2.F.7.e	use of assessments for diagnostic and intervention planning purposes	Case Conceptualization; Treatment Plan Paper	Class Discussion
20	5.C.1.c	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Case Conceptualization Paper; Treatment Plan Paper	Class Discussion; Client Staffing
21	5.C.2.b	etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Case Conceptualization Paper; Treatment Plan Paper	Class Discussion; Client Staffing; Student Reflective Teaching
22	5.C.2.d	diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	Case Conceptualization Paper; Treatment Plan Paper	Class Discussion; Client Staffing;
23	5.C.2.f	impact of crisis and trauma on individuals with mental health diagnoses	Case Conceptualization Paper; Treatment Plan Paper	Class Discussion; Client Staffing; Video/Webinar

24	5.C.2.h	classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	Case Conceptualization Paper; Treatment Plan Paper	Class Discussion; Client Staffing;
25	5.C.2.j	cultural factors relevant to clinical mental health counseling	Case Conceptualization Paper; Treatment Plan Paper	Class Discussion; Client Staffing; Student Reflective Teaching
26	5.C.2.m	record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	Case Conceptualization Paper Treatment Plan Paper; Participation Rubric	Class Discussion;
27	5.C.3.a	intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Case Conceptualization Paper; Treatment Plan Paper	Class Discussion; Client Staffing;
28	5.C.3.b	techniques and interventions for prevention and treatment of a broad range of mental health issues	Case Conceptualization Paper; Treatment Plan Paper	Class Discussion; Client Staffing;
29	5.C.3.d	strategies for interfacing with integrated behavioral health care professionals	Case Conceptualization Paper; Treatment Plan Paper	Class Discussion

Measurement of Outcomes

Assignments (Direct): Case Conceptualization, Treatment Plan, Theories of Consultation Paper, Participation and Professional Evaluation (PPE)

Instructional Methods

The learning method of the Practicum involves many strategies, including *observation*, *listening* and *applying* assessment practices, case formulation, treatment planning and implementation of counseling strategies with clients, families and therapy groups as modeled/demonstrated by on-site supervisors. Initially, in Practicum I, emphasis is focused on learning *indirect practices*, such as case management, record keeping, work within agency or clinic structures, learning procedures to work with managed care companies and developing familiarity with

the myriad of support activities necessary to effectively conduct counseling in various professional settings. Supervision models and styles may vary among Faculty Supervisors.

It is intended that the Practicum/Internship student will be given increased responsibility and assigned to participate in activity *directly with clients, families or groups* when deemed appropriate by the Site Supervisor. As the student demonstrates increasing expertise and knowledge, the supervisor will move learning activity from observing to engaging wherein the student will join with the supervisor in the conduct of therapy with clients. Eventually, the supervisor will turn more of the counseling activity over to the student who, as he/she advances in Practicum II and Internship, to a condition where the student will conduct much or most of counseling with clients, under direct observation and supervision of the site-supervisor.

In addition, Practicum I, II, III, and Internship students are required to participate in *Group Faculty Supervision* and instruction that is conducted through mediums including, but not limited to, weekly seminars. Faculty Supervision is conducted weekly and held on campus. Through Faculty Supervision, practicum students have the opportunity to gain valuable additional experience and skill development through several learning processes, two of which involve *faculty performance critiques* and *collegial consultation*.

The faculty supervisor will observe student performance and participation, including presentation of cases. Each presentation will be critiqued with respect to the quality of its content and the degree to which it adheres to professional standards of practice based on the case conceptualization and treatment plan rubric.

In the manner of a professional consultation, other practicum students and interns (colleagues) attending the session will critique each other's presentation, agreeing with or offering alternative case analysis, treatment recommendations and counseling technique suggestions.

Suggestions for Getting the Most Out of this Course

1. Ask questions. Ask questions about anything that you aren't sure about or are confused by (you won't be the only one wondering).
2. Participate. This class is designed to include discussion. The more that you are involved the more you will get out of the class.
3. Be willing to take a risk. Volunteer to role-play in class, this is a time in a safe place to apply and work with the different theories and techniques.
4. Be prepared to present on the day of your choosing. This includes having your presentation paper(s) ready and uploaded to LiveText.

Course Assignments

Theory of Consultation Paper (Pass/Fail)

Submit to LiveText by Seventh (7th) Week of the first term enrolled in COU 621

During faculty supervision, students are to engage as a consultant to peers regarding their presented case conceptualizations and cases that are discussed during faculty supervision. This paper is to outline your own understanding of consultation and how consultation works within a professional relationship. The paper

should be written in 6th edition APA style with a minimum of five professional academic references. Rubric available on LiveText and by request to the Faculty Supervisor.

Include the following areas in discussion of consultation:

1. A theory of Counseling Consultation from the Counseling literature
2. A personal application of this theory in consultation including at minimum:
 - a. How you currently/plan to consult with peers and colleagues from a theoretical perspective
 - b. Specific areas of focus when consulting with peers and colleagues
 - c. Boundaries needed to be set in consultation with peers and colleagues
3. Ethical and Legal application of areas concerning consultation

Students will not be eligible for a passing grade of COU 621, registration into COU 622, or permission to collect Practicum II hours until this paper is submitted and successfully passed.

Case Conceptualization and Treatment Plan (Pass/Fail)

Submit to LiveText by Seventh (7th) Week of each term enrolled in COU 621

Students are required to complete and submit a written Case Conceptualization and Treatment Plan Paper based on a client that has been observed or directly provided services to during the Practicum I experience. Outlines and rubrics can be found on Blackboard as well as requested by the Faculty Supervisor. Practicum I students are not required, but are strongly encouraged to orally present their paper to the class in order to further practice their consultation skills.

Students will not be eligible for a passing grade of COU 621, registration into COU 622, or permission to collect Practicum II hours until this paper is submitted and successfully passed.

Participation and Professional Evaluation, PPE (Pass/Fail)

Faculty Supervisors will complete a PPE for each student at the end of every term the student is registered as a Practicum or Internship student. Students must receive a score of 3 or higher on each section. Any students scoring a 2 or below on any section will be required to meet with the Faculty Supervisor to create a success plan. Students may be asked to complete a PPE as a self-evaluation, as well. *Rubric is available on LiveText.*

Additional Course Requirements

Ethical Considerations:

It is the professional obligation of the individual mental health practitioner in training, or ultimately as a fully licensed professional, to practice ethically. Internship students are required as a minimum to:

1. Follow and comply with all federal laws, rules and regulations and those of State of Nebraska and the Department of Health and Human Services Division of Regulation and Licensure.
2. Follow all of the principles and guidelines provided in the most current Code of Ethics as published by the American Counseling Association.

3. Inform your clients that you are a Doane University Master of Arts in Counseling counselor-in-training, practicing under the supervision of your on-site Supervisor your Doane University Faculty Supervisor.
4. Safeguard confidentiality and right of privacy of your client.
5. Become familiar with and proactively implement policies and practices enunciated in HIPPA, FERPA and other pertinent state and federal regulations.
6. Practice within your scope of practice and level of competence, that is, as an intern-in-training under active supervision
7. Familiarize yourself with and abide by the clinic or agency where you are interning, to include their policies and procedures.
8. In accordance with the principle of — informed consent, obtain, in advance of your work with them approval of the client (i.e., an individual, couple, legal guardian) consent to observe their treatment and/or participate in or provide direct services.

Doane University requires that all students adhere to the ethical principles of the counseling profession as set forth in: the American Counseling Association Code of Ethics; the regulations of the Nebraska Department of Health, Bureau of Examining Boards in accordance the Nebraska Mental Health Practice Certification Act; and the laws of the State of Nebraska and the United States of America.

Nebraska statutes prohibit independent practice in mental health by non-licensed individuals. Counselors-in-training (Practicum students and interns) must assure that they are practicing under adequate clinical and academic supervision.

Regardless of previous credentials, education or past experience when entering the MAC program, participation in a *counselor training program* indicates that the student is committed to developing a professional identity as a mental health counselor and is intent on developing professional knowledge and skills necessary to achieve expertise in this career field.

The development of this identity and specific professional competency occurs throughout graduate-level training. It is appropriate for students, whatever their previous experience, to view themselves as counselors-in-training. Engagement in any relevant professional activities should be done in such a way that reflects and respects these commitments and maintains professional integrity.

In addition:

1. The program requires the highest standards of professional and personal conduct from all students.
2. Doane University requires each student to abide by the policies and procedures of the program and to comply with the program's standards.
3. A Practicum/Intern student, or their immediate family, may not establish or continue a therapeutic relationship with any faculty member, on-site supervisor, site training agency, program or colleague while registered in this course.
4. A student may not represent themselves as Practicum student, Intern or as a counselor-in- training unless they are *registered* in the appropriate course, and have arranged for and are actively working under the operational supervision of the Group Faculty Supervisor.
5. Failure to comply with these standards of conduct will result in disciplinary action and may lead to suspension or dismissal from the program.

Professional & Collegial Consultation

Practicum/Internship students are expected be able to discuss with site-supervisors and during Faculty Supervision seminars clear, concise and relevant professional descriptions of what they are learning relevant to administrative and clinical work.

During supervision, practicum/internship students are expected to regard presentations by other students and interns as a situation in which there is an explicit request for their consultation. This means that when not presenting their own case or experience, the student is to assume the role of consulting colleagues. In this role, one is expected to provide critical review, commentary and evaluation of the case work, critique comments, strategies and insights presented by others during the session. Consultation includes *active* (verbal) demonstration of:

1. An understanding of the presenter's case conceptualization and hypothesis: Ask until you understand; confirm your understanding with the presenter to make certain you fully grasp their diagnostic hypothesis.
2. A professional critique of the assumptions, hypothesis and intervention strategy.
 - a. Is this the most parsimonious and effective way to organize and understand the data?
 - b. Does the assessment correctly identify problem conditions and influences? Do judgments make diagnostic sense?
 - c. Are there *better* alternative conceptualizations or a better functional behavior analysis or differential diagnosis?
 - d. Do the presenting intern's therapeutic interventions and strategies make sense; are they clearly identified, justified.
 - e. Are counseling intervention therapy strategies and technique aligned with the case formulation and case dynamics?
 - f. How does this strategy fit with the hypothesis? With best practices? With outcome based interventions? Can you offer a better fit?
 - g. Outcomes: Are these the most likely or relevant signs of progress?

Suspension or Restriction

Conditions under which a student may be suspended or restricted include, but are not limited to instances, where: a student fails to perform the responsibilities of their practicum/internship in a professional manner, performs inadequately or conducts themselves in a manner that by any common sense standard is inimical.

Suspension and restriction will also result when a Practicum/Internship student fails to adhere to the policies and standards outlined in this course syllabus such as those stipulated in the Standards for Practicum student Conduct, and includes instances when they do not follow oral and written directives which they are given by faculty and/or on-site supervisors.

Violation of Doane University standards and policies, as they are stated in the College Catalogue or Graduate Program publications such as the MAC Student Handbook, may also result in suspension or restriction.

Students that fail to adhere to professional standards of ethics and conduct, such as those stipulated in this Syllabus and those outlined by the American Counseling Association, or if an intern violates state or federal laws and regulations.

Other instances in which suspension or restriction will occur include those where student: (a) **fails to adhere to attendance requirements, such as missing three or more session of campus or on-site supervision;** (b) **fails to work successfully at an approved practicum site, including ineffective or unsatisfactory work with clients, failure to adequately demonstrate professional competency, or poor interpersonal skills and behavior.**

A Practicum/Intern student will be suspended if they: (1) **have failed to register for the course;** (2) **do not have adequate liability insurance or if there is a limitation or discontinuation of liability insurance;** (3) **attempt to train under an unqualified or unapproved site supervisor;** (d) **undertake practicum at a clinic, site or agency that has not been approved.**

Suspensions or restrictions will be determined on a case by case basis by the Doane University Clinical Placement Director and/or the Program Director.

While suspended a student may *not* represent themselves as a Doane University Practicum/Internship student or Counselor- In-Training, may not see clients or function as a Doane University student at any mental health treatment or counseling site.

To be reinstated the student must meet with the Clinical Placement Director and present a written request for reinstatement. The suspended or restricted student will be required to satisfactorily explain the absence, conduct, or condition of concern, and/or take other action as determined by the Director to correct any the problem that led to suspension or limitation which in the view of the Director rendered the student's practice inimical to a client, couple, family, themselves, the University, or to have been in contravention of professional standards, university or course policies.

Administrative:

1. A student must be *registered* in the appropriate practicum/internship course *before* undertaking any work on site; a student may not record or receive credit for practicum/internship hours before the first day of the term in which they are registered.
2. Students must provide a copy of *current* professional liability insurance in order to register for internship.
3. Students are expected to enroll in courses for each term in person during the Formal Registration dates for that term, as posted on the Doane University calendar.
4. A student engaged in a practicum/internship must immediately notify the MAC program of any change in insurance status. Insurance coverage must remain in force during the time the student is engaged in practicum/internship activity. Failure to maintain active coverage or failure to immediately notify the program of change or discontinuation of insurance results in immediate suspension from the practicum/internship.

5. MAC students must have a written, signed agreement with an internship site supervisor, on file, *before* representing themselves an internship student or student in training, and *before* working with clients or recording practicum hours.

6. To engage in an internship experience, a student must have successfully completed academic course work as specified in the Prerequisites section of this syllabus. Course work must be documented and on file in the students MAC graduate program records.

7. Required record keeping by the student:

a. **SITE AGREEMENT FORM:**

Student must obtain a *Site Agreement*, signed by the Site Supervisor and Clinical Placement Director **BEFORE** the start of Practicum I, II, III, or Internship. **Students are NOT permitted to collect hours until this has been signed by both parties.**

b. **EVALUATIONS**

Supervisors are to complete an official evaluation via Time2Track every 100 combined hours or 10 weeks, whichever comes first, of Practicum I, II, and III. It is the student's responsibility to ensure Site Supervisors have completed this evaluation. **Students will not receive a grade or be permitted to register for the subsequent term until the evaluation has been received by the MAC program.** Students are encouraged to meet with Site Supervisors to verbally address strengths and areas of growth determined by the evaluation. Faculty Supervisors and/or the Clinical Placement Director may ask for an additional evaluation of a student at any time.

c. **TIME LOGS**

Accurate time logs documenting both direct and indirect hours with an original site-supervisor signature verifying the accuracy of the log are required. Students should submit logs via Time2Track to their Site Supervisor for approval of all site activities. Students should submit logs via Time2Track to their Faculty Supervisor for approval of all attended Faculty Supervision seminars. Students are required to submit hour logs for approval a minimum of every 200 hours, however, students are strongly encouraged to have them approved more often. *Faculty Supervisors are permitted to request an update of Site hour logs at any time. Students who fail to meet this requirement and/or fail to make regular progress in the collection of hours are subjected to remedial plans at the discretion of the Faculty Committee.*

8. Upon completion of each phase (Practicum I or II), a student must submit all documentation (see above) to the MAC Counseling Office within *two weeks* of completing their practicum hours for which credit is being requested and documented.

Practicum and Internship Logs

1. Accurate Record Keeping:

At least 100 hours at each level, Practicum I and II, for a total of 200 hours is required for successful completion and advancement to the internship. A minimum of forty percent (40%), or 40 hours of each practica experience, must be direct contact mental health service with a client, couple or family. Direct

contact at the practicum level may include work in observation of professional therapy methods as well as actually conducting counseling jointly with a supervisor.

In addition, Practicum students must document both direct and indirect hours to include: individual supervision with the on-site supervisor that averages a minimum of one (1) hour per week; and (c) faculty supervision with their assigned section of supervision that equals or may exceed one and one half (1 ½) hours per week.

2. Definitions of Direct and Indirect Internship Training:

Direct Client Contact Hours are defined as those hours spent directly with clients. The purpose or goal of the client meeting is mental health counseling or psychotherapy. Each of the parties, the counselor-in-training (practicum student) and the client must understand the purpose of the meeting and that they intend to enter into a professional therapeutic relationship as defined and governed by the Ethical Code of the American Counseling Association. The student engages in *direct* meeting sessions only with and/or under supervision of a licensed practitioner.

The services provided in the client meeting are services defined and governed by Nebraska statutes which govern and regulate mental health counseling; they are services that require and can only be provided by a licensed mental health professional. Nebraska statutes regulate both the title and the practice of mental health counseling. Services that are called mental health counseling must be offered by a licensed professional, and the practice or function of professional mental health counseling without appropriate licensure or certification, no matter what it is called, is prohibited.

If a type of service is such that it can be provided by individuals who are not licensed as mental health professionals they are *not* Direct Client Contact Hours. If the services can be provided by well trained volunteers or by skilled teachers, community service workers or case managers, by family specialists or by family support workers, by the practicum site agency definition and by state law they are not mental health counseling services and are *not* Direct Client Contact Hours.

Indirect Practicum hours are those hours required by the site or site supervisor in order for the student to be prepared for or after having provided direct client services. Some examples of Indirect Hours are: chart notes and record keeping, case conferences or staffing, chart review, client reception or telephone coverage, agency orientation or training. These are all functions directly related to providing mental health counseling services to the clients of this agency or practice. **In-direct hours *do not* include hours spent at an elective training or workshop.**

3. Additional discussion about direct and indirect activities:

The Master of Arts in Counseling Program is divided into two parts. The first part of the program consists largely of academic, in-class, independent and supervised study, and involves primarily study aimed at acquiring the basic knowledge and skills of the professional mental health counselor, and the development of a personal professional identity as a counselor. The MAC academic curriculum provides the students with a comprehensive and adequate exposure to the knowledge and skills of professional mental health counseling. However, this is only an initial and basic knowledge and skill set.

The second part of the program which occurs during the Practicum and Internship focuses on helping students successfully apply and practice the knowledge and skill gained from course instruction. This second part is intended to afford opportunity to operationalize one's identity and skill by experiencing and demonstrating a high degree of sound professional competency in the delivery of mental health counseling services.

It is expected that the professional mental health counselor will continue to pursue their own professional development throughout their career; in fact, that continued pursuit is required by licensing laws in all states. There is always new research and more to learn. The pursuit of knowledge is encouraged and expected of the MAC student or graduate. However, during practicum, workshops and conferences taken independently while the student is in practicum, may occur in a time frame coinciding with the course, but if they are not a direct part of the prescribed on-site training or clinic activity and/or are not a part of the Doane curriculum. They are regarded as a quest for knowledge and skill, but *not* a part of the practicum. Such work is not credited to either indirect or direct practicum course hours.

Supervision Seminar

Study responsibility: There is a huge body of knowledge that you have explored throughout your academic course of study in the MAC program. Now, in the practicum, students have opportunity to effectively select and apply those theoretical concepts or techniques in direct work with clients and supervisors in the field, and through case presentation and consultation on campus during faculty supervised conference seminars. This professional collegial setting provides the opportunity to practice, refine, and *demonstrate professional mastery* of the functions of a mental health counselor.

The Faculty Supervision seminar is an essential element in this process. The Faculty Supervisors will carefully structure and teach within the context of the seminar, but learning and mastery is *the student's* responsibility. The opportunities afforded by cooperative collaborative consultation, with onsite supervisors, faculty and colleagues and participation in the on-campus supervision session is important.

The Faculty Supervision seminar is a venue in which questions can be raised and addressed, theories analyzed, and advanced professional learning facilitated. From the perspective of the student:

You are *encouraged* to raise questions during the seminar so that inquiry will disclose where clarification is needed, and afford opportunity to add depth and resolve questions likely held by more than one person.

Your comments, personal-life experience, observations, and ideas *are* welcome and *beneficial* to everyone's learning. This is particularly true in this type seminar. However, when discussing mental health cases or individuals, whether you are referring to yourself, your family, acquaintances, or speaking about past or present cases do *not* identify who you are talking about.

It is important to recognize that the function of an informal advisor and that of a personal friend is based on personal life experience; but the function of the *professional* mental health therapist is based on professional experience, training, extensive academic study and involves knowledge based on research, science and professional literature, not just opinion.

It is important a student be given personal attention. In addition to consultation by colleagues *during seminar* sessions, to resolve questions not clarified in seminar, or to address something that is of concern to a student, the faculty supervisor will be available after class. But because time is often congested after each session, therefore, a student may wish to make an appointment to visit with the supervisor at another time. Appointments are encouraged. If a student wishes to contact the Faculty Supervisor, refer to the telephone numbers or email address listed on Page 1 of this Syllabus.

Seminar Scheduling and Cancellations

Because work at practicum sites does not follow the Doane University academic schedule, the on-campus Group Faculty Supervision seminar *will* be held on a continuous weekly basis. Except for holidays, sessions will be held **weekly during and between semesters**.

Should bad weather or unforeseen event cause an unexpected cancellation of a supervision session, every attempt will be made to contact each student by email.

Official Contacts and Communication

Official correspondence and communication is sent to the student's official Doane University email address. Keep this address up-to-date. Students are expected to check this email daily. Students are advised to ensure that the MAC office has a current phone number on file in case the student needs to be contacted.

Hour Accrue ment Limitation

You have selectively chosen the MAC program as the foundation for a professional career. The practicum is a rewarding, enjoyable part of your studies. It is a very challenging set of two similar courses intended to facilitate learning, professional growth and mastery. While students can work long hours and carry heavy loads of responsibility you cannot force growth. Growth happens with time, experience, thought and desire. Keep in mind that this is a professional course designed to facilitate your effectiveness as a counselor in the complex process of *identifying* and then successfully addressing the needs of *clients*.

- **Practicum I students are permitted to collect NO MORE THAN 10 direct hours a week, to include 1 hour of Site Supervision and 1.5 hours of Faculty Supervision per week.**
- Practicum II students are permitted to collect NO MORE THAN 20 direct hours a week, to include 1 hour of Site Supervision and 1.5 hours of Faculty Supervision per week.
- Internship students are permitted to collect NO MORE THAN 30 direct hours a week, to include 1 hour of Site Supervision and 1.5 hours of Faculty Supervision per week.

Group Counseling Requirement

Students enrolled in COU 621, 622, 623, or 691 must lead or co-lead a counseling or psychoeducational group. This requirement is designed to meet *2016 CACREP Standard, 3.E*. Any experience leading or co-leading a counseling group may be documented as 'direct'. Students may document up to a maximum of five (5) direct hours leading or co-leading a psychoeducational group; additional hours collected from

leading or co-leading a psychoeducational group must be documented as ‘indirect’ per definitions provided in the Clinical Training Handbook.

Evaluation Criteria

FINAL GRADE

Pass/Fail:

- Case Conceptualization
- Treatment Plan
- Theories of Consultation Paper
- PPE

Practica are graded on a pass/fail basis. Successful completion of the practicum is based on *demonstrated mastery of academic knowledge and skills and professional competency*. This mastery will be judged by the faculty instructor, both subjectively and objectively in a variety of ways, including, but not limited to: observation, written and oral presentations, punctuality, attendance, quality of participation in supervision conferences, and compliance with guidelines and policy contained in this Syllabus and other instructions pertaining the internship.

From time to time, formal as well as informal discussions will be held to appraise a student’s performance, including strengths or concerns. These will be scheduled by the faculty supervisor and may occur during or after on-campus supervision sessions or through the medium of planned office visits. Written communication will also be a practical way to provide feedback via memorandum, official letter, or email.

Attendance

- Practicum students are required to actively participate in a minimum of one (1) hour of supervision per week with their on-site supervisor.
- Students are required to engage in one and one half (1 1/2) hours each week of Group Faculty Supervision at Doane University through active participation in Practicum/Internship Faculty Supervision seminar.
- **Students who arrive over 15 minutes late for faculty supervision WILL NOT be counted as being present for that faculty supervision session and are required to make this seminar up the following week.**
- Students are required to attend each week regardless if they are collecting hours. If the student has an emergency and is unable to attend the Group Faculty Supervision seminar, the student must inform the Faculty Supervisor in writing. All missed seminars are required to be made-up either one week before or after the missed seminar. Students may attend an irregular seminar section by request only. Students must attend weekly regardless if they are collecting hours on site or not.
- **Students who accrue two (2) or more consecutive absences of Faculty Supervision seminars are regarded as practicing without the appropriate supervision and will be required to meet with the**

Faculty Supervisor and Clinical Placement Director. Students will, at minimum, be provided a remediation plan dependent on the circumstances surrounding the absences and may also be subject to immediate suspension from the program.

- Students must comply with all Site agreements and requirements for attendance. Failure to comply with any of these requirements may result in permanent removal from the site, remedial services, or suspension from the MAC program.

Tentative Schedule

Students who will be enrolled in COU 622 by the seventh (7th) week of a given term are to sign up for an oral presentation of their Case Conceptualization and Treatment Plan.

Course Declarations

LiveText Usage: LiveText will be utilized to collect various artifacts that can represent the student’s body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. The online portfolio is maintained in the student’s personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

Questions, Concerns, Grievances: Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Program Director regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Non-Discrimination Policy

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

Title IX Policy Statement

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

Title IX Mandatory Reporting

At Doane, all university employees, including faculty, are considered “Mandatory Reporters.” A “Mandatory Reporter” is required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell a mandatory reporter about

an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, he/she will have to share the information with the University's Title IX Coordinator. Sharing of this information does not mean that you are officially reporting the incident. This process is in place to ensure you have access to and are able to receive the support and resources you need. Please learn additional information (including confidential resources) at doane.edu/cape-project

Academic Integrity

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs.

Accommodations: The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

Any student who thinks they may need an accommodation based upon the impact of a disability should contact the Office of Disability Services (<https://www.doane.edu/disability-services>) to coordinate reasonable accommodations as soon as possible.

Military Friendliness Academic Policy

Veterans and active duty military personnel with military obligations are encouraged to communicate to the faculty about these obligations. These communications need to occur within the first two weeks of a course, or as soon as military obligations are identified, and the student needs to provide relevant documentation to the faculty. If necessary, once the student has self-disclosed and provided proper documentation to the faculty, reasonable arrangements will be implemented to help the student complete their academic coursework. More details on the policy are available in the university catalog_

Catalogs and Calendars

Doane catalogs, calendars, and student handbooks are available at this website: <https://www.doane.edu/schedules-catalogs-handbooks-and-calendars>

Doane Library

Doane's Library provides both on- and off-campus access to databases, e-books, and full text articles published in peer-reviewed academic and professional journals. Access the library at the following link: <https://www.doane.edu/library>. Contact a librarian for assistance by phone (402-826-8287) or by email(library@doane.edu).

Changes in Syllabus: The faculty member and Doane University reserve the right to make changes as necessary to this course syllabus. All students will be notified of any changes.