

---

# Psychology 695, Sec 1

## Counseling Practicum

---

### Course Description

Provides a variety of supervised field, laboratory or school experiences. Course will be graded on an S/U basis. Prerequisites include PSYC 660, 661, and permission of the instructor.

### Course Objectives and Expected Learning Outcomes

This course will offer the opportunity to explore, discuss and apply the following objectives:

- A variety of appropriate counseling models;
- Research relevant to specific disorders or treatment modalities;
- Increase in self-knowledge and awareness to advance your personal and professional goals;
- Ethical issues and standards of care;
- Skills related to the role of diversity and cultural values in counseling.

We will also explore:

- Essential interviewing and counseling skills to enable you to develop and maintain positive therapeutic relationships, establish appropriate counseling plans with measurable objectives, evaluate client outcome and successfully terminate the counseling relationship;
- Counseling theories and how theory applies to practice;
- Counseling models that are consistent with current research and practice;
- System perspectives that address family concerns.

---

Instructor:

E-Mail:

Phone:

Office Hours:

---

### Required Materials:

See article list below.

### Required Supplies:

Audio and/or videotapes as needed for class projects.

Students who successfully complete this course will begin to demonstrate the skills and practices as outlined in the 2016 CACREP Clinical Mental Health Counseling Standards.

### **1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

- 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 interorganizational collaboration and consultation
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

### **2. SOCIAL AND CULTURAL DIVERSITY**

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

### **3. HUMAN GROWTH AND DEVELOPMENT**

- e. development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

### **4. CAREER DEVELOPMENT**

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.
- d. approaches for assessing the conditions of the work environment on clients' life experiences.

- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development

## **5. COUNSELING AND HELPING RELATIONSHIPS**

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- c. theories, models, and strategies for understanding and practicing consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- e. the impact of technology on the counseling process
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of community-based resources
- l. suicide prevention models and strategies
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n. processes for aiding students in developing a personal model of counseling

## **6. GROUP COUNSELING AND GROUP WORK**

- b. dynamics associated with group process and development
- c. therapeutic factors and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- f. types of groups and other considerations that affect conducting groups in varied settings
- g. ethical and culturally relevant strategies for designing and facilitating groups
- h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

## **7. ASSESSMENT AND TESTING**

- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes
- reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders

m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

## **8. RESEARCH AND PROGRAM EVALUATION**

b. identification of evidence-based counseling practice

e. evaluation of counseling interventions and programs

## **1 FOUNDATIONS**

- A. History and development of clinical mental health counseling;
- B. Theories and models related to clinical mental health counseling;
- C. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning;
- D. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders;
- E. Psychological tests and assessments specific to clinical mental health counseling.

## **2 CONTEXTUAL DIMENSIONS**

- A. Roles and settings of clinical mental health counselors;
- B. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders;
- C. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks;
- 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);
- E. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders;
- F. Impact of crisis and trauma on individuals with mental health diagnoses;
- G. Impact of biological and neurological mechanisms on mental health;
- H. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation;
- I. Legislation and government policy relevant to clinical mental health counseling;
- J. Cultural factors relevant to clinical mental health counseling;
- K. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling;
- L. Legal and ethical considerations specific to clinical mental health counseling;
- M. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.

## **3 PRACTICE**

- A. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management;
- B. Techniques and interventions for prevention and treatment of a broad range of mental health issues;
- C. Strategies for interfacing with the legal system regarding court-referred clients;
- D. Strategies for interfacing with integrated behavioral health care professionals;
- E. Strategies to advocate for persons with mental health issues.

## JMU CLINICAL MENTAL HEALTH COUNSELING STANDARDS

Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy.

### CACREP CORE STANDARDS AND KPI CHART

	4b	4d	4e	4h	4i	5a	5b	5d	5f	5g	5h	5i	5j	5k	5l	5m	5n	6c	6d	6e	6g	6h	7b	7c	7d	7e	7m
<b>KPI 4, 5, 7</b> (Reinforcement): <b>Counseling Sessions/Evaluations</b> (See Appendix for KPI Rubrics)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x						x	x	x	x	x
<b>KPI 6</b> (Mastery): <b>Group Facilitation</b> (See Appendix for KPI Rubric)																		x	x	x	x	x					

### CMHC STANDARDS and KPI CHART

CACREP CMHC STANDARD INCLUDED IN COURSE	1a	1b	1c	1d	1e	2a	2b	2c	2d	2e	2f	2g	2h	2i	2j	2k	2l	2m	3a	3b	3c	3d	3e	JMU CMHC
<b>KPI 9</b> (Reinforcement): <b>Counseling Sessions/Evaluations</b> (See Appendix for KPI Rubrics)																			x	x	x	x	x	x
Professional Development	x	x	x	x	x																			x
Contextual Dimensions						x	x	x	x	x	x	x	x	x	x	x	x	x						x
Case Presentation						x	x	x	x		x	x	x		x		x	x	x	x		x	x	x

## Method of Instruction

The content of class meetings will be flexible depending on student needs and will include group discussions, video presentations, case studies, and student presentations. Please let me know if there are particular topics that interest you. Cases will be presented for group supervision. Our schedule will be determined according to the number of students and case assignments.

Keep in mind that this course has several components that deviate slightly from a traditional 3-credit course format. This class involves the following (with **IH** indicating *indirect hours* and **DH** indicating *direct hours*):

- 1 **IH** hour of weekly individual supervision with the teacher of record (KPI; 4, 5, 7, 9).
- 1 **IH** hour of weekly CAPS staffing at 11 am on Wednesdays with Kelly Atwood, Psy.D., Clinic Director (KPI; 4, 5, 7, 9).
- 1.5 **IH** hours of weekly group supervision beginning at 9am on Wednesdays with Amanda Evans, Ph.D., LPC delivered in hybrid options (KPI; 4, 5, 7, 9).
- 1.5 **DH** hours of CAPS/ISLA Interdisciplinary Triage (*optional* but highly recommended) (KPI; 7)
- 2 hours of Case Conceptualization Workshops (must attend all workshops) (KPI; 4, 5, 7, 9).

This will initially seem a bit overwhelming, but you will quickly establish a routine that fits well with your individual client hours, classes, GA obligations, and a well-balanced life. Just stay in communication with your various supervisors to help you manage your schedule.

**Class Conduct:** It is important that you are an active participant in the course. With regard to electronic devices: **Cell phones are to be turned silenced and texting is not allowed during class time.** If you are on call or expecting an emergency phone call that you must respond to, please announce to the class that you are expecting a call. You will be asked to leave the classroom to receive the call and then can return to class.

**Ethical and Legal Responsibility:** It is not unusual for students to have questions about ethical and legal expectations and responsibilities as they begin their work with actual clients. All students are expected to have read and demonstrated understanding of the [ACA Code of Ethics](#) (2014), and we will discuss ethical and legal implications of cases. However, please do not hesitate to contact me and your site supervisor at any time if you have questions about these important considerations. We are happy to help you think through appropriate ethical decision-making models and will also clarify legal requirements. CMHC students are also encouraged to become familiar with the National Board for Certified Counselors (NBCC) *Policy Regarding the Provision of Distance Professional Services* <https://www.nbcc.org/Assets/Ethics/NBCCPolicyRegardingPracticeofDistanceCounselingBoard.pdf>.

**Cultural Competence:** The ability to assess clients in a holistic manner, considering cultural considerations broadly defined, is a foundational skill for effective practice. We will consistently consider factors associated with social and cultural diversity in this course, as well as counselors' obligations to remove obstacles, join effectively, and think systemically as they work with clients and other mental health professionals. We welcome you to bring your thoughts and expertise to these conversations, course discussions, and work at your site; your instructor and supervisor are here to help you enhance your competence.

**Evaluation Criteria and Procedures:** **Students will be evaluated on their understanding of the course material, the quality of their demonstrated skill acquisition, and the quality of their participation.** The final course grade will be assigned upon the successful completion of the course requirements. The student and practicum instructor or supervisor will participate in mid-term and final summative feedback/evaluation sessions.

## Course Requirements:

- **Behave in a professional and ethical manner** at all times per the ACA Code of Ethics (2014), Virginia State laws, and JMU Graduate Psychology, Counseling Programs procedures and policies.
- **Participate in a weekly process group** offered by the counseling programs. *This group is offered on Mondays from 4:00pm to 5:00pm from 9/19 to 11/28.*
- **Complete 100 hours in the practicum setting**, including 40 hours of direct service (individual and group counseling). Indirect services may include participation in staff meetings, class meetings, group meetings and observations. Additional hours spent in report writing, record keeping, and professional preparation can also be counted toward the 100-hour requirement.
- Read and be **familiar with your site's policies** and procedures manual.
- **Obtain professional liability insurance** before beginning practicum experience. We recommend that you join VCA or ACA at a student rate and then purchase liability insurance through the professional organization.
- Complete the **Practicum Goal Statement** (Appendix A) and share with your site supervisor and JMU Counseling Program supervisor.
- **Maintain case files** in an orderly, timely, and professional manner. Case files include intake summaries, progress notes, treatment plans, and termination/transition summaries. Use your site manual as a guide. Case files may be completed by visiting CAPS.
- **Provide a weekly review** of your caseload (to both your practicum instructor and your JMU supervisor), which includes a brief client description, current therapy focus, and disposition of the case (Appendix B).
- **Attend class** sessions prepared to discuss your counseling experiences.
- **Be prepared to discuss counseling sessions** in class and in weekly individual supervision sessions for the purposes of supervision and consultation. The format for developing these presentations is described in Appendix C.
- Participate in **weekly group supervision** sessions with your practicum instructor.
- Participate in **weekly individual supervision** sessions with a JMU Counselor Education Program supervisor/or doctoral student by Zoom.
- Participate in **weekly staff meetings** at your site as required. You may also be required to present one of your cases during a staff meeting.
- Keep a **weekly log** of hours completed in practicum. These hours include: direct service hours and hours spent in staff meetings, class meetings, process groups, supervision, tape reviews, observations, supplemental research and professional preparation.
- **A final presentation** to include a videotaped session, a written review, and an oral exam. You will analyze a videotaped counseling session and present your analysis during a class session. The format for developing your final presentation is described in Appendix E.
- Complete the **Mid-Semester Self Evaluation** (Appendix D).
- Complete a **written evaluation of your site and supervisors** (Appendix G).

## Assignments

### Contextual Dimensions of Counseling – 130 points

You will engage in one scholarly or professional development exercise for each of the following items. Examples include article review, annotated bibliography, identification and review of specific resources (such as agencies, handbooks, or training opportunities), or engagement in a workshop or other documentable professional development.

Just identify the standard you explored during the workshop and write a 1-page reflection on what you learned as it pertains to that particular standard.

Complete 7 items before Midterm and the remainder are due by the end of the semester. You may complete them in any order and may submit any of them early.

1. Roles and settings of clinical mental health counselors;
2. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders;
3. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks;
4. 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);
5. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders;
6. Impact of crisis and trauma on individuals with mental health diagnoses;
7. Impact of biological and neurological mechanisms on mental health;
8. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation;
9. Legislation and government policy relevant to clinical mental health counseling;
10. Cultural factors relevant to clinical mental health counseling;
11. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling;
12. Legal and ethical considerations specific to clinical mental health counseling;
13. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.

#### **KPI 4, 5, 7, 9 (Reinforcement) Counseling Sessions and Evaluations from Faculty Supervisor – 50 points**

Your supervisor will provide you with a formal summative evaluation (see Appendix F) to be completed and returned at the mid-term point and end of the semester. The online link is available [here](#) and is included in your supervisor's orientation Powerpoint slides. Faculty supervisors will provide summative feedback at the end of the semester via the rubric below.

1. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management;
2. Techniques and interventions for prevention and treatment of a broad range of mental health issues;
3. Strategies for interfacing with the legal system regarding court-referred clients;
4. Strategies for interfacing with integrated behavioral health care professionals;
5. Strategies to advocate for persons with mental health issues.

Keep in mind that your counseling sessions are evaluated according to the following expectations:

- 1 **IH** hour of weekly individual supervision (KPI; 4, 5, 7, 9)
- 1 **IH** hour of weekly CAPS staffing at 11 am on Wednesdays with Kelly Atwood, Psy.D., Clinic Director (KPI; 4, 5, 7, 9)
- 1.5 **IH** hours of weekly group supervision at 9am on Wednesdays with your faculty instructor (KPI; 4, 5, 7, 9)
- 1.5 **DH** hours of CAPS/ISLA Interdisciplinary Triage (*optional* but highly recommended) (KPI; 7)
- 2 **IH** hours of Case Conceptualization Workshops (must attend both workshops) (KPI; 4, 5, 7, 9).

This assignment will ensure that each intern has reached a level a satisfactory level in the reinforcement of the following areas:

- Professional Counseling Orientation and Ethical Practice: Recognizes and applies professional ethical standards including clear and appropriate relationships with clients colleagues, and the community.



- **Social and Cultural Diversity:** Collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status in clinical and other professional settings.
- **Human Growth and Development:** Develops self-awareness about personal development, applies theories of human development
- **Career Development:** Applies theories of career development across the lifespan, implements culturally and developmentally appropriate career assessment and intervention strategies.
- **Helping Relationships:** Establishes and maintains effective counseling relationships.
- **Group Counseling and Group Work:** Recognizes and positively influences intrapersonal and interpersonal dynamics when leading and co-leading groups. Applies group counseling strategies in developmentally appropriate ways.
- **Assessment and Testing:** Gathers information to assess needs and next steps in the counseling process, including evaluation for serious and foreseeable harm and reporting requirements for abuse or neglect of children and vulnerable adults.
- **Research and Program Evaluation:** Critically evaluates research related to core areas of counseling practice. Uses data-informed decision-making practices for program evaluation and management.
- **JMU Clinical Mental Health Counseling Standards:** Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy.

Please note that all evaluations (form provided below) must be satisfactory in order for this KPI to be assessed at the level of *At Standard* or *Exceeds Standard*.

### **KPI 6 (Mastery): Group Facilitation**

You will participate in a process group on Mondays from 2:00 to 3:30 in Johnston 204, beginning January 31 and ending April 11, 2022. The first 5 weeks will be general process to allow you to discuss your practicum and program experiences, and the last 5 weeks will give you the chance to co-facilitate a psychoeducational topic of relevance to the group. The group experience can count as direct hours for your facilitation time and as indirect hours for your participation each week. Please note that the counselor facilitating these groups, Cheri Greenfield, LPC, will not share information with us regarding the group process or content and will simply confirm that all students attended sessions as expected. She will not be evaluating your facilitation.

In addition, you will have the opportunity to practice the group counseling and facilitation skills you have been developing throughout the program by working with peer and/or supervising counselor in your practicum class meetings/supervision. Finally, if your site has the capability this semester, you may take advantage of opportunities there to manage the oversight and facilitation of a therapy group. Please note that all Faculty Supervisor and Site Evaluations (described above) must be satisfactory in order for this KPI to be assessed at the level of *At Standard* or *Exceeds Standard*.

### **Case Presentation (See Appendix E) - 70 points**

You will have the opportunity to present your work to the class. This assignment is meant to be celebration of your learning as well as to prepare you for your comprehensive examinations. Your case presentation will be subdivided into the following sections.

- A paper, 3-5 pgs. in length addressing the following items:

- background information,
  - intervention goals,
  - interpersonal process,
  - theoretical framework,
  - exploration of alternative strategies,
  - discussion of ethical considerations, and
  - discussion of what you would do differently now in reviewing the recording.
  - viewing of the chosen segment (approximately 15 minutes)
- A 45 minute presentation. This presentation will review the content of your paper.
  - A 10-15 minute video clip. This clip should evidence your best work during the semester. On the day of your presentation, please have the video cued prior to your presentation.

## Recommended Readings

- Cameron, S., & Turtle-Song, I. (2002). Learning to write notes using the SOAP format. *Journal of Counseling & Development*, 80, 286-292.
- Fauteux, K. (2010). De-escalating angry and violent clients. *American Journal of Psychotherapy*, 64(2), 195-213.
- Forrester-Miller, H., & Davis, T.E. (1995). *A practitioner's guide to ethical decision-making*. Alexandria, VA: American Counseling Association.
- Juhnke, G.A., Granello, P.F., Lebron-Striker, M. (2007). IS PATH WARM? A Suicide assessment mnemonic for counselors. *Professional Counseling Digest*, (ACAPCD-03). Alexandria, VA: American Counseling Association.
- Kahn, J. H., Achter, J., & Shambaugh, E.J. (2001). Client distress disclosure, characteristics at intake, and outcome in brief counseling. *Journal of Counseling & Development*, 48(2), 203-211.
- Myers, J.E., Sweeney, T.J., & Witmer, J.M. (2000). The wheel of wellness counseling for wellness: A holistic model for treatment planning. *Journal of Counseling & Development*, 78, 251-266.
- Prochaska, J.I., & Velicer, W.F. (1997). The transtheoretical model of health behavior change. *American Journal of Health Promotion*, 12, 38-48.
- Roe, D., Dekel, R., Harel, G., & Fennig, S. (2006). Clients' reasons for terminating psychotherapy: A quantitative and qualitative inquiry. *Psychology and Psychotherapy: Theory, Research and Practice*, 79, 529-538.
- Skovolt, T.M. (2005). The cycle of caring: A model of expertise in the helping professions. *Journal of Mental Health Counseling*, 27, 82-93.

## University and Departmental Policies

**Counseling Programs Academic Policies:** Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

**Academic Integrity:** It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU academic honor code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>. You are expected to understand the boundaries of plagiarism and to adhere to a policy of academic honesty.

**Adding/Dropping Classes:** Students are responsible for registering for classes and for verifying their class schedules on e-campus. Students must drop classes before the schedule “add/drop deadline.” Students may not register to take this class after the add deadline, per JMU policy. No exceptions will be made to these deadlines. For more details and information on block courses, refer to the Registrar's Web site at [www.jmu.edu/registrar/](http://www.jmu.edu/registrar/).

**Attendance:** Attendance is expected and required. If you need to miss class, please let me know as soon as possible.

**Inclement weather:** Inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you may call the JMU Weather Line at 540.433.5300. You may also listen to the JMU radio station at 1610 AM or other local radio and television stations which inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://jmu.edu/JMUpolicy/1309.shtml>.

**Religious Accommodations:** Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, reasonable and appropriate accommodations will be provided to students requesting them on grounds of religious observation. Students should notify me by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity. Contact the Office of Equal Opportunity (<http://www.jmu.edu/oeo/>) at (540) 568-6991 if you have additional questions.

**Disability Accommodations:** We believe that cultural diversity also includes differences based on physical abilities. Therefore, we believe that reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107; you may call 540-568-6705 for more information.

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to

let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, [sirockam@jmu.edu](mailto:sirockam@jmu.edu), 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

**Psychology 695: Counseling Practicum**  
Appendix A: Statement of Goals for Practicum/Internship

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Site: \_\_\_\_\_

Note your current clinical strengths:

Identify any skills you plan to work to refine or develop this semester:

What do you consider your clinical limitations or skill areas that need further development?

How comfortable are you in your identity as a professional counselor? What can help you to further develop this identity?

What specific goals do you have for this clinical experience?

How will you know you are progressing toward accomplishing these goals?

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Psychology 695: Counseling Practicum**  
Appendix B: Clinical Mental Health Counseling Program  
Counseling Practicum/Internship Weekly (or Bi-weekly) Review

Name: \_\_\_\_\_ Week(s) of: \_\_\_\_\_

Practicum/Internship site: \_\_\_\_\_

Total clinical hours: \_\_\_\_\_

Total client contact hours: \_\_\_\_\_

General description of activities you engaged in during this period (counseling, triage, staffing, outreach):

Brief client descriptions, current therapy focus, and disposition of cases:

Identify any concerns, areas needing clarification, or general developmental questions you might have as you review the week(s) activities/experiences:

## Psychology 695: Counseling Practicum

### Appendix C: Format for Weekly Session Check-Ins

Before sharing your tape with the class, spend some time reviewing your session. Actively critique your counseling strengths and challenges.

Please prepare your cases for presentation and supervision using the following format:

1. background information,
2. intervention goals,
3. interpersonal process,
4. theoretical framework,
5. exploration of alternative strategies,
6. discussion of ethical considerations, and
7. discussion of what you would do differently now in reviewing the recording.





**Psychology 695: Counseling Practicum**  
Appendix E: Written and Oral Presentation Guidelines

**WRITTEN REQUIREMENTS:** You will have the opportunity to present your work to the class. This assignment is meant to be celebration of your learning as well as to prepare you for your comprehensive examinations. Your case presentation will be subdivided into the following sections.

- A paper, 3-5 pgs. in length addressing the following items:
  - background information,
  - intervention goals,
  - interpersonal process,
  - theoretical framework,
  - exploration of alternative strategies,
  - discussion of ethical considerations, and
  - discussion of what you would do differently now in reviewing the recording.
  - viewing of the chosen segment (approximately 15 minutes)

**VIDEO REQUIREMENTS:**

Chose 15 consecutive minutes of videotape in which you show your best work of the semester. Prepared a written transcript of the videotape selection.

**ORAL REQUIREMENTS:**

The oral component of this presentation provides an opportunity to experience the atmosphere and expectations of an oral examination. The instructor and other class members will serve as the panel. Questions will cover theory, practice and ethics. You will have 60-75 minutes to present your case to the group.

Please follow the structure provided for the oral component by providing:

- background information,
- intervention goals,
- interpersonal process,
- theoretical framework,
- exploration of alternative strategies,
- discussion of ethical considerations, and
- discussion of what you would do differently now in reviewing the recording.
- viewing of the chosen segment (approximately 15 minutes)

**Psychology 695: Counseling Practicum**  
 Appendix F: Clinical Mental Health Counseling Practicum  
 Student Evaluation

Name \_\_\_\_\_  
 Site \_\_\_\_\_  
 Supervisee \_\_\_\_\_  
 Year \_\_\_\_\_ Semester \_\_\_\_\_

The following items reflect foundational concepts, models, and skills students receive during their coursework. Please indicate the extent to which you have felt the intern or practicum student demonstrated preparation in any of these areas.

1) Below expectations; 2) Approaching expectations; 3) Meets expectations; 4) Exceeds expectations.

N) No exposure during clinical work.

**FOUNDATIONS**

a. history and development of clinical mental health counseling	1	2	3	4	N
b. theories and models related to clinical mental health counseling	1	2	3	4	N
c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	1	2	3	4	N
d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders	1	2	3	4	N
e. psychological tests and assessments specific to clinical mental health counseling	1	2	3	4	N

Comments (if any):

The following contextual dimensions represent typical issues and expectations that arise during practicum and internship. Indicate the degree to which you feel your supervisee was able to meet expectations during those times.

1) Below expectations; 2) Approaching expectations; 3) Meets expectations; 4) Exceeds expectations.

N) No exposure during clinical work.

Please keep in mind this is both developmental and contextual. We want to assess students based on where they are: end of practicum, end of first internship, end of program. Thank you.

CONTEXTUAL DIMENSIONS

a. roles and settings of clinical mental health counselors	1	2	3	4	N
b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	1	2	3	4	N
c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	1	2	3	4	N
d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD)	1	2	3	4	N
e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	1	2	3	4	N
f. impact of crisis and trauma on individuals with mental health diagnoses	1	2	3	4	N
g. impact of biological and neurological mechanisms on mental health	1	2	3	4	N
h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	1	2	3	4	N
i. legislation and government policy relevant to clinical mental health counseling	1	2	3	4	N
j. cultural factors relevant to clinical mental health counseling	1	2	3	4	N
k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	1	2	3	4	N
l. legal and ethical considerations specific to clinical mental health counseling	1	2	3	4	N
m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	1	2	3	4	N

Comments (if any)

<p>The following Practice areas indicate clinical experience we aim to have present during practicum and internship. Consider the ways in which each of these has presented itself during your practicum or internship student’s work with clients, during group or individual supervision, or during any case staffings or team meetings. Indicate the degree to which you felt the student was able to meet expectations during those times. In other words, given their developmental level as a counselor in training, rate your perception of their competence:</p> <p>1) Below expectations; 2) Approaching expectations; 3) Meets expectations; 4) Exceeds expectations.</p> <p>N) No exposure during clinical work.</p>
---

The following Practice areas indicate clinical experience we aim to have present during practicum and internship. Consider the ways in which each of these has presented itself during your practicum or internship student’s work with clients, during group or individual supervision, or during any case staffings or team meetings. Indicate the degree to which you felt the student was able to meet expectations during those times. In other words, given their developmental level as a counselor in training, rate your perception of their competence:

1) Below expectations; 2) Approaching expectations; 3) Meets expectations; 4) Exceeds expectations.

N) No exposure during clinical work.

<b>PRACTICE</b>
-----------------

a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	1	2	3	4	N
b. techniques and interventions for prevention and treatment of a broad range of mental health issues	1	2	3	4	N
c. strategies for interfacing with the legal system regarding court-referred clients	1	2	3	4	N
d. strategies for interfacing with integrated behavioral health care professionals	1	2	3	4	N
e. strategies to advocate for persons with mental health issues	1	2	3	4	N

Comments (if any)
-------------------

Additional Reflection and Feedback for the Student and/or the Program
---

## Psychology 695: Counseling Practicum

### Appendix G: EVALUATION OF CLINICAL MENTAL HEALTH PRACTICUM/INTERNSHIP SITE AND SUPERVISOR

Name \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_  
Site \_\_\_\_\_ Practicum or Internship: \_\_\_\_\_  
Supervisor(s) \_\_\_\_\_

Directions: Select the number that reflects your rating of the internship site on that dimension.

#### 1. Opportunities for counseling experiences

1	2	3	4	5
Very Poor	Poor	Fair	Good	Excellent

#### 2. Supervision

1	2	3	4	5
Very Poor	Poor	Fair	Good	Excellent

#### 3. Staff support

1	2	3	4	5
Very Poor	Poor	Fair	Good	Excellent

#### 4. Atmosphere

1	2	3	4	5
Very Poor	Poor	Fair	Good	Excellent

#### 5. Facility (space, materials, resources)

1	2	3	4	5
Very Poor	Poor	Fair	Good	Excellent

#### 6. Professionalism of staff

1	2	3	4	5
Very Poor	Poor	Fair	Good	Excellent

#### 7. In-service training

1	2	3	4	5
Very Poor	Poor	Fair	Good	Excellent

#### 8. Overall quality of internship site

1	2	3	4	5
Very Poor	Poor	Fair	Good	Excellent

**Comments and suggestions. If you had more than one supervisor, please personalize your evaluation comments here:**

\_\_\_\_\_  
Student's Signature

## Appendix H:

### JAMES MADISON UNIVERSITY PSYC 695 CLINICAL MENTAL HEALTH COUNSELING PRACTICUM AGREEMENT

This contract will confirm our discussions regarding a practicum experience of at least 100 hours over 1 semester at your site for \_\_\_\_\_, a graduate student in Clinical Mental Health Counseling at James Madison University. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs and requires 60 semester hours in graduate counseling courses, including practicum and internship experiences. Graduates are eligible to take the National Board for Certified Counselors Examination for certification as a National Certified Counselor. Graduates meet all course requirements to become a Licensed Professional Counselor in Virginia.

Before beginning the practicum experience, the student will have successfully met all requirements for admission, including a criminal history check, and the Counseling Process course.

We hereby agree to the following:

1. The Site Supervisors are licensed mental health professionals with at least a master's degree in counseling or a related profession, relevant training in counseling supervision, and two years of clinical mental health experience. The Site Supervisors will supervise the student in weekly sessions, evaluate the student's performance, and certify completion of the on-site hours. The weekly supervision involves one hour of individual and one additional hour of group supervision, such as a case conference. The Site Supervisor will review and sign the weekly logs submitted by the Intern. Near the end of each semester, the Site Supervisor will complete the Clinical Mental Health Counseling Practicum Performance Rating Form, which covers the student's counseling skills, use of supervision, and work performance.
2. The Faculty Supervisor will provide additional group supervision, grade the student's performance in the course, and certify the completion of all practicum requirements. The Faculty Supervisor will provide orientation, assistance, consultation and professional development opportunities to the Site Supervisors. For example, the Site Supervisor may attend the Spring Symposium and a workshop offered during the JMU Summer Institute in Counseling.
3. Of the total 100 clock hours of practicum, the student's responsibilities will include offering at least 40 clock hours of direct counseling services, including experience in leading groups, over the semester. Clinical mental health counseling services include assessment, individual counseling, group work, couple or family counseling, emergency or crisis services, outreach services, consultation and education programs, prevention programs, and health promotion activities. The student will be expected to perform all other required duties of a clinical mental health counselor at the practicum site, including keeping records, participating in supervision, making referrals, and attending in-service and staff meetings.

\_\_\_\_\_  
Site Supervisor

\_\_\_\_\_  
Faculty Supervisor

\_\_\_\_\_  
Practicum Student

### Practicum Supervision Schedule Spring 2020

Week of	Topic	Readings	Reminders/Scheduled Items
8/24	Orientation <i>Roles, Paperwork, Ethics</i>	JMU CMHC Handbook, NBCC Provision Distance Services	Review syllabus and class expectations.
8/31	Initial Interactions with Clients Intake and Risk Assessment	Juhnke, et al. (2007). Kahn, et al. (2001).	
9/7	The Process of Assessment Writing Case Notes	Cameron & Turtle-Song (2002).	<b>Practicum Goal Statement Due (A)</b> Weekly Review Due
9/14	Conceptualizing the Case		Weekly Review Due
9/21	Treatment Planning	Meyers, et al. (2000).	Weekly Review Due
9/28	Giving Feedback to Clients and Measuring Change	Prochaska & Velicer (1997).	Weekly Review Due
10/5	Counseling Ethics and Ethical Decision-Making	Forester-Miller & Davis (1996). ACA Code of Ethics (2014).	Weekly Review Due
10/19	Theoretical Grounding	Theory Sorter Posted on CANVAS	Weekly Review Due <b>Contextual Dimensions of Counseling (complete 7 items) Due Midsemester Self-Evaluation Due.</b>
10/26	Managing Noncompliance Working with Difficult Clients	Fauteux (2010).	Weekly Review Due
11/2	Cycle of Caring Counselor Self-Care	Skovolt (2005).	Weekly Review Due
11/9	Terminating with Clients	Roe, et al. (2006).	Weekly Review Due
11/16	Case Presentation		Weekly Review Due
11/30	Case Presentation		Weekly Review Due
12/7	Case Presentation		Weekly Review Due
12/14	Course Wrap-Up		<b>Final Evaluations Due</b> <i>All cases closed by 12/9 (unless written program approval obtained.)</i>

**Building Cultural Humility Workshops: 11/9 (12:45p to 4p) and 11/14 (12:45a to 4p).  
Process Group Mondays @ 4pm.**

	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
<b>4. Career Development:</b> Applies theories of career development across the lifespan, implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.	Does not meet expectations for level of training and experience when appraising the impact of work-related issues on mental health and wellness. Does not recognize the impact of work environment nor career identity on overall functioning.	Does not consistently meet expectations for level of training and experience when appraising the impact of work-related issues on mental health and wellness. Inconsistently recognizes the impact of work environment on overall functioning.	Meets expectations for level of training and experience when appraising the impact of work-related issues on mental health and wellness. Recognizes the impact of work environment on overall functioning.	Surpasses expectations for level of training and experience when appraising the impact of work-related issues on mental health and wellness. Recognizes the impact of work environment, career identity, and work-life balance on overall functioning.
<b>5. Helping Relationships:</b> Establishes and maintains effective counseling relationships.	Does not meet expectations for level of training and experience when demonstrating counseling skills during client work. Haphazardly employs counseling skills without regard to the client's needs, and without considering the selected theoretical approach.	Does not consistently meet expectations for level of training and experience when demonstrating counseling skills during client work. Recognizes the needs of the client and attempts to employ counseling skills, though these are not always consistent with the selected theoretical approach	Meets expectations for level of training and experience when demonstrating counseling skills during client work. Attends to the needs of the client, and attempts to incorporate new skills into existing repertoire. Uses counseling techniques that are consistent with the selected theoretical approach.	Surpasses expectations for level of training and experience when demonstrating counseling skills during client work. Interprets the interpersonal dynamics present and adapts to the needs of the client with appropriate pacing, reflections, effective use of questions, and appropriate use of self. Employs counseling techniques that are consistent with the selected theoretical approach.
<b>6. Group Counseling and Group Work:</b> Recognizes and positively influences intrapersonal and interpersonal dynamics when leading and co-leading groups. Applies group counseling strategies in developmentally appropriate ways.	Does not meet expectations for level of training and experience when leading and co-leading groups. Does not recognize individual issues that arise during group situations, and/or does not positively influence interpersonal dynamics. Does not demonstrate basic skills of blocking, drawing out, and diverting.	Does not consistently meet expectations for level of training and experience when leading and co-leading groups. Inconsistently recognizes individual issues that arise during group situations, and at times is able to positively influence interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting, though these are not consistently applied.	Meets expectations for level of training and experience when leading and co-leading groups. Recognizes individual issues that arise during group situations, and positively influences interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting.	Surpasses expectations for level of training and experience when leading and co-leading groups. Recognizes individual issues that arise during group situations, intervenes effectively, and positively influences interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting, in addition to advanced skills such as immediacy and process illumination/commentary.
<b>7. Assessment and Testing:</b> Gathers information to assess needs and next steps in the counseling process, including evaluation for	Does not meet expectations for level of training and experience when conducting assessments. Gathers	Does not consistently meet expectations for level of training and experience when conducting assessments. Gathers	Meets expectations for level of training and experience when conducting assessments. Gathers information to assess	Surpasses expectations for level of training and experience when conducting assessments. Gathers



serious and foreseeable harm and reporting requirements for abuse or neglect of children and vulnerable adults.	information to assess needs and next steps in the counseling process, though does not demonstrate knowledge and skill in the assessment of suicide/homicide risk and reporting requirements for abuse/neglect.	information to assess needs and next steps in the counseling process, though inconsistently demonstrates knowledge and skill in the assessment of suicide/homicide risk and reporting requirements for abuse/neglect.	needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/neglect.	information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/neglect. Makes treatment decisions that are informed by an assessment of this information. Uses supervision as appropriate.
<b>9. Counseling Programs Key Standard for JMU Clinical Mental Health Counseling Graduates:</b> Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy.	Does not meet expectations for level of training and experience in demonstrating the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Does not apply evidence-based interventions for prevention and treatment of a broad range of mental health issues, nor demonstrate skills for social justice and advocacy.	Does not consistently meet expectations for level of training and experience in demonstrating the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Does not consistently apply evidence-based interventions for prevention and treatment of a broad range of mental health issues, nor adequately demonstrate skills for social justice and advocacy.	Meets expectations for level of training and experience in demonstrating knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applies evidence-based interventions for prevention and treatment of a broad range of mental health issues, and demonstrates skills for social justice and advocacy.	Surpasses expectations for level of training and experience in demonstrating knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling, including applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, and demonstrating skills for social justice and advocacy.