



SCHOOL OF COUNSELING

COUN 690 COUNSELING PRACTICUM / ADVANCED CLINICAL INTERVENTION SKILLS

Term/Credits

Spring Term 2 / 2023

3 semester hours

Residency dates: Wed. to Sun. (May 24 – 28, 2023)

Instructor

Stephen Sharp, Ph.D., LCPC, LCMHC, NCC, ACS

ssharp@divinemercury.edu

Vision: The vision of the School of Counseling is to inspire global training of transformational leaders and social justice advocates who use counseling as an instrument of healing.

Mission: The mission of the Clinical Mental Health Counseling program is to teach and train graduates for community practice as competent, culturally sensitive, ethical, and morally sound professional counselors prepared to provide diagnosis and treatment of mental disorders and to effectively facilitate flourishing and personal transformation. Clinical Mental Health Counseling graduates are prepared to serve in their communities as advocates for social justice, and as service-oriented facilitators of mental health and wellness with a focus on the respect, dignity, and diversity of the person.

NOTE: KEEP A HARD COPY SYLLABUS! Many states require that students submit a copy of each course syllabus in order to document the completed educational content needed for licensure. Each syllabus submitted must be for the same course year in which the course was taken.

I. COURSE DESCRIPTION

COUN 690 Counseling Practicum/Advanced Clinical Intervention Skills provides students with an initial experience in delivering counseling services to diverse individuals, couples, families, and groups. This experience requires a minimum of 100 hours on site in a clinical placement setting, 40 of which must be direct service, face-to-face with clients conducting intake / assessments, treatment planning, and interventions. Students will participate in individual and group supervision in which they will review their counseling sessions for discussion and evaluation. Student performance is monitored throughout the course and includes a formal evaluation at the middle and end of the course. Students will be able to demonstrate the necessary clinical and ethical competencies in the areas of diagnostic interviewing and assessment, case conceptualization, diverse / cultural contextualization, goal setting, treatment planning, counseling intervention, and case management. The course begins with a 4-day residency to assess and deepen students understanding and practice of the needed professionalism and clinical skills for a counseling practicum. (3 credit hrs) (Pass/Fail)

Graduation Requirements: Practicum and Internship are the concluding courses in your educational journey to become a clinical mental health counselor. During these courses you will also need to meet the final requirements for graduation that are in addition to your academic courses:

1. During the second term of COUN 691 Counseling Internship 1, after you have taken COUN 620 Assessment and Testing across the Lifespan, you must take the Counselor Preparation Comprehensive Examination (CPCE) to pass the COUN 691 course. You will need to study to pass the CPCE. If you do not pass, you will have two (2) more attempts to pass the exam. You must pass the CPCE by the end of COUN 692.
2. During the COUN 692 Counseling Internship 2 you must have passed the CPCE and attend a counseling conference at sometime during your studies at DMU to pass the COUN 692 course and to graduate.
3. The COUN 500 Counseling Advisement Course has information on the CPCE and attendance at a counseling conference:
 - a. CPCE
 - i. Module: CPCE, NCE, and NCMHCE Examinations
 - ii. Page: Counselor Preparation Comprehensive Examination (CPCE)
 - b. Counseling Conference
 - i. Module: Professional Identity, Membership, and Liability Insurance
 - ii. Page: Upload Proof of Attendance Counseling Conference

Center for Trauma and Resiliency Studies (CTRS) Requirements: If you plan to join the CTRS summer immersion experience during this course, you must take the following steps.

1. Be approved by CTRS for the summer immersion experience
2. Fill out and follow the instructions of the CTRS Immersion Experience Approval Form. If you have any questions, please send them to cmhc@divinemercury.edu.

II. COURSE OBJECTIVES

| # | Course Objectives | Measures of Outcome | SOC Program Objectives, and CACREP Standards* |
|----|--|--|--|
| 1. | Complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum of 10-week academic term. | Mod#1-10 Site Supervision (A): Formal Staffing Consultation Mod#1-10 Faculty Group Supervision | SOC: 1, 2, 3, 4, 5 CACREP Section 3:F. |

| | | | |
|----|--|--|--|
| | | <p>(B): Formal Staffing Consultation</p> <p>Mod#1-10 Assignment: Time Log</p> <p>Mod#10 Site Supervisor Final Evaluation</p> <p>Mod#10 Student Evaluations: Self-Evaluation, Site Evaluation</p> <p>Mod#10 Faculty Group Supervisor Final Evaluation</p> | |
| 2. | Complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. | <p>Mod#1-10 Site Supervision (A): Formal Staffing Consultation</p> <p>Mod#1-10 Faculty Group Supervision (B): Formal Staffing Consultation</p> <p>Mod#1-10 Assignment: Time Log</p> <p>Mod#10 Assignment: Audio or Video Recorded Counseling Session</p> | <p>SOC: 1, 2, 3, 4, 5</p> <p>CACREP Section 3:G.</p> |
| 3. | Complete an average of one hour per week on on-site individual and/or triadic supervision. | <p>Mod#1-10 Site Supervision (A): Formal Staffing Consultation</p> <p>Mod#1-10 Assignment: Time Log</p> | <p>SOC: 1, 2, 3, 4, 5</p> <p>CACREP Section 3:H.</p> |
| 4. | Complete an average of 1.5 hours per week of group supervision by the course professor(s). | <p>Mod#1-10 Faculty Group Supervision (B): Formal Staffing Consultation</p> <p>Mod#1-10 Assignment: Time Log</p> | <p>SOC: 1, 2, 3, 4, 5</p> <p>CACREP Section 3:I.</p> |

| | | | |
|-----------|--|--|--|
| <p>5.</p> | <p>Demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and psychological assessments for case conceptualization, treatment planning, and caseload management.</p> | <p>Mod#1 Residency</p> <p>Mod#1-10 Site Supervision (A): Formal Staffing Consultation</p> <p>Mod#1-10 Faculty Group Supervision (B): Formal Staffing Consultation</p> <p>Mod#1-10 Assignment: Time Log</p> <p>Mod#2-4 Assignment: Synchronous in Skills Lab Meeting</p> <p>Mod#9-10 Assignment: Audio or Video Recorded Counseling Session</p> <p>Mod#8 Assignment: Written Case Conceptualization and Treatment Plan</p> <p>Mod#9 Assignment: Case Conceptualization Oral Presentation</p> <p>Mod#10 Assignment: Audio or Video Recorded Counseling Session</p> <p>Mod#10 Site Supervisor Final Evaluation</p> <p>Mod#10 Student Evaluations: Self-Evaluation</p> <p>Mod#10 Faculty Group Supervisor Evaluation</p> | <p>SOC: 1, 2, 3, 4, 5</p> <p>CACREP Section 2: F.5.h, i., k., m.</p> <p>Section 5: C.1.b, c., d., e.</p> <p>Section 5: C.2.b., c., d., m.</p> <p>Section 5: C.3.a., b.</p> |
| <p>6.</p> | <p>Apply a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of</p> | <p>Mod#1 Residency</p> <p>Mod#1-10 Site Supervision (A): Formal Staffing Consultation</p> | <p>SOC: 1, 2, 3, 4, 5</p> <p>CACREP Section 5: C.1.b., c.,</p> |

| | | | |
|----|---|--|---|
| | clinical supervision and multicultural concerns. | <p>Mod#1-10 Faculty Group Supervision (B): Formal Staffing Consultation</p> <p>Mod#2-4 Assignment: Synchronous in Skills Lab Meeting</p> <p>Mod#1-10 Assignment: Time Log</p> <p>Mod#8 Assignment: Written Case Conceptualization and Treatment Plan</p> <p>Mod#9 Faculty Group Supervision (B): Case Conceptualization Oral Presentation</p> <p>Mod#10 Assignment: Audio or Video Recorded Counseling Session</p> <p>Mod#10 Site Supervisor Final Evaluation</p> <p>Mod#10 Student Evaluations: Self-Evaluation</p> <p>Mod#10 Faculty Group Supervisor Evaluation</p> | <p>Section 2: F.2.c. F. 5.a., b., c., d., h.</p> |
| 7. | Demonstrate skill in the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems. | <p>Mod#1 Residency</p> <p>Mod#1-10 Site Supervision (A): Formal Staffing Consultation</p> <p>Mod#1-10 Faculty Group Supervision (B): Formal Staffing Consultation</p> | <p>SOC: 1, 2, 3, 4, 5</p> <p>CACREP Section 5: C.2.d.</p> |

| | | | |
|----|--|---|---|
| | | <p>Mod#1-10 Assignment: Time Log</p> <p>Mod#2-4 Assignment: Synchronous in Skills Lab Meeting</p> <p>Mod#8 Assignment: Written Case Conceptualization and Treatment Plan</p> <p>Mod#9 Faculty Group Supervision (B): Case Conceptualization Oral Presentation</p> <p>Mod#10 Assignment: Audio or Video Recorded Counseling Session</p> <p>Mod#10 Site Supervisor Final Evaluation</p> <p>Mod#10 Student Evaluations: Self- Evaluation</p> <p>Mod#10 Faculty Group Supervisor Final Evaluation</p> | |
| 8. | Demonstrate the ability to use procedures for assessing and managing high risk situations, impact of crisis and trauma, substance abuse disorders, and outcomes measurement. | <p>Mod#1 Residency</p> <p>Mod#1-10 Review of Better Outcomes Now or similar outcome measures.</p> <p>Mod#1-10 Site Supervision (A): Formal Staffing Consultation</p> <p>Mod#1-10 Faculty Group Supervision (B): Formal Staffing Consultation</p> <p>Mod#1-10 Assignment: Time Log</p> | <p>SOC: 1, 2, 3, 4, 5</p> <p>CACREP Section 5: C.2.d., e., f.</p> |

| | | | |
|----|--|---|---|
| | | <p>Mod#10 Assignment: Audio or Video Recorded Counseling Session</p> <p>Mod#10 Site Supervisor Final Evaluation</p> <p>Mod#10 Student Evaluations: Self-Evaluation</p> <p>Mod#10 Faculty Group Supervisor Evaluation</p> | |
| 9. | <p>Demonstrate strategies for applying professional ethics for mental health counseling, interfacing with the legal system and integrated behavioral health care professionals and advocating for persons with mental health issues of all cultures and diversity.</p> | <p>Mod#1 Residency</p> <p>Mod#1-10 Site Supervision (A): Formal Staffing Consultation</p> <p>Mod#1-10 Faculty Group Supervision (B): Formal Staffing Consultation</p> <p>Mod#1-10 Assignment: Time Log</p> <p>Mod#2-4 Assignment: Synchronous in Skills Lab Meeting</p> <p>Mod#9 Faculty Group Supervision (B): Oral Case Presentation</p> <p>Mod#8 Assignment: Written Case Conceptualization and Treatment Plan</p> <p>Mod#10 Site Supervisor Final Evaluation</p> <p>Mod#10 Student Evaluations: Self-Evaluation</p> | <p>SOC: 1, 2, 3, 4, 5</p> <p>CACREP Section 5: C.2.b., c., d., e.</p> <p>Section 5: C.2.f., l.</p> <p>Section 2: F.3.i.</p> |

| | | | |
|------------|---|--|---|
| | | Mod#10 Faculty Group Supervision Final Evaluation | |
| 10. | Exhibit an approach to clinical practice informed by the moral, spiritual, and human values of a Catholic-Christian view of the person. | <p>Mod#1 Residency</p> <p>Mod#2-10 Faculty Group Supervision (B): Formal Staffing Consultation</p> <p>Mod#8 Assignment: Written Case Conceptualization and Treatment Plan</p> <p>Mod#9 Faculty Group Supervision (B): Case Conceptualization and Treatment Plan Oral Presentation</p> <p>Mod#2-10 Assignment: Time Log</p> <p>Mod#2-4 Assignment: Synchronous in Skills Lab Meeting</p> <p>Mod#10 Assignment: Audio or Video Recorded Counseling Session</p> <p>Mod#10 Site Supervisor Final Evaluation</p> <p>Mod#10 Faculty Group Supervisor Final Evaluation</p> <p>Mod#10 Student Evaluations: Self-Evaluation</p> | <p>SOC: 1, 2, 3, 4, 5</p> <p>CACREP Section 5: C.1.b., c. C.2.j.</p> <p>Section 2: F.2.d., f., g., h. F.3.i.</p> |
| KPI | #1 Integrate aspects of ethical professional functioning to develop a professional counselor identity. | 90% of students will achieve a Meets Expectations / Demonstrates Competencies (4) ratings or above on the COUN 690 Final Practicum Site Supervisor Evaluation section Counseling Dispositions & Behaviors. | Section 2.F.1.i. Understand the ethical standards of professional counseling organizations and credentialing bodies and apply ethical and legal considerations in professional counseling. |

| | | | |
|------------|--|--|--|
| | | [Knowledge, Skills, Disposition] | |
| KPI | #2 Apply multicultural competencies in all aspects of professional practice. | 90% of students will achieve Meets Expectations / Demonstrates Competencies (4) ratings on the Final COUN 690 Site Supervisor Evaluation section Counseling Dispositions & Behaviors, item: F Multicultural Competence in Counseling Relationship) [Knowledge, Skills, Disposition] | Section 2.F.2.c. Understand and apply multicultural (diverse) counseling competencies. |
| KPI | #3 Apply theories of human growth and development in all aspects of professional practice in diverse societies. 12# Evaluate clients' personal, social, and spiritual resources for promoting resiliency, healing, and flourishing informed by the holistic vision of the Catholic Christian Metamodel of the Person (CCMMP) in all aspects of professional practice. | .90% of students will achieve Meets Expectations / Demonstrates Competencies (4) ratings or above on the Final COUN 690 Site Supervisor Evaluation section Counseling Dispositions & Behaviors items 2.F Multicultural Competence in Counseling Relationship (self-awareness) and 2.H Motivated to Learn & Grow / Initiative [Disposition] | Section 2.F.3.i. Understand and apply ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan |
| KPI | #5 Apply the historical, philosophical, and theoretical foundations of the counseling profession in all aspects of professional practice. | 80% of students will achieve a Proficient or above score on the COUN 690 Residency Juried Demonstration Counseling Skills rubric [Skills] | Section 2.F.5.g. essential interviewing, counseling, and case conceptualization skills |
| KPI | #6 Apply theoretical and experiential group approaches in all aspects of professional practice with diverse clients. | 80% of students will have a group counseling experience in their clinical placements. [Skills] | Section 2.F.6.b. dynamics associated with group process and development |
| KPI | #7 Apply multiculturally competent psychological measurement theories and concepts in the assessment and evaluation of diverse clients. | 80% of students will have assessment experience in their clinical placements [Knowledge, Skills] | Section 2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results |
| KPI | #10 Apply principles and models of assessment, case conceptualization, and treatment for working with diverse individuals, couples, families, and communities from a systems perspective. | 80% of students will achieve a Proficient or above score on the COUN 690 Residency Juried Demonstration Counseling Skills rubric [Knowledge, Skills, Dispositions] | Section 5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues |

*SOC = School of Counseling Program Objectives, listed below; CACREP = Council for Accreditation of Counseling and Related Educational Programs standards, Section 2, eight common core areas of all entry-level counselor education graduates, and Section 5, entry-level specialty area, Clinical Mental Health Counseling.

Program Objectives

Graduates of the DMU School of Counseling Clinical Mental Health Counseling program will be able to:

1. Exhibit a vibrant professional counselor identity with the foundational knowledge and skills of the profession.
2. Enter the client's life narrative with compassion and respect.
3. Develop person-centered, comprehensive case conceptualization for effective treatment planning.
4. Employ basic social and behavioral sciences, a habit of evidential reasoning, and the multiple roles of professional counseling to promote human flourishing.
5. Embody a vision of the flourishing person that inspires them, as professional counselors, and their clients to have courage to trust, hope and love.

III. COURSE TEXTBOOKS AND MATERIALS

A. Required

American Psychiatric Association. (2014). *Diagnostic and statistical manual of mental disorders: DSM-5*. Washington: American Psychiatric Publishing. (Available free - digitally DMU Library) <https://dsm-psychiatryonline-org.divinemercy.idm.oclc.org/doi/book/10.1176/appi.books.9780890425596> (DSM-5-TR is also an acceptable version of the DSM-5 and is available free through the DMU library digitally - <https://dsm-psychiatryonline-org.divinemercy.idm.oclc.org/doi/book/10.1176/appi.books.9780890425787>)

De Jong, P., & Berg, I. K. (2013). *Interviewing for solutions* (4th Ed.). Belmont, CA: Cengage Learning. [Text from COUN 580]

Duncan, B. (2014). *On Becoming a Better Therapist: Evidence-Based Practice One Client at a Time* (2nd ed.) [Text from COUN 630]

Hodges, S. (2019). *The counseling practicum and internship manual: A resource for graduate counseling students* (3rd ed.). New York: Springer Pub. Co.

Pearson, Q.M. (2004). Getting the most out of clinical supervision: Strategies for mental health. *Journal of Mental Health Counseling*, 26(4), 361-373.

Reichenberg, L. & Seligman, L. (2016). *Selecting Effective Treatments: A Comprehensive, Systematic Guide to Treating Mental Disorders* (5th ed.) [Text from COUN 630]

Shea, S. C. (2016). *Psychiatric Interviewing: The art of understanding a practical guide for psychiatrists, psychologists, counselors, social workers, nurses, and other Mental Health Professionals* (3rd ed.) [Text from COUN 630]

Zuckerman, E. L. (2019). *Clinician's thesaurus: The guide to conducting interviews and writing psychological reports* (8th ed.). New York, NY: The Guilford Press.

DMU SOC CMHC Program Handbook on COUN 500 Counseling Advisement

Additional readings as assigned on the class website.

B. Recommended

American Psychiatric Association. (2014). *Desk reference to the diagnostic criteria from DSM-5*. Washington: American Psychiatric Publishing.

IV. COURSE REQUIREMENTS

A. Class Attendance and Participation

1. The DMU CMHC program is delivered to students primarily in an online, asynchronous modality; however, portions of this program require synchronous interaction, and additional in-person residency attendance.
2. Attendance in the online classroom is required. Students must post as directed in the online classroom each week. Assignments must be posted on or before due dates.

B. Assigned Readings

1. Readings must be read as assigned on the reading schedule in order for the class to “be on the same page” and to facilitate discussions.
2. Additional readings may be provided by email or announcements for a specific module.

C. Residency Behavior Assessment is assigned in Module 1. This assessment will evaluate the student’s performance in the following areas: Ethical Relationships, Group Work, and Engagement (10), Counseling Skills (15), and Professional Identity and Behavior (15). This assessment is worth 40 points.

- i. 1.25 points Criteria: The student was open, considerate, and engaging with cohort and faculty in assignments and role plays and contributed to a positive client during the residency. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- ii. 1.25 points Criteria: The student attended all components of the residency in full, was attentive to punctuality, and engaged in all segments of the residency (i.e., did not “check out”). (Mastery) – Student demonstrated the criteria appropriately and consistently.
- iii. 1.25 points Criteria: The student was motivated to form relationships with others, was responsive to feedback without defensive posturing, and demonstrated an understanding/awareness of his or her effect on others. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- iv. 1.25 points Criteria: The student stayed on task without digressing or engaging in distracting or negative behaviors such as gossiping, texting, working on a laptop, or making derogatory remarks. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- v. 1.25 points Criteria: The student demonstrated a basic understanding of group cohesion and effective group membership skills; effectively participated as group member; did not interrupt while others had the lead or otherwise engaged

in distracting behaviors within the group. (Mastery) – Student demonstrated the criteria appropriately and consistently.

- vi. 1.25 points Criteria: The student identified and resolve the important legal/ethical issues and ethical dilemmas and demonstrated higher order thinking skills (HOTS) in the process. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- vii. 1.25 points Criteria: The student is respectful and courteous, exhibiting a professional demeanor when interacting with others while establishing appropriate professional boundaries. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- viii. 1.25 points Criteria: The student is knowledgeable regarding professional counseling code of ethics, demonstrates respect for religious and spiritual traditions, and has thoughtful consideration of all diversity issues/matters. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- ix. 3 points Criteria: The student counselor used good eye contact; demonstrated positive attending behaviors. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- x. 3 points Criteria: The student counselor’s body language was open, relaxed, and oriented to the client. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xi. 3 points Criteria: The student counselor demonstrated appropriate reflective listening, open-ended questions, paraphrasing, and summarization. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xii. 3 points Criteria: The student counselor was non-judgmental, as evidenced by genuine positive regard and other counselor qualities: empathetic, warm, and genuine; avoids blaming, judging, analyzing, and interrogating. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xiii. 3 points Criteria: The student counselor demonstrated components of appropriate boundary-setting (e.g. self-disclosure, physical contact [i.e., touch], use of language, clothing, and proximity of therapist and client during sessions). (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xiv. 1.66 points Criteria: Student was open to personal growth, as evidence by openness to new ways of behaving, thinking, feeling, and appropriate self-assessment, and demonstrated professional alliance with the counseling field with references to self as counseling student, et cetera. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xv. 1.66 points Criteria: Student was appropriately self-revealing, as evidenced by willingness to “open up” and reveal how he or she really thinking and feels when appropriate; not unduly closed, secretive, or defensive and not disposed to inappropriate or excessive self-disclosure. (Mastery) – Student demonstrated the criteria appropriately and consistently.

- xvi. 1.66 points Criteria: Student demonstrated sensitivity and flexibility, as evidenced by being mindful of others' feelings; treats others with respect; non-demeaning while taking things in stride, not rigid or demanding. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xvii. 1.67 points Criteria: Student was self-directed, as evidenced by motivation, commitment to learning, and doing more than the minimum, et cetera. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xviii. 1.67 points Criteria: Student demonstrates a professional orientation, as evidenced by professional values including: preparedness, attire, personal boundaries, responsibility, motivation, and genuine positive regard for all. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xix. 1.67 points Criteria: Student demonstrates behavioral and emotional maturity: reactions are situationally appropriate; no evidence of inappropriate transference to situations or people by reacting with undue anger, frustration, hostility, hysteria, anxiety, panic, or dissociation. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xx. 1.67 points Criteria: Student demonstrated effective cognitive and verbal skills: demonstrates ability to express concepts clearly without rambling, distortion, or obfuscation; uses vocabulary correctly. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xxi. 1.67 points Criteria: Student demonstrates effective skills for developing and understanding principles: ability to formulate principles and generalizations from his or her experiences and works to diminish personal biases. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- xxii. 1.67 points Criteria: Student demonstrates application of new learning: ability to learn and integrate new information. (Mastery) – Student demonstrated the criteria appropriately and consistently.

D. Juried Demonstration of Skills monitored by faculty. Students will be scored with a rubric that includes all of the skills presented throughout the program to date. This activity is worth 80 points.

E. Supervision B: Formal Staffing Consultation

- 1. Participation in three-hours of weekly synchronous group supervision is required. The first 90-minutes focuses on different aspects of the practicum experience. The second 90-minutes students will practice counseling skills, meet in small groups, or continue the discussions begun in supervision. Activities during the first 90-minutes include reviewing counseling sessions students have engaged in during the practicum experience and informal case conceptualizations. The synchronous formal staffing consultation sessions are worth 20 points each.
 - i. 7 points Criteria: Preparation – Arrives to the meeting on time and is prepared to discuss 'hot cases' and practicum activities. (Mastery) – Student demonstrated the criteria appropriately and consistently with a professional demeanor.

- ii. 7 points Criteria: Participation – Actively participates in the discussion and participation contributes to the professional growth of the group. (Mastery) – Student demonstrated the criteria appropriately and consistently with a professional demeanor.
- iii. 6 points Criteria: Professionalism – Demonstrates a professional demeanor with the supervisor / instructor and fellow colleagues. (Mastery) – Student demonstrated the criteria appropriately and consistently with a professional demeanor.

F. Synchronous Skills Lab Video Recordings are assigned in Modules 2, 3, and 4 and will occur during the second 90-minute segment of the synchronous group meetings. Students will use Zoom to meet synchronously with their triad and complete the role-play sessions that focus on a specific skill. Each person in the triad will have the chance to play each role once: Counselor, client, and observer. Students will submit their video recording created from the session in which they are the counselor. These video labs are worth 30 points each.

- i. 10 points Criteria: Demonstrate characteristics of a counselor including body language, eye contact, voice tone, following the flow of client’s narrative, etc. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- ii. 10 points Criteria: Demonstrate the skills of the week. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- iii. 10 points Criteria: Demonstrate the ability to move the counseling process forward. (Mastery) – Student demonstrated the criteria appropriately and consistently.

G. Verbatim will be created based on the role-play session students complete in their triads during Module 2. A verbatim is word-for-word documentation of what has been said by the student and the “client”. The verbatim will reflect 15 minutes of the recorded video. The verbatim is worth 30 points and will address the following:

- i. 10 points Pertinent Information (Mastery) – Student includes sufficient information about the client, outlining the purpose of the session; includes sufficient information about appropriate handouts and pertinent observations about the client.
- ii. 10 points Verbatim Table (Mastery) – Table is representative of 15 minutes of the recorded session. Key elements from the conversation are included in the table. Clear identification of Counselor intentions and helpfulness and Client reactions and helpfulness.
- iii. 10 points Reflection (Mastery) - Thoughtful and reflective analysis on session; appropriate and insightful consultative questions identified; questions, concerns, or issues for supervisor demonstrate critical thinking and professional counselor identity development.

H. Time Logs are to be completed each week. The time log is an essential tool that students will use to track their practicum hours. Time long submissions are worth 10 points each.

- i. 7 points Accuracy (Mastery) - Provides sufficient detail of practicum hours and activities.
- ii. 3 points Timely (Mastery) – Time log is kept up to date and completed on time.

I. Final Time Log is completed in Module 10. The final time log is worth 30 points.

- i. 21 points Accuracy (Mastery) - Provides sufficient detail of practicum hours and activities.
- ii. 9 points Timely (Mastery) – Time log is reflective of all practicum hours and completed on time.

J. Formal Case Conceptualization is due in Module 8. Students will use the Case Conceptualization Presentation Outline to develop a comprehensive case conceptualization based on a client they have been working with during their practicum experience. Students address all of the required components of the presentation outline. Through this formal comprehensive case conceptualization, students need to demonstrate that they are confident in their conceptualization of the case. This assignment is worth 100 points.

- i. 45 Clear: Main Idea (Mastery) - Provides a thorough response to the required components in the Case Conceptualization Presentation Outline; Goes beyond what is required in some meaningful way (ideas contribute to a new dimension to the case; makes connections to the counseling literature outside of the provided resources); Is substantive and scholarly (making connections to the literature/resources) and includes connections to the CCMMP.
- ii. 8 points Treatment Planning: Diagnosis (Dx) (Mastery) - Primary Dx is well-supported / defensible and developed primary diagnosis / and secondary diagnoses if appropriate. Dx names and codes correct.
- iii. 8 points Treatment Planning: Goals of Tx (Mastery) – Goals of Tx are appropriate for case conceptualization and Dx. Goals are feasible and sufficient to address counseling issues. Client involvement in setting goals is evident.
- iv. 8 points Treatment Planning: Objectives of Tx (Mastery) – Objectives support the Tx plan goals and provide incremental, linear, measurable steps leading to achieving goals. Each goal has listed objectives.
- v. 8 points Treatment Planning: Assessment (Mastery) – Evidence of a clear understanding of the client and the environmental context of the problems. Used or suggests relevant methods of assessment including use of or suggesting specific measures.
- vi. 8 points Intervention (Mastery) – Interventions are appropriate and specific to the client at this point in time. Interventions are supported by empirical literature or professional literature.
- vii. 8 points Prognosis (Mastery) – Uses empirical literature, client history, and motivational levels to formulate a prognosis.
- viii. 7 points Correct: Grammar - Proper length; No grammar errors (spelling, punctuation, etc.); Proper APA citations with no more than 1 error

K. Oral Case Conceptualization Presentation is based on the case conceptualizations developed in Module 8. In Module 9, students will orally present their formal case conceptualizations at a time determined by the Instructor. The oral case conceptualization presentation is worth 50 points.

- i. 15 points Organization (Mastery) - Presents information in logical, interesting sequence.
- ii. 15 points Subject Knowledge (Mastery) – Demonstrates strong knowledge base, able to answer questions with elaboration.
- iii. 7.5 points Eye Contact (Mastery) - Holds attention of entire group with the use of direct eye contact, seldom looking at notes.
- iv. 7.5 points Poise (Mastery) - Displays relaxed, self-confident nature about self, with ease in handling any problems.
- v. 5 points Assesses Understanding (Mastery) - Provides time for feedback, asks higher level questions, assesses level of understanding, and clarifies misunderstandings.

L. Audio or Video Recorded Counseling Session or Practicum Site Supervisor Live Observation Evaluation is due in Module 10. Students will submit their completed recording (or form) to Tevera. The recording / live observation is worth 50 points.

- i. 17 points Criteria: Demonstrate characteristics of a counselor including body language, eye contact, voice tone, following the flow of client’s narrative, etc. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- ii. 17 points Criteria: Demonstration of counseling skills. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- iii. 16 points Criteria: Demonstrate the ability to move the counseling process forward. (Mastery) – Student demonstrated the criteria appropriately and consistently.

M. Student Evaluations are to be completed and submitted using Tevera in Module 10. Students are responsible for submitting the following final evaluations: Site Supervisor evaluation, student evaluation of site supervisor, student site evaluation, and student self-evaluation. Evaluation submissions are worth 30 points each.

N. Faculty Group Supervisor Evaluation will complete a final evaluation on students’ performance throughout the practicum course. The Faculty supervisor’s evaluation is worth 100 points.

V. GRADING

Note: Each assignment in this course will receive a numeric grade as outlined below; however, this course is graded on a pass / fail basis. Students must earn a minimum of 86% on each assignment in order to receive a grade of Pass in this course.

| | | | | | | |
|-------------|------------|------------|------------|------------|------------|------------|
| A | A- | B+ | B | B- | C+ | C |
| 940 to 1000 | 920 to 939 | 900 to 919 | 860 to 899 | 840 to 859 | 820 to 839 | 780 to 819 |

| | | | | | | |
|------------|------------|------------|------------|----------|------------|------------|
| C- | D+ | D | D- | F | W | I |
| 760 to 779 | 740 to 759 | 700 to 739 | 680 to 699 | 0 to 679 | Withdrawal | Incomplete |

| Requirement | Items | Item Points | Total Points | Hours |
|----------------------------|------------------------------------|--------------------|---------------------|--------------|
| Assigned Readings | | | | 31.82 |
| 1 | De Jong, P., & Berg, I. K. | | | 12.35 |
| 2 | Hodges, S. | | | 4.62 |
| 3 | Other assigned resources | | | 14.85 |
| Written Assignments | | | | 111.5 |
| 1 | Verbatim | 1 | 30 | 2.5 |
| 2 | Time Logs (Practicum hours) | 9 | 10 | 100.0 |
| 3 | Written and Oral Case Presentation | 1 | 100 / 50 | 3.0 |
| 4 | Student Site Evaluation | 1 | 30 | 1.0 |
| 5 | Student Site Supervisor Evaluation | 1 | 30 | 1.0 |
| 6 | Student Self-Evaluation | 1 | 30/30 | 2.0 |

| | Requirement | Items | Item Points | Total Points | Hours |
|----------|---|--------------|--------------------|---------------------|---------------|
| | Midterm/final | | | | |
| 7 | Supervisor's Evaluation | 1 | 30 | 30 | .25 |
| 8 | Faculty Supervisor Evaluation | 1 | 100 | 100 | .25 |
| 9 | Audio or Video Recorded Counseling Session | 1 | 50 | 50 | 1.5 |
| 3 | Final Time log | 1 | 30 | 30 | |
| | Video Assessments | | | 90 | 14 |
| 1 | Synchronous Skills Lab Video Recordings | 3 | 30 | 90 | 14 |
| | Synchronous Supervision | | | 180 | 20 |
| 1 | Supervision B: Formal Staffing Consultation | 9 | 20 | 180 | 20 |
| | Residency Participation | | | 120 | 38 |
| | Residency | | | | 38 |
| 1 | Professional Behavior | | 40 | 40 | |
| 2 | Juried Demonstration of Skills | 1 | 80 | 80 | |
| | Totals | | | 1000 | 215.32 |

VI. SCHOOL OF COUNSELING POLICIES (Please review your Program Handbook for all policies. These are only listed to highlight key policies for this course)

METHODS OF INSTRUCTION

The SOC CMHC program curriculum is delivered mostly online with both asynchronous and synchronous components. The following methods of instruction may be employed:

- Synchronous Instruction: students and faculty will engage in “real-time” using a variety of technology such as chat rooms, web-based conferencing, telephone and during in-person residencies.
- Asynchronous Instruction: student-centered, student-managed facilitation of exchanging information and instructional materials outside of the constraints of “real-time” meetings between students and faculty.
- Reading assignments
- Lecture
- Academic Class Discussion
- Video/Audio Material: students are required to review video material as assigned.
- Demonstration of Skills
- Role Play
- Written Assignments/Papers
- Research Activities
- Quizzes, examinations, and assessment of student learning
- Learning Activities: students are required to engage in critical thinking activities.
- Group Work
- Presentations
- Residencies: Residencies are embedded in three courses across the program.
- Interactive Multimedia
- Clinical Placement in Practicum and Internship courses only.

ACADEMIC INTEGRITY

“Integrity” is a character quality of holding ourselves to strong moral principles and simply maintaining honesty. Academic integrity is synonymous with academic honesty. Academic honesty is expected of all students at DMU in all papers, examinations, transcripts, record keeping, and documentation of clinical experience. Possible sanctions for academic dishonesty include, but are not limited to: grade penalties including course failure, loss of registration privileges, disqualification and dismissal from the institution.

Academic integrity entails a respect and reverence for knowledge as a human good and for the whole academic process, by which that knowledge is pursued and transmitted. Specifically, it entails honesty in all of one’s academic dealings. Students at DMU therefore, shall not engage in or tolerate acts of academic dishonesty. These acts include, but are not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act or attempt to commit an act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior

ACADEMIC INTEGRITY

permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment).

LATE ASSIGNMENT ACCEPTANCE POLICY

In an effort to develop high professional standards, no late work **without deductions** will be accepted unless prior arrangements have been made with the instructor. All requests and approvals for extensions must be documented via email at least one week prior to the due date for the work. Outside of this, no late work will be accepted **without deductions** unless the circumstances are dire and unusual.

If you miss an online course meeting or session of a residency, you must notify the instructor as soon as possible and you are responsible for finding out from the course schedule/syllabus, or a classmate what material was covered and what homework was assigned. You cannot submit assignments late because you missed the online course meeting or session of a residency when the assignment was given or when the assignment was due.

Online assigned work is due at 11:59 pm Eastern USA Time or at the beginning of the session of a residency on the date due. Primary discussion posts are due Saturdays at 3:00 pm Eastern USA Time.

- Assignments: (quiz, vignette, recordings, papers, etc.): No make-ups, no late work accepted **without deductions** unless pre-arranged as noted above.
- Exams: Make-ups only when scheduled/approved in advance.
- Discussion posts: If primary discussion posts (due on Saturdays at 3:00 pm Eastern USA Time) are submitted after the due date, they will receive the 10% per day late deduction for up to four days. No discussion responses will be graded after their due date (Monday, 11:59 pm Eastern USA Time).

Please see the M.S in Counseling Clinical Mental Health Counseling Program Student Program Handbook for more details.

STUDENTS WITH SPECIAL NEEDS

If you are a student who has or thinks you may have special needs, you are encouraged to contact the Disability Support Services, located in the Enrollment Services Office (DSS@divinemersey.edu, ext. 114), regarding accommodations. This office welcomes the opportunity to talk with students about their individual situation so students can make an informed decision about whether or not to seek accommodations. In compliance with the Americans with Disabilities Act (ADA) the University is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability must provide supporting documentation to the Disability Support Services at the

STUDENTS WITH SPECIAL NEEDS

beginning of the first semester. Once documentation is complete, the student should inform the instructor directly during the first week of classes about accommodations made for each class.

SYLLABUS CHANGE POLICY

This syllabus is a guide for the course and is subject to change with advanced notice.

VII. CLASS SCHEDULE AND ASSIGNMENTS

Abbreviations for readings:

De Jong & Berg: *Interviewing for solutions*

Hodges: *The counseling practicum and internship manual: A resource for graduate counseling students.*

| Module / Week | Topic | Author | Reading | Graded Assignments |
|---------------|---|--|---|--|
| 1 | Residency: Review of Helping Skills and Beginning Practicum | SOC American Psychiatric Association. (2014) American Psychiatric Association. (2013) De Jong, & Berg | Syllabus Residency Schedule Case Vignettes Diagnostic and statistical manual of mental disorders: DSM-5 Desk Reference to the diagnostic criteria from DSM-5. <i>Interviewing for Solutions</i> <ul style="list-style-type: none">• Chapter 1. From Problem Solving to Solution Building• Chapter 2. Solution Building: The Basics• Chapter 3. Skills for Not Knowing and Leading from One Step Behind | Residency Looking Ahead: Triads, Skills Lab Videos, and Verbatims |

| Module / Week | Topic | Author | Reading | Graded Assignments |
|---------------|-------|--|--|--------------------|
| | | <p>Pearson, Q.M. (2004).</p> <p>Payne, H. (2017).</p> <p>Heart and Soul of Change Project. (2017).</p> <p>Divine Mercy University. (2017).</p> <p>De Jong, P., & Berg, I. K. (2008).</p> | <p>Getting the most out of clinical supervision: Strategies for mental health.</p> <p>Triadic labs: Zoom recordings.</p> <p>ORS and SRS forms</p> <p>Informed consent</p> <p>Clip 1: <i>Getting Started</i>. In <i>Interviewing for solutions</i> (4th ed.). [Video]</p> <p>Clip 2: <i>Co-constructing goals</i>. In <i>Interviewing for solutions</i> (4th ed.). [Video]</p> <p>Clip 3: <i>Moving to a solution</i>. In <i>Interviewing for solutions</i> (4th ed.). [Video]</p> <p>Clip 5: <i>End-of-session feedback</i>. In <i>Interviewing for solutions</i> (4th ed.). [Video]</p> <p>Clip 7: <i>Scaling progress</i>. In <i>Interviewing for solutions</i> (4th ed.). [Video]</p> <p>Clip 19: <i>What has been helpful?</i> In <i>Interviewing for solutions</i> (4th ed.). [Video]</p> | |

| Module / Week | Topic | Author | Reading | Graded Assignments |
|---------------|-------|--|---|--------------------|
| | | Microtraining Associations (Producer). (2011). | <i>An overview of feedback informed treatment (FIT).</i> [Video]. | |
| | | Microtraining Associations (Producer). (2011). | <i>What does FIT look like in practice?</i> [Video]. | |

| Module / Week | Topic | Author | Reading | Graded Assignments |
|---------------|-------------------------|---|---|--|
| 2 | The Gift of Supervision | De Jong & Berg Hodges Duncan & Johnson Duncan & Johnson Psychotherapy.net (Producer). (2006). | <i>Interviewing for Solutions</i> <ul style="list-style-type: none"> Chapter 13. Agency, Group, and Organizational Practice Chapter 14. Applications <ul style="list-style-type: none"> Reading 1: Changing Minds, Changing Lives <i>The counseling practicum and internship manual: A resource for graduate counseling students</i> <ul style="list-style-type: none"> Chapter 6. Models of Supervision: Classroom and Site Supervision Session Rating Scale (SRS V.3.0) Outcomes Rating Scale Verbatim form [doc] Example Completed Verbatim [PDF] Helpers Intentions List [PDF] Observation form [doc] <i>Irvin Yalom: Live case conceptualization.</i> [Video] | Supervision B: Synchronous Meeting: Formal Staffing Consultation: Supervision Synchronous in Skills Lab Meeting: Video and Verbatim Time Log |

| Module / Week | Topic | Author | Reading | Graded Assignments |
|---------------|-------|--|--|--------------------|
| | | Microtraining Associates (Producer). (2014). | <i>The supervision question: An essential tool for supervision accountability.</i> [Video] | |

| Module / Week | Topic | Author | Reading | Graded Assignments |
|---------------|----------------------------|---|---|--|
| 3 | The Responsible Supervisee | De Jong & Berg Hodges Duncan & Johnson Payne, H., Keyes, B., & Sharp, S. (2018). | <i>Interviewing for Solutions</i> <ul style="list-style-type: none"> Chapter 4. Getting Started: How to Pay Attention to What the Client Wants Chapter 5. How to Amplify What Clients Want: The Miracle Question <i>The counseling practicum and internship manual: A resource for graduate counseling students</i> <ul style="list-style-type: none"> Chapter 3. Ethical and Legal Issues Chapter 4. Clinical Issues in Practicum / Internship Chapter 5. Clinical Writing and Documentation in Counseling Records Outcome Rating Scale Session Rating Scale Observation form (doc) <i>Understanding the Business of Your Practicum Site.</i> [Video] Clip 2: <i>Co-constructing Goals.</i> [Video] | Supervision B: Synchronous Meeting: Formal Staffing Consultation: The Profession of Counseling, Expectations, and Ethics Synchronous in Skills Lab Meeting: Video Time Log |

| Module / Week | Topic | Author | Reading | Graded Assignments |
|---------------|-------|---|---|--------------------|
| | | De John & Berg. (2008). Microtraining Associates (Producer). (2005). | <i>Solution-Focused Brief Counseling: An Actual Interview with a Child.</i> [Video] | |

| Module / Week | Topic | Author | Reading | Graded Assignments |
|---------------|---|--|--|---|
| 4 | Using Feedback in Therapy and Supervision | De Jong & Berg Hodges Duncan & Johnson Duncan & Johnson De John & Berg (2008). | <i>Interviewing for Solutions</i> <ul style="list-style-type: none"> • Chapter 6. Exploring for Exceptions: Building on Client Strengths and Successes • Chapter 7. Formulating Feedback for Clients <i>The counseling practicum and internship manual: A resource for graduate counseling students</i> <ul style="list-style-type: none"> • Review Chapter 4. Clinical Issues in Practicum / Internship • Review Chapter 5. Clinical Writing and Documentation in Clinical Records Outcome Rating Scale Session Rating Scale Observation form (doc) Clip 4: <i>Team Discussion.</i> [Video] Clip 5: <i>End-of-session Feedback.</i> [Video] Clip 7: <i>Scaling Progress.</i> [Video] | Supervision B: Synchronous Meeting: Formal Staffing Consultation: Providing feedback to clients, Diagnosis vs non-diagnosis, and treatment planning Synchronous in Skills Lab Meeting: Video Time Log Looking Ahead: Mid-Course Evaluations |

| Module / Week | Topic | Author | Reading | Graded Assignments |
|---------------|-------|---|---|--------------------|
| | | Payne, H., Keyes, B., & Sharp, S. (2018). | <i>Taking Session Notes: During or After a Session?</i> [Video] | |

| Module / Week | Topic | Author | Reading | Graded Assignments |
|---------------|--|--|--|--|
| 5 | Appraising Client Progress and Behaviors | De Jong & Berg Duncan & Johnson Duncan & Johnson American Psychological Association (Producer). (2000). | <i>Interviewing for Solutions</i> <ul style="list-style-type: none"> • Chapter 8. Later Sessions: Finding, Amplifying, and Measuring Client Progress • Chapter 11. Evidence Base • Chapter 14. Applications <ul style="list-style-type: none"> ○ Reading 7, Solution-Focused Supervision: Lessons from Insoo Kim Berg ○ Reading 8, “Solutions 4 Reading” – Creating a Group of SF Champions in a Local Government Authority in the United Kingdom Observation Form (doc) Outcome Rating Scale Session Rating Scale (V.3.0) <i>Responding Therapeutically to Patient Expression of Sexual Attraction.</i> [Video] | Supervision B: Synchronous Meeting: Formal Staffing Consultation: The Action Stage, Measuring Client Progress, Sexual Attraction, and Ethics Instructor’s Discretion: Synchronous Meeting Time Log Assignment: Mid-Course Evaluation |

| Module / Week | Topic | Author | Reading | Graded Assignments |
|----------------------|---|---------------|-------------------|--|
| 6 | Developing Your Professional and Clinical Presence, Insight, and Action | | Toolbox Resources | Supervision B: Synchronous Meeting: Formal Staffing Consultation: Issues Related to Family Instructor's Discretion: Synchronous Meeting Time Log |

| Module / Week | Topic | Author | Reading | Graded Assignments |
|----------------------|---|---------------|-------------------|--|
| 7 | Developing Your Professional and Clinical Presence, Insight, and Action | | Toolbox Resources | Supervision B: Synchronous Meeting: Formal Staffing Consultation: Issues Related to Family Instructor's Discretion: Synchronous Meeting Time Log |

| Module / Week | Topic | Author | Reading | Graded Assignments |
|----------------------|---|---------------|-------------------|--|
| 8 | Developing Your Professional and Clinical Presence, Insight, and Action | | Toolbox Resources | Supervision B: Synchronous Meeting: Formal Staffing Consultation: Dealing with Suicide Instructor's Discretion: Synchronous Meeting Assignment: Written Case Conceptualization and Treatment Plan Time Log |

| Module / Week | Topic | Author | Reading | Graded Assignments |
|---------------|-------|--------|---------|--------------------|
| | | | | |

| Module / Week | Topic | Author | Reading | Graded Assignments |
|---------------|---|--------|-------------------|--|
| 9 | Developing Your Professional and Clinical Presence, Insight, and Action | | Toolbox Resources | Supervision B: Synchronous Meeting: Formal Staffing Consultation: Case Conceptualization Oral Presentations Time Log Looking Ahead: Final Evaluations |

| Module / Week | Topic | Author | Reading | Graded Assignments |
|---------------|---|--------|---|--|
| 10 | Developing Your Professional and Clinical Presence, Insight, and Action | | Toolbox Resources Supervisor Evaluation Student Evaluation of Supervisor Student Site Evaluation Student Self-Evaluation Faculty Group Supervisor Evaluation | Supervision B: Synchronous Meeting: Formal Staffing Consultation: Miscellaneous Concepts Time Log Assignment: Final Evaluations Assignment: Audio or Video Recorded Counseling Session |

VIII. REFERENCE LIST

Required Reading:

Textbooks:

American Psychiatric Association. (2014). *Diagnostic and statistical manual of mental disorders: DSM-5*. Washington: American Psychiatric Publishing.

De Jong, P., & Berg, I. K. (2013). *Interviewing for solutions* (4th Ed.). Belmont, CA: Cengage Learning.

Hodges, S. (2019). *The counseling practicum and internship manual: A resource for graduate counseling students* (3rd ed.). New York: Springer Pub. Co.

Ashley, B. M. (1996). *Living the truth in love: A biblical introduction to moral theology*. Staten Island, NY: The Society of St. Paul.

- Suicide (pp. 300 - 302)

Ashley, B., M., deBlois, J. K., & O'Rourke, K. D. (2006). *Health care ethics: A Catholic theological analysis* (5th ed.). Washington, D.C.: Georgetown University Press.

- 6.6 Suicide, Assisted Suicide, and Euthanasia (pp. 178-183)

Kinsler, P. J. (1995). A story for Marcie. *Dissociation: Progress in the Dissociative Disorders*, 8(2), 100-103.

Pearson, Q.M. (2004). Getting the most out of clinical supervision: Strategies for mental health. *Journal of Mental Health Counseling*, 26(4), 361-373.

Rudd, M. D., Mandrusiak, M., & Joiner Jr., T. E. (2006). The case against no-suicide contracts: The commitment to treatment statement as a practice alternative. *Journal of Clinical Psychology*, 62(2), 243–251.

Terr, L. (1994). *Unchained memories: True stories of traumatic memories, lost and found*. New York, NY: Basic Books.

- Chapter 3, “A Drunken Woman at the Side of the Road” (pp. 61-95)

Required Media:

American Psychological Association (Producer). (2000). *Responding therapeutically to patient expression of sexual attraction* [Video]. Retrieved from Alexander Street Press Videos database. [36:03].

Aquarius Health Care Media (Producer). (2000). *Substance abuse in the elderly*. [Video]. Retrieved from Alexander Street Press Videos database. [00:29:08]

Catholic Psychotherapy Association. *Conference in Dallas 2013*. [28:00 min]

De Jong, P., & Berg, I. K. (2008). *Clip 1: Getting Started*. In *Interviewing for solutions* (4th Ed.). Pacific Grove, CA: Brooks/Cole Publishing Company. [6:52 min.]

De Jong, P., & Berg, I. K. (2008). *Clip 2: Co-constructing goals*. In *Interviewing for solutions* (4th Ed.). Pacific Grove, CA: Brooks/Cole Publishing Company. [5:36 min.]

De Jong, P., & Berg, I. K. (2008). *Clip 3: Moving to a solution*. In *Interviewing for solutions* (4th Ed.). Pacific Grove, CA: Brooks/Cole Publishing Company. [7:17 min.]

De Jong, P., & Berg, I. K. (2008). *Clip 4: Team discussion*. In *Interviewing for solutions* (4th Ed.). Pacific Grove, CA: Brooks/Cole Publishing Company. [4:37 min.]

De Jong, P., & Berg, I. K. (2008). *Clip 5: End-of-session feedback*. In *Interviewing for solutions* (4th Ed.). Pacific Grove, CA: Brooks/Cole Publishing Company. [1:10 min.]

De Jong, P., & Berg, I. K. (2008). *Clip 7: Scaling progress*. In *Interviewing for solutions* (4th Ed.). Pacific Grove, CA: Brooks/Cole Publishing Company. [4:55 min.]

De Jong, P., & Berg, I. K. (2008). *Clip 19: What has been helpful?* In *Interviewing for solutions* (4th Ed.). Pacific Grove, CA: Brooks/Cole Publishing Company. [5:22 min.]

Fr. R. Presutti & Fr. C. Sikorsky. (2018). *Cooperation with evil*. [Video]. Divine Mercy University (Producer). Arlington, VA.

Microtraining Associates (Producer). (2011). *An overview of feedback informed treatment (FIT)*. [Video]. Retrieved from Alexander Street Press Videos database. [04:44]

Microtraining Associates, Inc. (Producer). (2011). *Multicultural counseling: Intake and follow-up* [Video]. Retrieved from Alexander Street Press Videos database. [01:12:07].

Microtraining Associates (Producer). (2005). *Solution-focused brief counseling: An actual first interview with a child* [Video]. Retrieved from Alexander Street Press Videos database. [56:47].

Microtraining Associates (Producer). (2014). *The supervision question: An essential tool for supervision accountability*. [Video]. Retrieved from Alexander Street Press Videos database. [29:30]

Microtraining Associates (Producer). (2011). *What does FIT look like in practice?* [Video]. Retrieved from Alexander Street Press Videos database. [12:50]

Microtraining Associates, Inc. (Producer). (2010). *The counseling intake process: Culturally competent demonstrations and debriefing* [Video]. Retrieved from Alexander Street Press Videos database. [02:08:22].

National Training Project Domestic Abuse Intervention Project (Producer). (2007). *Profile of an assailant*. [Video]. United States: National Training Project. [42:27 min]

Payne, H. (2017). *Common factors for positive outcomes in family therapy, part 1* [Video]. Divine Mercy University (Producer). Arlington, VA. [6:43 min.]

Payne, H., Keyes, B., & Sharp, S. (2018). *Taking Session Notes: During or After a Session?* [Video] Divine Mercy University (Producer). Arlington, VA. [7:00 min.]

Payne, H., Keyes, B., & Sharp, S. (2018). *Understanding the business of your practicum site.* [Video]. Divine Mercy University (Producer). Arlington, VA. [3- to 4-minutes]

Payne, H., Keyes, B., & Sharp, S. (2018). *The no-suicide contract: Helpful or hurtful?* [Video] Arlington, VA: Divine Mercy University (Producer). [7:00 min.]

Psychotherapy.net (Producer). (2008). *Adlerian play therapy with Terry Kottman, PhD.* [Video]. Retrieved from Psychotherapy.net Streaming Videos database. [01:50:48]

Psychotherapy.net (Producer). (2006). *Couples therapy: An Introduction with Ellyn Bader, PhD, & Dan Wile, PhD* [Video]. Retrieved from Psychotherapy.net Streaming Videos database. [00:42:54]

Psychotherapy.net (Producer). (2002). *Dialectical behavior therapy with suicidal clients: Vol. 1 with Marsha Linehan, PhD.* [Video]. Retrieved from Psychotherapy.net Streaming Videos database. [01:26:55]

Psychotherapy.net. (Producer). (2006). *Irvin Yalom: Live case conceptualization* [Video]. Retrieved from Psychotherapy.net Streaming Videos database. [01:30:42]

Psychotherapy.net (Producer). (2008). *Solution focused therapy with Insoo Kim Berg, MSSW and in consultation with Steve de Shazer* [Video]. Retrieved from Psychotherapy.net Streaming Videos database. [01:54:35]

Psychotherapy.net (Producer). (2011). *The therapeutic relationship, individualized treatment and other keys to successful psychotherapy with John C. Norcross, PhD.* [Video]. Retrieved from Psychotherapy.net Streaming Videos database. [01:22:04]

Shea, C. S. (2017). *Psychiatric interviewing: the art of understanding: a practical guide for psychiatrists, psychologists, counselors, social workers, nurses, and other mental health professionals* (3rd ed.). Cambridge, MA: Elsevier

- Video Module 17.1 - The Delicate Art of Uncovering Suicidal Ideation and Intent – Part 1: Core Principles and Theory
- Video Module 17.2 - The Delicate Art of Uncovering Suicidal Ideation and Intent – Part 2: From Theory to Practice (Annotated Video Clips)
- Video Module 17.3 - The Delicate Art of Uncovering Suicidal Ideation and Intent – Part 3: Flexibly Utilizing the CASE Approach with Patients of High Lethality (Annotated Video Clips)
- Video Module 17.4 - CASE Approach Illustrated: Complete Interview with Amy #1 without Didactics and without Labels for Interviewing Techniques

- Video Module 17.5 - CASE Approach Illustrated: Complete Interview with Amy #1 without Didactics but with Labels for Interviewing Techniques
- Video Module 17.6 - CASE Approach Illustrated: Complete Interview with Amy #2 and with Amy #3 without Didactics and without Labels for Interviewing Techniques

Symptom Media (Producer). (2014). *Opioid use disorder, severe*. [Video]. Retrieved from Alexander Street Press Videos database. [00:10:45]

Recommended Reading:

Behavior Therapy

Clark, D. M. & Fairburn, C. G. (1997). *Science & practice of cognitive behaviour therapy*. New York: Oxford University Press.

Farmer, R.F. & Chapman, A.L. (2007). *Behavioral interventions in cognitive therapy: Practical guidance for putting theory into action*. Washington, DC: American Psychological Association.

Foa, E. B., Hembree, E., & Rothbaum, B. O. (2007). *Prolonged exposure therapy for PTSD: Emotional processing of traumatic experiences therapist guide (Treatments That Work)*. New York: Oxford Press.

O'Donohue, W., Fisher, J. E., & Hayes, S. C. (Eds.) (2003). *Cognitive behavior therapy: Applying empirically supported techniques in your practice*. New York: John Wiley & Sons, Inc.

Pryor, K. (1999). *Don't shoot the dog: The new art of teaching and training*. New York: Bantam Doubleday Dell Publishing.

Cognitive-Behavioral Therapy:

Beck, A. T. (1979). *Cognitive therapy of depression*. New York: Guilford Press.

Beck, A. T. (1989). *Love is never enough: How couples can overcome misunderstandings, resolve conflicts, and solve relationship problems through cognitive therapy*. New York: Harper Perennial.

Beck, A. T. (1991). *Cognitive therapy and the emotional disorders*. New York: Penguin Books.

Beck, A. T., Emery, G. & Greenberg, R. (2005). *Anxiety disorders and phobias: A cognitive perspective*. New York, NY: Basic Books.

Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond* (2nded). New York, NY: Guilford Press.

Dobson, K. (2009). *Handbook of cognitive-behavioral therapies* (3rded). New York, NY: Guilford Press.

Ellis, A. (2001). *Overcoming destructive beliefs, feelings, and behaviors: New directions for Rational Emotive Behavior Therapy*. New York: Prometheus Books.

Humanistic/Existential Psychotherapy:

May, R. (1991). *The cry for myth*. New York, NY: W. W. Norton & Company.

May, R., Angel, E. & Ellenberger, H. F. (1994). *Existence*. New York, NY: Rowman & Littlefield Publishers, Inc.

May, R. (1999). *Freedom and destiny*. New York, NY: W. W. Norton & Company.

May, R. (2007). *Love and will*. New York, NY: W. W. Norton & Company.

May, R. (2009). *Man's search for himself*. New York, NY: W. W. Norton & Company.

May, R. (2011). *The art of counseling*. Amereon Press.

Rogers, C. R. (1951). *Client-Centered therapy: Its current practice, implications and theory*. London: Constable & Robinson Ltd.

Rogers, C. R. (1980). *A way of being*. New York, NY: Houghton Mifflin Company.

Rogers, C. R. (1989). *On becoming a person: A therapist's view of psychotherapy*. Boston, MA: Houghton Mifflin Company.

Yalom, I. D. (1980). *Existential Psychotherapy*. New York, NY: Basic Books.

Yalom, I. D. (1989). *Love's executioner: And other tales of psychotherapy*. New York, NY: Basic Books.

Yalom, I. D. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York: HarperCollins.

Yalom, I. D. & Leszcz, M. (2005). *Theory and practice of group psychotherapy* (5thed). New York, NY: Basic Books.

Yalom, I. D. (2008). *Staring at the sun: Overcoming the terror of death*. San Francisco, CA: Jossey-Bass.

Psychodynamic Psychotherapy

Blackman, J. S. (2003). *101 defenses: How the mind shields itself*. New York, NY: Brunner-Routledge.

Brenner, C. (1974). *An elementary textbook of psychoanalysis*. New York, NY: Anchor Books.

Freud, S. (1955). *The interpretation of dreams*. New York, NY: Basic Books.

Freud, S. (1919). *A general introduction to psychoanalysis*. New York, NY: Horace Liveright, Inc.

Gabbard, G. O. (2005). *Psychodynamic psychiatry in clinical practice* (4thed). Arlington, VA: American Psychiatric Publishing, Inc.

Family Systems Therapies

Bowen, M. (1978). *Family therapy in clinical practice*. London: Rowman & Littlefield Publishers, Inc.

Kerr, M. E. & Bowen, M. (1988). *Family evaluation: An approach based on Bowen theory*. New York, NY: W. W. Norton & Company.

Minuchin, S. (1974). *Families and Family Therapy*. Boston, MA: Harvard University Press.

Minuchin, S. & Fishman, C. H. (1981). *Family therapy techniques*. Boston, MA: Harvard University Press.

Minuchin, S. & Nichols, M. P. (2006). *Assessing families and couples: From symptom to system*. New York, NY: Pearson.

Napier, A. Y. & Whitaker, C. (1978). *The family crucible: The intense experience of family therapy*. New York, NY: Harper & Row Publishers.

Whitaker, C. (1989). *Midnight musings of a family therapist*. New York, NY: W. W. Norton & Company.

Couples & Marital Therapies

Fruzzetti, A. & Linehan, M. M. (2006). *The high-conflict couple: A Dialectical Behavior Therapy guide to finding peace, intimacy, and validation*. Oakland, CA: New Harbinger Publications, Inc.

Gottman, J. M. (1999). *The marriage clinic: A scientifically based marital therapy*. New York, NY: W. W. Norton & Company.

Gottman, J. S. (2004). *The marriage clinic casebook*. New York, NY: W. W. Norton & Company.

Gurman, A. S. (2008). *Clinical handbook of couple therapy* (4thed). New York, NY: Guilford Press.

Gurman, A. S. (2010). *Clinical casebook of couple therapy*. New York, NY: Guilford Press.

Johnson, S. M. (2004). *The practice of emotionally focused couple therapy: Creating connection* (2nded). New York, NY: Brunner-Routledge.

Johnson, S. M., Bradley, B., Furrow, J., Lee, A., Palmer, G., Tilley, D. et al. (2005). *Becoming an emotionally focused couple therapist: The workbook*. New York, NY: Routledge Taylor & Francis Group.

Mindfulness

Hanh, ThichNhat (1976). *The miracle of mindfulness: An introduction to the practice of meditation*. Boston, MA: Beacon Press.

Hanh, ThichNhat (1992). *Peace is every step: The path of mindfulness in everyday life*. New York: Bantam.

Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. New York: Hyperion.

Linehan, M. M. (1993b). *Skills training manual for treating borderline personality disorder*. New York: Guilford.

Merton, T. (1996). *Contemplative Prayer*. New York: Crown Publishing.

COURSE REFERENCES

Curie, M. (1923). *Pierre Curie*. (C. Kellogg & V. L. Kellogg, Trans.). New York, NY: The Macmillian Company.

De Jong, P., & Berg, I. K. (2013). *Interviewing for solutions* (4th Ed.). Belmont, CA: Cengage Learning.

Duncan, B. L. (2015). *On becoming a better therapist: Evidence-based practice on client at a time*. Washington, DC: American Psychological Association.

Hawkins, P. & Shohet, R. (2006). *Supervision in the helping professions* (3rd ed.). New York, NY: McGraw Hill Education.

Hodges, S. (2019). *The counseling practicum and internship manual: A resource for graduate counseling students* (3rd ed.). New York: Springer Pub. Co.

- Titus, C.S., Vitz, P.C., & Nordling, J. (2016). *Theological and philosophical premises for a catholic Christian meta-model of the person*.
- Warhol, A. (1975). *The philosophy of Andy Warhol (from a to b and back again)*. New York, NY: Houghton Mifflin Harcourt Publishing Company.
- Wood, J., Westwood, S., & Thompson, G. (2015). *Youth work: Preparation for practice*. New York, NY: Routledge
- Williamson, M. (1992). *A return to love: Reflections on the principles of a course in miracles*. New York, NY: HarperCollins Publishers, Inc.
- Wilmot, J. (2008). The born again supervisor. In R. Shohet (Ed.), *Passionate supervision* (pp. 112-130). London, UK: Jessica Kingsley Publishers.