



# SCHOOL OF COUNSELING

## COUN 694 Supplemental Counseling Internship

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**Term/Credits**

Spring /2023

3 semester hours

**Instructors**

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**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 694 Supplemental Counseling Internship** is designed as a course for students who have not completed their required internship hours in COUN 692 Internship 2 or COUN 693 Internship 3. This course continues the internship experience from their last required Internship with supervised direct service, face-to-face counseling services with individuals, couples, families, and groups. Students will continue to complete intakes and assessments and provide differential diagnoses, treatment planning, and interventions for their clients. 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 each of the internship courses to assess mastery of essential counseling techniques, evidence-based practice, and advanced clinical skills. Students will be able to demonstrate advanced clinical and ethical competencies in the areas of diagnostic interviewing, case conceptualization, diverse cultural contextualization, client-engaged goal setting, treatment planning, counseling intervention, and case management. This course may be repeated as needed and

is offered on an ad hoc basis depending on student need. Internship site supervision and the classroom component are required during COUN 694 until all internship hour requirements for their last required Internship are met and the internship Site Supervision Contract is fulfilled. (1-3 credit hours based on projected need for student) (3 credit hrs) (Pass/Fail)

## II. COURSE OBJECTIVES

#	Course Objectives	Measures of Outcome	SOC Program Objectives, KPI, and CACREP Standards*
1.	Complete supervised internship experiences that total a minimum of 300 clock hours over a minimum of a 16-week academic semester.	Mod#1-16 Site Supervision (A): Formal Staffing Consultation  Mod#1-16 Faculty Group Supervision (B): Formal Staffing Consultation  Mod#1-16 Assignment: Time Log  Mod#8 Site Supervisor Mid-Course Evaluation  Mod#8 Student Mid-Course Evaluations: Self-Evaluation, Site Evaluation, Site-Supervisor Evaluation  Mod#16 Site Supervisor Final Evaluation  Mod#16 Faculty Group Supervisor Final Evaluation  Mod#16 Student Final Course Evaluations: Self-Evaluation, Site Evaluation, Site-Supervisor Evaluation	<b>SOC: 1, 2, 3, 4, 5</b>  <b>CACREP</b> Section 3: J.
2.	Complete at least 120 clock hours of direct service with actual clients that contributes to the development of counseling skills.	Mod#1-16 Site Supervision (A): Formal Staffing Consultation  Mod#1-16 Faculty Group Supervision (B): Formal Staffing Consultation  Mod#1-16 Assignment: Time Log  Mod#8 Assignment: Audio or Video Recorded Counseling Session  Mod#16 Assignment: Audio or Video Recorded Counseling Session	<b>SOC: 1, 2, 3, 4, 5</b>  <b>CACREP</b> Section 3: K.
3.	Complete an average of one hour per week of on-site	Mod#1-16 Site Supervision (A): Formal Staffing Consultation	<b>SOC: 1, 2, 3, 4, 5</b>

#	Course Objectives	Measures of Outcome	SOC Program Objectives, KPI, and CACREP Standards*
	individual and/or triadic supervision.	Mod#1-16 Assignment: Time Log	<b>CACREP</b> Section 3: L.

#	Course Objectives	Measures of Outcome	SOC Program Objectives, KPI, and CACREP Standards*
4.	Complete an average of 1.5 hours per week of group supervision by the course professor(s).	Mod#1-16 Faculty Group Supervision (B): Formal Staffing Consultation Mod#1-16 Assignment: Time Log	<b>SOC: 1, 2, 3, 4, 5</b>  <b>CACREP</b> Section 3: M.
5.	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.	Mod#1-16 Site Supervision (A): Formal Staffing Consultation Mod#1-16 Faculty Group Supervision (B): Formal Staffing Consultation Mod#1-16 Assignment: Time Log Mod#8 Site Supervisor Mid-Course Evaluation Mod#8 Student Mid-Course Evaluations: Self-Evaluation Mod#6-8 Faculty Group Supervision (B): <b>Case Presentation</b> Mod#8 Assignment: Audio or Video Recorded Counseling Session Mod#14-16 Faculty Group Supervision (B): <b>Case Presentation</b> Mod#16 Assignment: Audio or Video Recorded Counseling Session Mod#16 Site Supervisor Final Evaluation Mod#16 Faculty Group Supervisor Final Evaluation Mod#16 Student Final Course Evaluations: Self-Evaluation	<b>SOC: 1, 2, 3, 4, 5</b>  <b>CACREP</b> Section 2: 5.h, i., k., m  Section 5: C.1.b, c, d, e  Section 5: C.2.b, c, d, m  Section 5: C.3.a, b

#	Course Objectives	Measures of Outcome	SOC Program Objectives, KPI, and CACREP Standards*
6.	Apply a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision and multicultural concerns.	Mod#1-16 Site Supervision (A): Formal Staffing Consultation Mod#1-16 Faculty Group Supervision (B): Formal Staffing Consultation Mod#1-16 Assignment: Time Log Mod#8 Site Supervisor Mid-Course Evaluation Mod#8 Student Mid-Course Evaluations: Self-Evaluation Mod#6-8 Faculty Group Supervision (B): <b>Case Presentation</b> Mod#8 Assignment: Audio or Video Recorded Counseling Session Mod#14-16 Faculty Group Supervision (B): <b>Case Presentation</b> Mod#16 Assignment: Audio or Video Recorded Counseling Session Mod#16 Site Supervisor Final Evaluation Mod#16 Faculty Group Supervisor Final Evaluation Mod#16 Student Final Course Evaluations: Self-Evaluation Mod#16 Faculty Group Supervisor Final Evaluation	<b>SOC: 1, 2, 3, 4, 5</b>  <b>CACREP</b> Section 5: C.1.b, c,  Section 2: 5.a, b, c, d, h

#	Course Objectives	Measures of Outcome	SOC Program Objectives, KPI, and CACREP Standards*
7.	Demonstrate skill in the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems.	Mod#1-16 Site Supervision (A): Formal Staffing Consultation Mod#1-16 Faculty Group Supervision (B): Formal Staffing Consultation Mod#1-16 Assignment: Time Log Mod#6-8 Faculty Group Supervision (B): <b>Case Presentation</b> Mod#8 Assignment: Audio or Video Recorded Counseling Session Mod#8 Site Supervisor Mid-Course Evaluation Mod#8 Student Mid-Course Evaluations: Self-Evaluation Mod#16 Assignment Mod#14-16 Faculty Group Supervision (B): <b>Case Presentation</b> Mod#16 Site Supervisor Final Evaluation Mod#16 Student Final Course Evaluations: Self-Evaluation Mod#16 Faculty Group Supervisor Final Evaluation	<b>SOC: 1, 2, 3, 4, 5</b>  <b>CACREP</b> Section 5: C.2.d
8.	Demonstrate the ability to use procedures for assessing and managing high risk situations, the impact of crisis and trauma, substance abuse disorders, and outcomes measurement.	Mod#1-16 Review of Better Outcomes Now or similar outcome measures. Mod#1-16 Site Supervision (A): Formal Staffing Consultation Mod#1-16 Faculty Group Supervision (B): Formal Staffing Consultation Mod#1-16 Assignment: Time Log Mod#8 Assignment: Audio or Video Recorded Counseling Session Mod#8 Site Supervisor Mid-Course Evaluation Mod#8 Student Mid-Course Evaluations: Self-Evaluation Mod#16 Assignment: Audio or Video Recorded Counseling Session	<b>SOC: 1, 2, 3, 4, 5</b>  <b>CACREP</b> Section 5: C.2.d, e, f

#	Course Objectives	Measures of Outcome	SOC Program Objectives, KPI, and CACREP Standards*
		Mod#16 Site Supervisor Final Evaluation Mod#16 Faculty Group Supervisor Final Evaluation Mod#16 Student Final Course Evaluations: Self-Evaluation	
9.	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.	Mod#1-16 Site Supervision (A): Formal Staffing Consultation Mod#1-16 Faculty Group Supervision (B): Formal Staffing Consultation Mod#1-16 Assignment: Time Log Mod#6-8 Faculty Group Supervision (B): <b>Case Presentation</b> Mod#8 Site Supervisor Mid-Course Evaluation Mod#8 Student Mid-Course Evaluations: Self-Evaluation Mod#14-16 Faculty Group Supervision (B): <b>Case Presentation</b> Mod#16 Site Supervisor Final Evaluation Mod#16 Faculty Group Supervisor Final Evaluation Mod#16 Student Final Course Evaluations: Self-Evaluation	<b>SOC: 1, 2, 3, 4, 5</b>  <b>CACREP</b> Section 5: C.2.b, c, d, e  Section 5: C.2.f, I

#	Course Objectives	Measures of Outcome	SOC Program Objectives, KPI, and CACREP Standards*
10.	Exhibit an approach to clinical practice informed by the moral, spiritual, and human values of a Catholic-Christian view of the person.	Mod#1-16 Faculty Group Supervision (B): Formal Staffing Consultation Mod#6-8 Faculty Group Supervision (B): <b>Case Presentation</b> Mod#14-16 Faculty Group Supervision (B): <b>Case Presentation</b> Mod#1-16 Assignment: Time Log Mod#8 Site Supervisor Mid-Course Evaluation Mod#8 Student Mid-Course Evaluations: Self-Evaluation Mod#16 Site Supervisor Final Evaluation Mod#16 Faculty Group Supervisor Final Evaluation Mod#16 Student Final Course Evaluations: Self-Evaluation	<b>SOC: 1, 2, 3, 4, 5</b>  <b>CACREP</b> Section 5: C.1.b, c C.2.j  Section 2: F.2.d, f, g, h
<b>KPI</b>	#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]	<b>Section 2.F.6.b.</b> dynamics associated with group process and development
<b>KPI</b>	#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]	<b>Section 2.F.7.m.</b> ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

\*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 SOC 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.

Hodges, S. (2011). *The counseling practicum and internship manual: A resource for graduate counseling students*. New York: Springer Pub. Co. [COUN 690]

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* (3<sup>rd</sup> ed.). Cambridge, MA: Elsevier [COUN 630]

Reichenberg, L. W., & Seligman, L. (2016). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders* (5th ed.). Hoboken, NJ: John Wiley & Sons, Inc. [COUN 630]

DMU SOC CMHC Program Handbook on COUN 500 Counseling  
Advisement Additional readings as assigned on the class website.

#### B. Recommended

Johnson, S. L. (2018). *Therapist's guide to clinical intervention: The 1-2-3's of treatment planning* (3rd ed.). San Diego, CA: Academic Press an imprint of Elsevier, Inc.  
(Ben recommends)

Morrison, J. (2014). *Diagnosis made easier: Principles and techniques for mental health clinicians* (2nd ed.). New York, NY: The Guilford Press.

Rousmaniere, T. (2017). *Deliberate practice for psychotherapists: A guide to improving clinical effectiveness*. New York, NY: Routledge.

### 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. 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 internship experience and informal case conceptualizations. Each synchronous formal staffing consultation session is worth 15 points.
  - i. 5 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. 5 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. 5 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.

**D. 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 log submissions are worth 10 points each.

- i. 6 points Accuracy (Mastery) – Provides sufficient detail of practicum hours and activities.
- ii. 4 points Timely (Mastery) – Time log is kept up to date and completed on time.

**E. Formal Case Conceptualizations** are assigned in Modules 6, 7, or 8 and 14, 15, or 16. 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 internship 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. Each case conceptualization assignment is worth 100 points.

- i. 45 points Main Idea (Mastery) - Thorough response to the assigned prompts in the Case Conceptualization Presentation Outline. Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what is known about the client); Is substantive and scholarly and includes a thorough discussion of the client.
- ii. 48 points Treatment Planning (Mastery) – *Diagnosis* (8 pts): Primary Dx is well-supported / defensible and developed primary diagnosis / and secondary diagnoses if appropriate. Dx names and codes correct. *Goals* (8 pts): 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. *Objectives* (8 pts): Objectives support the Tx plan goals and provide incremental, linear, measurable steps leading to achieving goals. Each goal has listed objectives. *Assessment* (8 pts): 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. *Intervention* (8 pts): Interventions are appropriate and specific to the client at this point in time. Interventions are supported by empirical literature or professional literature. *Prognosis* (8 pts): Uses empirical literature, client history and motivational levels to formulate a prognosis.

- iii. 7 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

**F. Oral Case Conceptualization Presentations** are based on the case conceptualizations developed in Modules 6, 7, or 8 and 14, 15, or 16. Students will orally present their formal case conceptualizations at a time determined by the Instructor. Each 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.

**G. Audio or Video Recorded Counseling Sessions or Internship Site Supervisor Live Observation Evaluations** are due in Module 8 and Module 16. Students will submit their completed recordings (or forms) to Tevera. The recordings / live observations are worth 50 points each.

- i. 20 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. 15 points Criteria: Demonstration of counseling skills. (Mastery) – Student demonstrated the criteria appropriately and consistently.
- iii. 15 points Criteria: Demonstrate the ability to move the counseling process forward. (Mastery) – Student demonstrated the criteria appropriately and consistently.

**H. Student Evaluations** are to be completed and submitted using Tevera in Module 8 and again in Module 16. Students are responsible for submitting the following mid and final evaluations: Site Supervisor evaluation, student evaluation of site supervisor, student site evaluation, and student self-evaluation. Evaluation submissions are worth 10 points each.

- i. 8 points Accuracy (Mastery) – Provides sufficient detail of practicum hours and activities.
- ii. 2 points Timely (Mastery) – Time log is kept up to date and completed on time.

**I. Faculty Group Supervisor Evaluation** will complete a final evaluation on students' performance throughout the internship 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.

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

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

Requirement	Items	Item Points	Total Points	Hours
<b>Written Assignments</b>			<b>760</b>	<b>314.5</b>
<b>1</b> Time Logs (Internship hours)	16	10	160	300.0
<b>2</b> Written and Oral Case Presentations	2	100 / 50	200 / 100	10.0
<b>3</b> Audio or Video Recorded	2	50	100	2.5

	<b>Requirement</b>	<b>Items</b>	<b>Item Points</b>	<b>Total Points</b>	<b>Hours</b>
	Counseling Sessions				
<b>3</b>	Student Site Evaluation	2	10	20	1.0
<b>4</b>	Student Site Supervisor Evaluation	2	10	20	1.0
<b>5</b>	Student Self-Evaluation	2	10	20	2.0
<b>6</b>	Supervisor's Evaluation	2	10	20	.5
<b>7</b>	Faculty Supervisor Evaluation	1	100	100	
<b>8</b>	Final Time Log	1	20	20	
	<b>Synchronous Supervision</b>			<b>240</b>	<b>48</b>
<b>1</b>	Supervision B: Formal Staffing Consultation	16	15	240	48
			<b>Totals</b>	<b>1000</b>	<b>362.5</b>

**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 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@divinemercury.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 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

Module / Week	Topic	Author	Reading	Graded Assignments
1-5	Developing Your Professional and		Toolbox Resources	<b>Supervision B: Synchronous Meeting:</b>

<b>Module / Week</b>	<b>Topic</b>	<b>Author</b>	<b>Reading</b>	<b>Graded Assignments</b>
	Clinical Presence, Insight, and Action			<b>Formal Staffing Consultation</b>  <b>Instructor's Discretion: Synchronous Meeting</b>  <b>Time Log</b>
6-8	Developing Your Professional and Clinical Presence, Insight, and Action		Toolbox Resources	<b>Supervision B: Synchronous Meeting: Formal Staffing Consultation:</b> Case Conceptualization Presentations  <b>Time Log</b>  <b>Looking Ahead: Mid-Course Evaluations</b>  <b>Looking Ahead: Audio or Video Recording of Counseling Session</b>

<b>Module / Week</b>	<b>Topic</b>	<b>Author</b>	<b>Reading</b>	<b>Graded Assignments</b>
9-13	Developing Your Professional and Clinical Presence, Insight, and Action		Toolbox Resources	<b>Supervision B: Synchronous Meeting: Formal Staffing Consultation</b>  <b>Instructor's Discretion: Synchronous Meeting</b>  <b>Time Log</b>



Module / Week	Topic	Author	Reading	Graded Assignments
14-16	Developing Your Professional and Clinical Presence, Insight, and Action		Toolbox Resources	<p><b>Supervision B:</b>  <b>Synchronous Meeting:</b>  <b>Formal Staffing Consultation:</b>  Case Conceptualization Presentations</p> <p><b>Time Log</b></p> <p><b>Assignment:</b> Final Evaluations</p> <p><b>Assignment:</b> Final Audio or Video Recorded Counseling Session</p>

## VIII. REFERENCE LIST

### **Required Reading:**

#### Required Textbooks:

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

Hodges, S. (2011). *The counseling practicum and internship manual: A resource for graduate counseling students*. New York: Springer Pub. Co. [COUN 690]

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 [COUN 630]

Reichenberg, L. W., & Seligman, L. (2016). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders* (5th ed.). Hoboken, NJ: John Wiley & Sons, Inc. [COUN 630]

#### Recommended Textbooks:

Johnson, S. L. (2018). *Therapist's guide to clinical intervention: The 1-2-3's of treatment planning* (3rd ed.). San Diego, CA: Academic Press an imprint of Elsevier, Inc. (Ben recommends)

Morrison, J. (2014). *Diagnosis made easier: Principles and techniques for mental health clinicians* (2nd ed.). New York, NY: The Guilford Press.

Rousmaniere, T. (2017). *Deliberate practice for psychotherapists: A guide to improving clinical effectiveness*. New York, NY: Routledge.

### **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* (2<sup>nd</sup>ed). New York, NY: Guilford Press.

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