Adler Graduate School
Richfield, Minnesota

AGS Course 936 - Winter 2014
Introduction to Field Experience in Clinical Mental Health Counseling

1. **Course Designation and Identifier**

1.1 Adler Graduate School
1.2 Course number AGS 936
1.3 Introduction to Field Experience
1.4 1.0 credit
1.5 Prerequisites: AGS 511 and AGS 515 or AGS 510

2. **Course Description**

The Introduction to Field Experience in Clinical Mental Health Counseling provides an opportunity for students to explore and begin to develop their professional identity and to become familiar with some critical areas of professional practice, such as professional behavior, crisis intervention and suicide prevention, intervention, and postvention. Students will identify their personal and professional needs in regard to field placement sites and begin the process of establishing their field placement. Class discussions include both theoretical models and case studies, and may include experiences that advanced students may have in the field.

3. **Texts, Materials, Resources**

Instead of a textbook, students will be required to obtain information from professional websites and professional literature. Names and/or links for the required websites are provided in the table below. When presenting a case each student will need to incorporate discussion of one article published in one of the following professional journals: *Journal of Individual Psychology*, *Journal of Counseling and Development*, *Journal of Mental Health Counseling*, or *Journal of Marriage and Family Therapy*.

4. **Competencies and Learning Outcomes**

Students completing this course will (CACREP standard):

4.1 Know the historical evolution of mental health counseling. (G.1.a; CMHC A.1)

4.2 Understand mental health counselors’ roles, functions, and relationships with other human service providers, including strategies for interagency collaboration and communications; (G.1.b)
5. Course Outline

This course is an educational and supervisory class with a special emphasis on developing professional identity and preparing students to engage in their field experiences. The course format is that of a seminar, where students are expected to consult professional literature and websites and come to class prepared to discuss the weekly topics. In case one or more students are already engaged in field experiences before the end of the course, there will also be opportunities for case consultation.

The competencies described in the following table will be addressed in the course, in an order to be determined by the instructor and based on the specific needs of the group. In addition to these competencies, students will be involved in out-of-the classroom activities focused on securing a practicum site.

4.3 Understand counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster, or other trauma-causing event; (G.1.c)

4.4 Know the preparation standards and credentials relevant to the practice of clinical mental health counseling; (CMHC A.4)

4.5 Be familiar with counseling professional organizations, including benefits, activities, services to members, and current issues/contemporary trends in clinical mental health counseling; (G.1.g)

4.6 Be familiar with self-care strategies appropriate to the counselor role; create and apply self-care strategies appropriate to the therapist role. (G.1.d)

4.7 Understand counseling supervision models, practices, and processes (G.1.e)

4.8 Demonstrate the ability to assess suicide risk and to develop and implement a suicide prevention plan with at-risk clients

4.9 Understand ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (G.1.j)
## 5.1 Course Overview

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<td>Foundations/Professional Orientation and Ethical Practice</td>
<td>• Understanding of history, philosophy, and trends of the counseling profession and of clinical mental health counseling (II G, 1a; CMHC A.1)</td>
<td>Instructor presentation and class discussion</td>
<td>Presentation regarding professional resume and cover letter development.</td>
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<td>Orientation to the Field Experience at AGS</td>
<td>• Understanding of professional credentialing and professional organizations for mental health counselors (II G 1.f.g; CMHC A.4, B.1)</td>
<td>Discussion of assigned readings</td>
<td>ACA Code of Ethics (<a href="http://www.counseling.org">www.counseling.org</a>) Professional organizations and credentialing bodies websites (ACA, AMHCA, NASAP, MNCA, MN Board of Behavioral Health and Therapy) <a href="http://www.counseling.org">www.counseling.org</a> <a href="http://www.amhca.org">www.amhca.org</a> <a href="http://www.mnca.org">www.mnca.org</a> <a href="http://www.alfredadler.org">www.alfredadler.org</a> <a href="http://www.bbht.state.mn.us">www.bbht.state.mn.us</a></td>
<td>Student Participation in class discussion, demonstrating understanding of the different licensure options and the impact of licensure on professional identity.</td>
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<td>Orientation to the Field Experience at AGS</td>
<td>• Self care strategies and supervision practices and processes (II G, 1.d,e; CMHC B.1)</td>
<td>Presentation/Discussion lead by Field Experience Coordinator</td>
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One-page self-care plan will be developed.
| Counseling: Prevention and Intervention | Ability to assess suicide risk and to develop and implement a suicide prevention plan with at-risk clients (CMHC D.6) | Instructor presentation, discussion of assigned readings, and role plays | www.afsp.org
www.sprc.org
www.suicidepreventionlifeline.org | Student participation in role plays, demonstrating ability to assess suicide risk and develop safety plan |
|----------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Foundations/Professional Orientation and Ethical Practice | Understanding of counseling supervision models, practices, and process (G.1.e)  
Understanding of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (G.1.j) | Discussion of assigned readings and of topics directly related to upcoming field experience | TBA | Student participation in class discussion |
| Foundations/Professional Orientation and Ethical Practice | Understanding of clinical mental health counselors’ roles in a variety of practice settings, including interdisciplinary treatment teams (II G, 1b, c; CMHC A.3, 7, 8) | Student presentations and class discussion | | Student presentation about his/her practicum site, including:  
- Services offered  
- Client population  
- Counselors’ roles and relationship to other human services providers  
- Collaboration with other agencies, referral practices, resources available |
6. **Special Project Time (SPT)**

The special time project for this course centers on identifying a Field Experience site. Each student will be required to:

1) Search the AGS website and/or other related websites and identify 5 sites where they may be interested in doing their Field Experience.
2) Prepare a one paragraph description of each site, explaining their possible interest in the site.
3) Bring those descriptions to the second class meeting, prepared to discuss their perception of the site.
4) Obtain permission from the course instructor to further investigate 2 (two) of the sites.
5) Visit each of the 2 sites in order to obtain the information necessary to determine the goodness of fit between the student’s interests, needs and skills and what the site needs and has to offer. (Further instructions about this process will be provided in class).
6) Report on the findings during a class meeting.

7. **Writing Guidelines including APA Format**

For this course, case reviews do not need to follow current APA structural guidelines except for those areas of the manual that provide guidance related to reducing bias in writing. All written work should be prepared with an eye to the professionalism required of a Licensed Mental Health Professional.

8. **Assessment/Evaluation Procedures**

In order to receive a passing grade in this course, students will:

8.1 Participate in all class activities and demonstrate the abilities listed in the table above
8.2 Present one case for review, if applicable
8.3 Complete all required documentation for experiences prior to, during, and after work at a practicum site, as applicable
8.4 Grading:

Pass/Retake - Student passes class when s/he has attended all class meetings, all assignments are completed successfully, and the student has secured a Field Experience placement.

Paperwork to be submitted no later than 2 weeks after the last day of each academic term:
1. Field Experience Agreement, signed by site supervisor.
2. If the student is already placed at a site and logging hours prior to the end of the term: log sheets and site supervisor evaluation of the student. Each time a student leaves a practicum site a site evaluation by the student is also due. (Applicable to students who start field experience prior to conclusion of the course)

If the student receives an unsatisfactory evaluation from a site supervisor, the student MAY receive a grade of “R” and the practicum, or portion thereof, must be repeated. Students who are not successfully placed at a site prior to the end of the course will receive an incomplete and will be required to continue to attend 936 classes in the next term. Students will not be allowed to register for 937 until they are working at a site.

The assignment of the final grade is the responsibility of the AGS instructor.
9. **Attendance Policy**

Students are expected to attend all class meetings. If a student misses a class meeting s/he may be required to attend a make-up session, at extra cost. Students who do not follow the attendance policy may be required to re-take the course.

Please note:

1) Students who miss more than one class session in an academic term (Spring, Summer, Fall, or Winter) will need to repeat the course at full tuition cost. As these are Pass/Fail courses, this has no implication for GPA, but is likely to delay graduation by one term each time it happens.

2) In order to attend a make-up class, students will need to register with the field experience coordinator, no later than the day immediately following the last scheduled class meeting. This first communication of the need for a make-up should be made via email.

3) Field experience coordinator approval for make-up registration will be limited to emergencies/occurrences beyond the student’s control (such as sickness, car break-down, death in the family, or another unforeseen/emergency situation). At the discretion of the field experience coordinator, written documentation of the need to miss class may be required. Reasons such as family vacations, lack of desire to drive in bad weather (unless there is an advisory for drivers to avoid being on the roads), having other plans for that night will **not** be considered valid reasons for missing scheduled classes and attending make-ups.

4) Make-up sessions for CMHC will be scheduled for the Wednesday evening immediately following the end of the academic term. In the case of a holiday, students will be informed the first night of class when the make-up will be scheduled.

10. **Participation Disclaimer**

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. **Academic Integrity Policy**

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work
involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are some examples of academic dishonesty:

- **Cheating** - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- **Fabrication** - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitating academic dishonesty** - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
- **Plagiarism** - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12. **Internet/On-Line Activity**

On-line components of Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.
- Faculty members monitor discussion and intervene when requested or as deemed necessary.
- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.
- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to
providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. **Instructor Contact Information**

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