Adler Graduate School
Richfield, Minnesota

AGS Course 937 – Spring 2014

Practicum in Clinical Mental Health Counseling

1. **Course Designation and Identifier**

1.1 Adler Graduate School
1.2 Course number AGS 937
1.3 Practicum in Clinical Mental Health Counseling
1.4 2.5 credits
1.5 Prerequisites: AGS 511 and AGS 515

2. **Course Description**

The Practicum in Clinical Mental Health Counseling provides an opportunity for students to observe and begin performing a variety of counseling and related activities that are typical of a professional clinical mental health counselor. Students complete a minimum of 200 hours of supervised practicum field experience. Class discussions include a review of the observations and experiences in the field experience setting(s) and a discussion of current issues in the field.

3. **Texts, Materials, Resources**

   Required text:

   In addition to the required text, 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:

4.1 Review the historical evolution of mental health counseling.

4.2 Articulate the identity of professional mental health counselors, and the similarities and differences between other types of helping professionals.

4.3 Identify the roles and functions of mental health counselors and the work settings in which they operate.

4.4 Identify the impact of professionalism to the effectiveness of therapy.

4.5 Articulate the benefits of professional credentialing, certification, licensure, and accreditation practices.

4.6 Develop networking practices through membership in professional organizations, primarily ACA, AMHCA, and NASAP.

4.7 Survey the contemporary trends in mental health counseling.

4.8 Develop awareness of cultural considerations and in mental health counseling.

4.9 Outline a plan to acquire cultural competencies in areas that are underdeveloped.

4.10 Create and apply self-care strategies appropriate to the therapist role.

4.11 Discuss the isomorphic process of supervision and therapy.

4.12 Identify specialized topics in mental health counseling.

4.13 Demonstrate the ability to apply ethical decision-making models to case studies

4.14 Demonstrate the ability to assess suicide risk and to develop and implement a suicide prevention plan with at-risk clients
4.15 Demonstrate the ability to apply multicultural competencies to clinical mental health counseling

4.16 Demonstrate the ability to utilize principles and practices of diagnosis, treatment, prevention, and referral in mental health counseling

4.17 Demonstrate the ability to apply relevant research findings to inform the practice of clinical mental health counseling

5. Course Outline

This course is an educational and supervisory class with a special emphasis on processing a student’s first 200 hours of experience in the field. Students will study topics related to individual, couple, marriage, and family therapy. Students will learn from and give feedback to peers via case presentation/reviews.

5.1 Class Format

- Check-in Circle
- Individual check in process related to field experience site work
- Content as described in course overview
## 5.2 Course Overview

<table>
<thead>
<tr>
<th>Class number</th>
<th>Content Area</th>
<th>Knowledge/Skills outcomes (Adlerian concepts and CACREP competencies)</th>
<th>Methods of Instruction</th>
<th>Required readings Assignments due (*)</th>
<th>Method of Evaluation</th>
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<tbody>
<tr>
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<td>Course Orientation</td>
<td>• Introductions and syllabus review</td>
<td>Instructor overview and class discussion</td>
<td>To be assigned by Instructor</td>
<td>Student participation in class discussion</td>
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<tr>
<td>2 - 12</td>
<td>Case Discussion and Supervision</td>
<td>• Adlerian and CACREP Competencies</td>
<td>Student led Case Presentations</td>
<td>To be assigned by Instructor</td>
<td>Student participation in class discussion</td>
</tr>
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</table>

6. **Special Project Time (SPT)**

Does not apply to this field experience class.

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 Attend all class meetings and participate in all class activities
8.2 Present one (1) case for review (minimum)

8.3 Complete all required documentation for field experience. Documents include: Completed, signed Learning Agreement for each field Placement site or change of placement site; electronically calculated FE hours log, signed by all site and clinical supervisors; site supervisor evaluation form, signed; current copy of insurance (once per year).

8.4 Grading:
    Pass/Retake - Student passes class when s/he has attended all class meetings and all assignments are completed successfully.
    Paperwork to be submitted no later than 2 weeks after the last day of each academic 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.

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.

The assignment of the final grade is the responsibility of the AGS instructor.

8.5 In order to move from this course (Practicum) to AGS 938 (Internship) each student is required to:
    Attend a minimum of 3 quarters of 937
    Complete a minimum of 100 hours of practicum hours at one or more approved sites, with a minimum of 40 of these hours being in direct service with clients. If a student does not meet this requirement by the third quarter of this course, the student will receive an “R” in the course and will need to retake the course at full tuition cost prior to being able to register for internship. In addition to the extra cost, the retake will delay completion of the student’s field experience by one term.

Paperwork must be submitted no later than 2 weeks after the last day of each academic term.

Please note: When a student leaves a practicum site, the student must complete a site evaluation and submit the evaluation to his/her Field experience Coordinator.

9. Attendance Policy
Students are expected to attend all class meetings. A student may miss one (1) class meeting per term. The nature of this absence must be an emergency or unplanned event. Missed classes will not be allowed for preplanned or preventable events. The student will be required to register for a make up session with his/her Field Experience Coordinator. The student must attend, and pay for the make up session ($50) in order to meet the attendance requirements for this course. Students who miss more than one (1) class meeting in a term will receive and "R" and must retake the course at their expense, paying full tuition fee. In addition to the expense, retaking the course will delay the student's anticipated completion of Practicum by one term.

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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