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 (CACREP standards)</th>
<th>Methods of Instruction</th>
<th>Required readings Assignments due (*)</th>
<th>Method of Evaluation</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Orientation</td>
<td>• Introductions and syllabus review</td>
<td>Instructor presentation and class discussion</td>
<td>Student participation in class discussion</td>
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<tr>
<td>2</td>
<td>Foundations/Professional Orientation and Ethical Practice</td>
<td>• Understanding and ability to apply ACA code of ethics (II G, 1.j; CMHC A.2, B.1)</td>
<td>Case Studies provided by the instructor</td>
<td>ACA Code of Ethics (<a href="http://www.counseling.org">www.counseling.org</a>)</td>
<td>Demonstration of ability to apply ethical decision-making models to case studies</td>
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</table>
| 3 | Foundations/Professional Orientation and Ethical Practice | • Understanding of professional credentialing and professional organizations for mental health counselors (II G 1.f.g; CMHC A.4, B.1)  
• Self care strategies and supervision practices and processes (II G, 1.d,e; CMHC B.1) | Instructor presentation and discussion of assigned readings | Professional organizations and credentialing bodies websites (ACA, AMHCA, NASAP, MN Board of Behavioral Health and Therapy) [www.counseling.org](http://www.counseling.org) [www.amhca.org](http://www.amhca.org) [www.alfredadler.org](http://www.alfredadler.org) [www.bbht.state.mn.us](http://www.bbht.state.mn.us) | Student Participation in class discussion, demonstrating understanding of the different licensure options and the impact of licensure on professional identity.  
Student participation in class discussion, demonstrating understanding of and commitment to self-care practices |
| 4 | 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 |
|   | 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, assigned readings, and role plays | www.afsp.org  
www.sprc.org  
www.suicidepreventionlifeline.org | available |
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<td>5</td>
<td>Counseling, Prevention, and Intervention</td>
<td>• Ability to apply multicultural competencies to clinical mental health counseling (CMHC D.2)</td>
<td>Case Studies: assessment, client conceptualization, and treatment planning</td>
<td>Class discussion</td>
<td>Student participation in role plays, demonstrating ability to assess suicide risk and develop safety plan</td>
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<td>6</td>
<td>Counseling, Prevention, and Intervention</td>
<td>• Ability to apply multicultural competencies to clinical mental health counseling (CMHC D.2)</td>
<td>Case Studies: assessment, client conceptualization, and treatment planning</td>
<td>Roles Plays and class discussion</td>
<td>Student participation in case conceptualization</td>
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<td>7</td>
<td>Counseling, Prevention, and Intervention</td>
<td>• Ability to apply multicultural competencies to clinical mental health counseling (CMHC D.2)</td>
<td>Case presentation(s) and follow up on previous case(s)</td>
<td>Research article relevant to case being presented (copies/link to be shared with classmates and instructor)</td>
<td>Demonstration of emergent ability to conduct and intake interview and develop client conceptualization</td>
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| 8 | Counseling, Prevention, and Intervention | • Ability to utilize principles and practices of diagnosis, treatment, prevention, and referral in mental health counseling (CMHC D.1, 2; J.1) | Case presentation(s) | Research article relevant to case being presented (copies/link to be shared with classmates and instructor) | Demonstration of emergent ability to conceptualize client and develop and implement treatment plan  
Willingness and ability to offer and receive feedback |
| 9 | Counseling, Prevention, and Intervention | • Ability to utilize principles and practices of diagnosis, treatment, prevention, and referral in mental health counseling (CMHC D.1, 2; J.1) | Case presentation(s) and follow up on previous case(s) | Research article relevant to case being presented (copies/link to be shared with classmates and instructor) | Demonstration of emergent ability to conceptualize client and develop and implement treatment plan  
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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 Participate in all class activities and demonstrate the abilities listed in the table above
   8.2 Present one case for review
   8.3 Present one article review for the class from a peer-reviewed journal on a relevant Adlerian concept or technique.
   8.4 Complete all required documentation for experiences prior to, during, and after work at a practicum site.
   8.5 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.

9. **Attendance Policy**

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

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**

   Residential class.

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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E-Mail: richard.close@alfredadler.edu