

Adler Graduate School

Richfield, Minnesota

AGS Course 938 – Spring 2014

Internship in Clinical Mental Health Counseling

1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number AGS 938
- 1.3 Practicum in Clinical Mental Health Counseling
- 1.4 3.0 credits
- 1.5 Prerequisites: AGS 937

2. Course Description

The Internship in Clinical Mental Health Counseling provides an opportunity for students to learn about typical problems brought to a professional clinical mental health counselor and to apply approaches that can be used in addressing those problems. Students will continue to build their counseling skills through coursework, field experience, and discussion of the field experience shared by classmates. Students will deepen their proficiency in ethics, evidence-based professional practice, and cross-cultural applications.

3. Texts, Materials, Resources

Required texts:

Halbur, D. A. and Halbur, K. V. (2010). *Developing your theoretical orientation in counseling and psychotherapy* (2nd Edition). Pearson. ISBN-13: 978-0137152575.

Yalom, I. D. (2002). *The Gift of Therapy: An open letter to a new generation of therapists and their patients*. New York, NY: Harper Collins. (There are a number of reprints of this first edition, the last one appears to be from 2009; they are all the same).

In addition to the required text, students may be directed to obtain information from professional websites and professional literature.

4. Competencies and Learning Outcomes

Students completing this course will (CACREP Standard):

- 4.1 Be able to promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities. (D.3)
- 4.2 Be able to apply knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health. (B.2)
- 4.3 Be able to apply effective strategies to promote client understanding of and access to a variety of community resources. (D,4)
- 4.4 Maintain information regarding community resources to make appropriate referrals. (F.1)
- 4.5 Be able to advocate for policies, programs, and services that are equitable and responsive to the unique needs of clients. (F.2)
- 4.6 Be able to differentiate between diagnoses and developmentally appropriate reactions, especially during trauma-causing events. (K.3)
- 4.7 Be able to select appropriate assessment interventions to assist in diagnosis and treatment-planning, with awareness of cultural bias in the implementation and interpretation of assessment protocols. (H.1)
- 4.8 Demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (D.5)
- 4.9 Demonstrate the ability to modify counseling systems, theories, and interventions to make them culturally appropriate for diverse populations. (F.3)
- 4.10 Recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. (A.6)
- 4.11 Demonstrate the ability to screen for addiction, aggression, danger to self and/or others, as well as co-occurring mental disorders. (H.3)
- 4.12 Be able to apply assessment of clients' stage of dependence, change, or recovery to determine the appropriate treatment modality and placement in the continuum of care. (H.4)
- 4.13 Provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders (D.8)

- 4.14 Demonstrate appropriate use of diagnostic tools, including the current version of the DSM. (K.2)
- 4.15 Be able to conceptualize accurate multi-axial diagnoses and to discuss differential diagnoses with collaborating professionals (K.1)
- 4.16 Demonstrate the ability to recognize his/her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. (D.9)

5. Course Outline

This course has a process-centered format based largely on students' field experiences. Class time is largely spent discussing students' case presentations, other site activities, and general professional development. Cases are presented through the lens of professional ethics, evidence-based clinical practices, and cross-cultural applications. Student professional development issues are viewed, discussed, and assessed through a developmental framework that includes licensure objectives, Adlerian applications, and self-care/wellness considerations.

Each of the 16 class meetings will include:

- A check-in process to determine need priorities
- One or more case presentation(s)
- A topical discussion relevant to the development of professional identity

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 as learning outcomes
- 8.2 Present at least one case for review
- 8.3 Complete all required documentation for experiences prior to, during, and after work at an internship site.

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: electronically calculated hours log signed by all site and clinical supervisors, site supervisor evaluation of the student, and current copy of liability insurance. Each time a student leaves an internship 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.

In order to successfully complete the internship requirement, students need to have a minimum of 700 hours of field experience, of which 300 hours must be in direct contact with clients (this includes hours served during the practicum experience)

9. Attendance Policy

Students are expected to attend all class meetings. A student may miss one (1) class meeting per term and attend a make-up class. 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 who misses a class 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, or who miss one (1) class meeting and fail to attend the make-up session, will receive an "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 internship 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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