PSY 680: Practicum and Internship I in a Clinical Mental Health Setting

**Course Description:**
Practicum and Internship I consist of both a field clinical experience and weekly group supervision meeting with a faculty supervisor. For licensure in Mental Health Counseling, students must acquire a total of 1,000 hours of clinical experience in a mental health setting from practicum and internship combined. At least 280 hours during practicum and internship are spent in direct client contact. The remaining hours may be used for supervision, in-service education and training (with advance approval from the instructor), documentation, staff meetings, preparing for group supervision assignments, and related case management and administrative responsibilities. A minimum of one hour per week of individual supervision by a licensed mental health professional onsite is also required as is class attendance. The primary objective for this course is to support students in developing effective individual and group counseling skills. Students are expected to demonstrate an effective counseling style based upon personal strengths, sound professional principles, and a personally defined philosophy and system of counseling. This course involves a community organization/agency on-site practicum/internship experience (approximately 25-30 hours per week), individual supervision by faculty, and weekly group supervision seminars. Additionally, this section of practicum includes a community engagement experience at Apopka Hope Community Center, where students will provide counseling to youth from the migrant and farmworker community. Eligibility for this course requires having satisfactorily completed all other course work in the Master of Arts in Counseling program and approval of the Counseling faculty to enter practicum/internship.

**Course Goals/Objectives:**
At the conclusion of this course, each student will be able to:

**General**
1. Apply and adhere to ethical and legal standards in clinical mental health counseling. (CMHC-B.1)
2. Understand the roles and functions of clinical mental health counselors in various practice settings and maintain effective working relationships with other professionals, including interdisciplinary treatment teams and student colleagues. (CMHC-A.3.)
3. Understand the importance of and effectively utilize: counseling supervision models, peer supervision, consultation practices, professional journals, research, seminars, workshops, and/or other activities or affiliations that contribute to personal and professional growth and increase counseling effectiveness. (II.G.1.e.)
4. Articulate a personal theory of counseling both verbally and in writing and apply the model to counseling clients.
5. Demonstrate appropriate professional, interpersonal, and intrapersonal behavior in clinical settings with colleagues and clients.
6. Apply self-care strategies appropriate for effectively maintaining his or her professional counselor role. (II.G.1.d.)
7. Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. (CMHC-D.9.)

Clinical

8. Demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, case conceptualization, goal setting and psychological assessment for treatment planning, and caseload management. (CMHC-C.7. &H.2.)

9. Develop a therapeutic relationship through the use of essential counseling skills and demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (CMHC-F.3.)

10. Promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities that address institutional and social barriers that impede access, equity, and success for clients. (CMHC-D.3.)

11. Use procedures to screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders and will provide appropriate counseling or case management strategies as necessary (CMHC-D.6., D.8.&H.3.)

12. Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to appropriately initiate, maintain, and terminate counseling and will apply multicultural competencies to clinical mental health counseling as it relates to case conceptualization, diagnosis, treatment, and referral of clients. (CMHC-D.1. & 2.)

13. Apply the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. (CMHC-H.4.)

14. Demonstrate skill in appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms, multi-axial diagnosis of disorders, and discuss differential diagnosis and clinical presentation of clients with mental and emotional impairments with collaborating professionals. (CMHC-L.1. &2.)

15. Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. (CMHC-L.3.)

16. Utilize group leadership skills and group counseling methods to provide counseling services to clients.

17. Apply effective strategies to promote client understanding of and access to a variety of community resources and will maintain information regarding community resources to make appropriate referrals. (CMHC-D.4. &F.1.)

18. Demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (CMHC-D.5.)

19. Apply current record-keeping standards related to clinical mental health counseling to write accurate and succinct reports and progress notes, and will maintain documentation in a timely and confidential manner. (CMHC-D.7.)

Course Structure:

Weekly class will be conducted in a group supervision context devoted to student discussions of their field site experiences, presentation of anonymous case information for consultation purposes, sharing various practical and theoretical perspectives on mental health counseling, celebrating successes, and discussion of personal-professional issues that may influence on impact clinical experiences and performance. Student interns are encouraged to bring to the group problematic situations that they are experiencing in their internship process for peer consultations and to attend to and participate in consultation discussions for their own professional and personal development as well as that of their peer colleagues.

Required Assignments and Learning Experiences:

The course will consist of the following major activities:

1. Counseling and related direct and indirect client services at the clinical internship field site placement.

2. Counseling of client(s) from the Apopka farmworker/migrant youth community (through Hope CommUnity Center) as assigned by the professor.

3. Punctual attendance for all obligations of the internship course, including site requirements, supervision, and weekly course/peer group supervision meetings.
4. Weekly individual supervision for a minimum of one continuous hour with an appropriately credentialed supervisor at internship field site.
5. Weekly individual supervision for a minimum of one continuous hour with professor/supervisor.
6. Documentation as required by the internship site, the practicum professor (for the Apopka client), and for PSY680 submitted in a timely manner (typically within one week of completion of an activity unless otherwise designated).
7. Submission of at least two video or audio recordings of counseling sessions with accompanying self-evaluation and self-reflection documents.
8. Completion of two peer consultations using the Interpersonal Process Recall (IPR) model and documentation of completion/learnings on weekly activity log.
9. Presentation of a counseling case for peer group consultation.
10. Attendance at all Master Therapist Series workshops scheduled during PSY 680 and PSY 695.
11. Completion of the Master Therapist Series paper.

Required Website Reviews for Apopka Experience:
Apopka Farmworker/Migrant Community AND Hope Community Center

Apopka Farmworker Association:  http://www.floridafarmworkers.org/
Hope CommUnity Center:  http://hcc-offm.org/

Required Reading:

Required readings for the Master Therapist Series, as submitted by the presenters, will be posted on the course BlackBoard website. Please read these materials prior to attending the Master Therapist Series workshop.


Kelley, L. (2006). How to motivate clients to show up for appointments. AAMFT Practice Strategies


All required articles for this course are posted on Blackboard. Please let me know if you are unable to access any of the articles.

Required Professional Web Resources:


Recommended Reading:


Additional articles that may be of interest to counselors-in-training are posted in the Recommended Course Learning Materials on BlackBoard.


NOTE: Students are expected to do additional background reading related to their specific site populations, specific client problems, and client MEDICATIONS.

Course Reference Documents:


Course Policies and Expectations of Graduate Students

Enrollment in this course is contingent upon having professional liability insurance. Documentation is required and must be submitted before direct contact with clients will be permitted. No exceptions will be authorized.

Confidentiality – To protect the confidentiality of clients and class members, all case material will be presented anonymously (without identifying information) to protect the right to privacy and maintain confidentiality standards. Material shared by peer colleagues, including personal information and/or reactions, should be considered as confidential as client information and respected accordingly, in order to provide a safe learning environment for individuals in the class. Interns will maintain strict confidentiality according the ACA Code of Ethics (2005) by refraining from discussing case material and the personal information of others outside of class or supervision meetings.

Attendance Policy – Attendance is required of all students registered for internship and will be monitored. If it is impossible to attend class, notify me as soon as possible, prior to the class meeting. Students are responsible for all assignments even when not present. Class will start on time and time agreements for class breaks will be honored. Tardiness on the part of one person disrupts the flow of learning for fellow students and is considered to be a reflection of professionalism.

Documentation – As mentioned previously, timely documentation is a requirement of internship and will be monitored. If an intern fails to stay current on clinical documentation or required course documentation, the course instructor and/or site supervisor will take remedial action. Accurately completed documentation submitted in a timely manner is a reflection of the level of professionalism of a mental health counselor, a performance expectation that is taken very seriously.

Internship Activity Logs must be turned in weekly. Please have logs prepared prior to class. The site supervisor must sign the logs at least once per month.

Instructor Availability – If, at anytime, you wish to discuss any issue related to the class, particularly those related to your performance in this course please do not hesitate to contact me. Many students completing this class are emotionally impacted by the experience. Please feel free to consult with me along the way if you need further clarification or to process your experiences. I am very willing to set up an appointment with you at a time outside my posted office hours. Please don’t wait until it is too late to help make internship a successful and rewarding learning experience for you. Your suggestions and ideas are always welcome, both during class and outside of class.

Self-Disclosure – Although it is likely that you will be asked to disclose thoughts and feelings that are personal in nature in supervision with your peer colleagues, your site supervisor, and/or professor, please remember that you are in charge of
what you choose to disclose. Willingness to share concerns, reactions, fears and doubts will, most likely, assist you in gaining insight necessary to further your personal and professional development. AND, please remember that you do not have to share any information that you choose not to reveal. Generally, I consider confidential any information that you disclose within your journals and papers or privately in conversations with me. However if needed, I may consult with other faculty or site supervisors in relations to ethics and program standards.

**Respect for Individual Differences** – The Graduate Studies in Counseling program endorses a learning climate that represents diversity and individual differences and encourages the open-minded exploration of differences among individuals. We do not expect all graduates of our program to think the same way, but we do expect that while they are students they will be accepting of differences and strive to understand how other peoples’ perspectives, behaviors, and world views are different from their own. Students’ ability to be open to and respectfully discuss values and opinions that are different from their own is a reflection of their development and professionalism as a counselor.

**Professional Associations** – Interns are required to be a member of the American Counseling Association or the American Mental Health Counseling Association. The emphasis in the Rollins College Counseling program is that each student is a professional who is committed to the counseling profession, and one of the ways that commitment is demonstrated is by maintaining membership a professional organization. Attendance at local, state, and national meetings and workshops is strongly encouraged as are volunteer opportunities to assist with the development of these professional groups.

**Professional Development** – In addition to participation in professional associations, it is very important for professionals to read current literature in the field. Along with required readings for the course, interns are expected to investigate professional journal articles and books about their personal areas of interest and about the issues that are being presented by their clients. This initiative is a professional expectation of all Rollins College counseling interns.

**Method of Evaluation and Grading for PSY 680 and 695** – Practicum and Internship are based in a “Credit” or “No Credit” grading system. Students will receive a passing grade only if all of the following requirements are above acceptable standards as determined by the faculty and the site supervisor.

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<tr>
<th>Requirement</th>
<th>Details</th>
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<tr>
<td>Professional and ethical behavior as defined by the most current editions of</td>
<td>Professional and ethical behavior as defined by the most current editions of the Graduate Studies in Counseling Student Handbook, the Rollins College Graduate Catalog, and the American Counseling Association’s Code of Ethics. This includes being on time to all commitments, responding to all supervisors as requested, etc.</td>
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<td>Acceptable performance at the clinical field site as evaluated by the instructor in consultation with the intern’s site supervisor, including demonstration of counseling skills, timely documentation, etc.</td>
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<td>Presentation of counseling case consultation as well as counseling session recordings and accompanying self-evaluations and self-reflections.</td>
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<td>Punctual attendance and active participation in weekly course meetings, the Master Therapist Series, and internship site requirements.</td>
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<tr>
<td>Completion of the <em>My Theory of Counseling</em> paper (as required in the syllabus per each semester)</td>
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<td>Acceptable fulfillment of all other course requirements as described in the syllabus.</td>
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A student receiving No Credit will not continue on to internship/graduation. S/he may be required to participate in a remediation plan, take a leave of absence from the program, retake the course, or may be dismissed from the program. Student progress will be evaluated on a regular basis according to the following criteria above and program standards.

Due to the strong focus on clinical competence in this course, students will need to consistently demonstrate the skills necessary to advance in the clinical course. Students will obtain feedback about their progress through a combination of
formative and summative evaluations containing both quantitative and qualitative sources. Please, talk to the professor throughout the semester with any concerns or for additional supervision.

All course requirements, including compulsory clinical contact and total field experience hours, must be completed by the published semester deadlines. This is especially important in PSY 695 to meet graduation documentation deadlines. Interns are expected to provide continuity of service to their clients over semester and spring breaks as approved by their site and faculty supervisor. No internship activity will be conducted between the last class of the spring semester and the beginning of the fall semester, nor will any assignments be accepted during this period for students who do not meet the required deadlines for completing PSY 695.

Incomplete Policy – Students who are unable to complete PSY680 or 695 requirements within the time limitations of the semester are responsible for initiating and working out an arrangement with the professor prior to the end of the term in order to receive an “incomplete” for the course. An agreed upon plan for completion must be submitted in writing identifying a date when work will be completed. If the incomplete is not resolved by the end of the following fall semester, the grade will turn into a “no credit.”

Technology and Professional Expectations –

**E-mail** – All e-mail communication and dissemination of information from the professors will be via the Rollins e-mail account. Students are responsible for checking this account.

**BlackBoard** – This course instruction is accompanied by the online “BlackBoard” system. Students are responsible for checking Blackboard for information, assignments, reporting forms, reading materials, course updates and other information and resources

**Cell phones** – Interns are required to turn off cell phones and all other technology during client counseling sessions, supervision and class meetings. If an emergency situation exists which requires the student to be contacted immediately, she or he is expected to discuss the situation with the supervisor/professor in advance.

IT IS NEVER ACCEPTABLE TO CHECK HAND HELD DEVICES DURING A COUNSELING SESSION. Do not use cell phones to check time in a counseling session.

**Laptop Computers** – Students are permitted to use laptops in class for note taking purposes only—which is rare in PSY 680 and PSY 695. Other uses of laptops are distracting to student colleagues and are not permitted, especially during case discussions. Students found using laptops for other purposes, such as checking email or web searches, will not be permitted to use laptop computers.

**Students with Disabilities** – Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability on this campus and anticipate needing any type of academic/medical accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (Box 2772) – Mills Building, 1000 Holt Ave., Winter Park, FL, 32789. Appointments can be scheduled by calling 407-646-2354 or by emailing: gridgeway@rollins.edu (3/2013)

**Academic Honesty and Professional Conduct** – Students are expected to be familiar with comply with the Student Conduct policies of Rollins College, the requirements published in the current Rollins Graduate Studies Catalog, the current Graduate Studies in Counseling Student Handbook, and with the ethical guidelines and practice recommendations of the professional associations of which they are a member (e.g., American Counseling Association). Failure to perform in a reliable, competent and ethical manner, or performance that results in being terminated by the Internship Site, will necessitate a review by the faculty and student remediation, suspension or dismissal from the Graduate Studies in Counseling program.
The Philosophy of the Rollins Academic Honor Code

Integrity and honor are central to the Rollins College mission to educate its students for responsible citizenship and ethical leadership. Rollins College requires adherence to a code of behavior that is essential for building an academic community committed to excellence and scholarship with integrity and honor. Students, faculty, staff, and administration share the responsibility for building and sustaining this community.

The Honor Pledge

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. The Rollins College Academic Honor Code is consistent, in philosophy, with the Code of Ethics of the American Counseling Association as well as other expectations of the profession. Therefore, as a student of Rollins College, graduate students are expected to show their commitment to these virtues by abstaining from any lying, cheating, or plagiarism in their academic endeavors and by behaving responsibly, respectfully and honorably in their social life and in relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement

On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.

All material submitted electronically or in paper form should contain the pledge followed by the student's name. Submission implies signing the pledge.

Personal and Professional Standards for Graduate Counseling Students -- Students are reminded that the Graduate Studies in Counseling program has published expectations, policies and procedures for students throughout their time in the graduate program. Please consult the Holt Graduate Studies Catalog and the Graduate Studies in Counseling Student Handbook to refresh your understanding of these expectations (the most recent versions are available on the Rollins website. Students will be held to these published standards and failure to fulfill these standards may be grounds for remediation and/or dismissal from the Graduate Studies program.
<table>
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<th>#</th>
<th>Date</th>
<th>Topic Area</th>
<th>Reading/Assignments Due</th>
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<tr>
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<td><strong>August</strong></td>
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<tr>
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<td>8/23</td>
<td><em>Clinical Orientation for MAC Practicum Students</em></td>
<td>Galloway Auditorium 9:00-4:00</td>
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| 1   | 8/27     | Welcome, Introductions Course Overview                                     | DUE: Proof of current Professional Liability Insurance coverage prior to first client meeting.  
|     |          |                                                                            | DUE: Student Information Form                                                             |
|     |          |                                                                            | ACA & AAMFT Ethical Codes  
|     |          |                                                                            | Baired (2005a); Shapiro (1995)  
|     |          |                                                                            | Short (2011)                                                                            |
|     | 8/27     | *How to begin counseling*                                                  | Cornell Counseling Clinic Manual  
|     |          |                                                                            | http://www.floridafarmworkers.org/  
|     |          |                                                                            | http://hcc-offm.org/                                                                |
| 2   | 9/03     | How to begin counseling                                                    | Cameron & turtle-song (2002)                                                            |
|     |          |                                                                            | O'Hanlon: Questions for a New Client                                                     |
|     |          |                                                                            | O'Hanlon: Setting Achievable Goals                                                       |
| 3   | 9/10     | Apopka Orientation                                                         | Mandated Reporting  
|     |          |                                                                            | Brems (2000a) & (2000b)                                                                 |
|     |          |                                                                            | Seligman (2004b)                                                                        |
| 4   | 9/17     | Apopka                                                                     | Mandated Reporting  
|     |          |                                                                            | Brems (2000a) & (2000b)                                                                 |
|     |          |                                                                            | Seligman (2004b)                                                                        |
|     | 9/24     | Working with clients in crisis                                             | Mandated Reporting  
|     |          |                                                                            | Brems (2000a) & (2000b)                                                                 |
|     |          |                                                                            | Seligman (2004b)                                                                        |
|     | 10/1     | Assessing motivation for change.                                           | **DUE: First session recording with case presentation documents** (docs on BB)           |
|     |          |                                                                            | Johnson (1996); Kelley (2006); Seligman (2004c)                                         |
| 6   | 10/08    | Expanding the therapeutic conversation and setting a direction.            | Rodriguez-Castillo (2009)                                                               |
|     |          |                                                                            | Provost (1998)                                                                          |
|     |          |                                                                            | **DUE: IPR #1 self-reflections**                                                        |
| 7   | 10/15    | Helping clients see things differently.                                    | Case Presentations                                                                      |
|     |          |                                                                            |                                                                      |
| 8   | 10/22    | Helping clients do things differently.                                     | Fontaine & Hammond (1994)                                                               |
|     |          |                                                                            | Case Presentations                                                                      |
| 9   | 10/29    | *My Personal Theory of Counseling*                                         | **DUE: Second session recording with case presentation documents** (docs on BB)          |
|     |          |                                                                            | Halbur & Halbur (2005)                                                                  |
|     |          |                                                                            | Watts (1993)AMH Counseling Referrals                                                     |
Assignments and Learning Experiences

1) **Direct clinical counseling experience:**

   a. Students will obtain the majority of direct counseling experience at an assigned clinical mental health organization or agency site, at which most sessions must be audio or video taped.

   b. Students will also provide counseling to clients through the Apopka Hope Community Center (farmworker and migrant community center), which must be videotaped and discussed in the weekly individual supervision meeting with the faculty supervisor.

   - **Videotape:** All sessions
   - **Intake Report:** Typed report completed and submitted to faculty supervisor within 1 week of the session.
   - **Case Notes:** Notes completed and submitted to faculty supervisor within 1 week of session.
   - **Termination Report:** Typed report is due to professor within 1 week of termination. All documentation must be placed in client file promptly and according the CCC Handbook guidelines.

   d. Students will receive a tour of the Cornell Clinic to include use of technology and complete instructions regarding record keeping safety and case file management. Interns are expected to follow all CCC procedures for appropriately using the clinic and seeing clients if the situation arises.

2) **Group supervision** ("class" meetings) attendance is mandatory and will emphasize the continued development of counseling skills through discussion of on-site issues or concerns that may arise. These weekly meetings with peer colleagues and the faculty supervisor will include role-playing client situations, case consultation using audio/videotaped counseling sessions, and peer supervision as strategies for interns to develop counseling skills and knowledge. Students will be expected to share case material from their sites for the purpose of receiving feedback to enhance their counseling abilities. Participation and feedback from all group members is expected and critical for successful learning of all. Each student will bring a tape of a recent counseling session to each class meeting, will be
prepared to discuss the details of the client case and solicit feedback from other group members, and will be prepared to give the tape to the professor if requested. Students should bring to group supervision sessions:

- Weekly log (complete in advance; make a copy for personal records prior to group supervision).
- Tapes of a recent counseling session cued to points of concern.
- Prepared list of questions or concerns to discuss with peer colleagues.

3) **Individual supervision with faculty supervisor**, will be scheduled for one hour each week during the semester. Students should bring to individual supervision sessions:

- Apopka client case documents (maintaining necessary security for purposes of confidentiality), such as progress notes, that need the supervisor’s signature.
- Videotape of Apopka client session cued to points of concern.
- Tapes of counseling sessions from field sites cued to points of concern.
- Prepared list of questions or concerns to discuss with professor.

4) **Individual supervision meetings with site supervisor** must be scheduled for one continuous hour each week with a licensed mental health professional at the off-campus site. *If this meeting is not occurring, please notify the professor immediately. It is not acceptable to overlook this requirement.*

5) **Counseling session self-reflection and self-evaluation** are required of all student counselors. This will occur by submitting recordings of counseling sessions accompanied by self-assessment materials.

Students are required to submit a minimum of two audio or video tapes of counseling sessions each semester for review by the faculty supervisor on the dates assigned in the syllabus. Each tape must be accompanied by the following documents (forms or outlines are on BlackBoard under “Course Documents”:

- **Case Summary** (typed)
- **Counseling Session Self-Reflection**
- **Basic Counseling Skills Self-Evaluation Chart**
- **Counselor Competencies Scale** (CCS)
- **Audio or video tape of a full session**- tapes must be audible. If counselor and client(s) cannot be heard and clearly understood, the tape will be unacceptable for this assignment.

Before taping, interns must obtain written informed consent from the client and/or parent or guardian (this is best obtained during intake). Please work in conjunction with the site supervisor to obtain the necessary permission to tape at the site and appropriate informed consent from the client(s), according to the site’s guidelines. Plan ahead early in the semester to avoid missing assignment deadlines. Suggested forms are on BlackBoard and can be modified or redesigned in consultation with the site supervisor. Please obtain the site’s permission before using this or any constructed form with clients.

Tapes will be returned to the intern after they are reviewed and should be erased immediately after reviewing the feedback.

A note about taping: Interns are encouraged to routinely review their own taped sessions for an enhanced learning experience. Consider selecting tapes of counseling sessions for the two review assignments and for the in-class Case Consultation for which the student would like feedback about skills and/or direction on the case.

Students may also arrange live supervision in lieu of turning in the tape. This will allow for immediate feedback. All documentation and self-assessment is still required.

6) **Peer Consultation** will occur informally each week during group supervision as interns discuss concerns occurring at their sites and share their thoughts and suggestions with each other. Formal peer will take place in several forms:

- **Interpersonal Process Recall (IPR)** will take place twice during the semester of PSY 680 to develop consultation skills with peer colleagues (Provost, 1998). The purpose of the IPR experience is to deepen internal awareness of personal in-session reactions. Each student will conduct two IPRs with two different classmates using a mid-point counseling session as the focus of the assignment (not an intake
or a termination session). Students will each take two turns being a consultee and a consultant. Please record the IPRs in the weekly log by noting the IPR partner by name and recording personal reactions/learnings from both roles as consultee and consultant. It is not necessary to report on the specifics of the partners’ case or counseling behaviors. It is suggested that students use the Peer Consultant Rating Form if they would like to receive more feedback from their peer consultant about the counseling case or counseling skills. Article and form can be found on BlackBoard.

b. **Case Consultation** will also be presented by each student to obtain peer consultation. This assignment may be fulfilled by using one of the recordings and the accompanying Case Summary from one of the two taped assignments. Consider presenting a counseling session for which the most feedback on skills and/or direction of the case in needed. The format for the Case Consultation will be:

1. **Case Summary handout** *(5 minutes to read)* - Distribute a typed copy of the Case Summary to each colleague and professor. Consultants will read the case summary and make notes of questions they wish to ask. (At the conclusion of the case presentation, the presenter will collect all copies and destroy them once comments are read.)

2. **Play recording of session** *(5-10 minutes)* - Play a segment of video or audio recording from the client session that is illustrative of the case-related issues. The cued location on the recording and the appropriate equipment should be set up in advance and ready to operate before class begins. Make sure the audio can be heard by the entire group.

3. **Question and answer period** *(5 minutes)* - Peer consultants ask specific questions about the case to clarify their understanding of the client and/or the case. The case presenter answers the questions of all participants before moving on to the discussion period.

4. **Case discussion/consultation** *(20 minutes)* - Case presenter and consultants engage in a discussion about the case with special consideration given to the written questions at the beginning of the case summary. One of the purposes of the case presentation discussion is to provide consultation that will assist the presenter in further conceptualizing and successfully treating the case being presented, especially with regard to his or her theoretical orientation.

7) **Weekly Clinical Log.** documenting weekly activities/experiences, are to be submitted at the weekly group supervision for the previous week with the Site Supervisor’s signature. Students are expected to accurately and honestly document their clinical hours. A violation of the ACA Code of Ethics is grounds for dismissal from the program. The form is on BlackBoard.

8) **Professional Documentation** is expected of all client cases at the site and for the Apopka client. Students will maintain up-to-date, thorough, and complete records including written summaries of intake interviews, weekly progress notes, summary of counseling (termination) reports, and all other reporting required by sites. Case notes must be in the client file within 1 week of sessions (24 hours is ideal). Please clarify documentation requirements with the site supervisor during the first week of the semester and check in regularly to receive feedback on the development of documentation skills so necessary modifications can be made. Please stay current with this aspect of professional conduct.

9) **Reading assignments** should be completed prior to attending class as listed in this syllabus. The purpose of reading assignments is to expand students’ theoretical and conceptual understanding of particular clients, counseling interventions and special topics as they occur in the group supervision meetings.

10) **Personal Theory of Counseling Paper** – Utilizing practicum experience and learning from previous course work, students will compose a paper describing a personal theory of counseling that integrates their beliefs about personality development, how change occurs, and the counseling methods necessary to help clients address their problems and increase their personal psychological freedom. The paper will be formatted according to APA style guidelines. See BB for paper outline. This paper fulfills one of the Graduate Studies in Counseling program’s requirements for graduation. The first edition of this paper is due at the end of the first semester. Subsequent revised editions based on faculty and peer feedback are due during the final semester of PSY 695. Successful completion of the Theory of Counseling paper is required for graduation.
11) **Professional Behavior** – Every practicum and internship student is expected to demonstrate professional behavior in all aspects of the training situation including: prompt submission of written work and documentation, punctuality in meeting with clients and other scheduled commitments, maintaining confidentiality, monitoring boundaries, and respecting both colleagues and clients as expected of a clinical health service provider. The conduct detailed in the ACA Code of Ethics and the MAC Student Handbook is the standard applied to all Rollins mental health counseling students. Descriptions of acceptable professional, interpersonal, and intrapersonal behavior are published in the current Student Handbook. Please know that inappropriate or inadequate ethical and/or professional conduct may be grounds for dismissal from the site and the graduate program.