



ROSEMONT COLLEGE
1400 MONTGOMERY AVENUE
BRYN MAWR, PA 19010

Course Title: Clinical Mental Health Counseling Internship 1
Course Number: CNS 6501 01
Course Date: Summer 2022
Course Meeting Times: Tuesday 5:15 PM – 7:15 PM
Course Location: Community Center – Room 219

Course Designation: Required for Clinical Mental Health Counseling Program
Semester Hours: 3
Prerequisites: All Level 1 Courses & Level 2 Courses ***
Limitation on Enrollment: 10

Instructor: Thomas DeGeorge PhD., NCC, LPC
Email: thomas.degeorge@rosemont.edu
Phone: Office: 610.527.0200, X2390; Cell: 724 712 3381
Office: Good Council Building – Room 209 B
Office Hours: T (2:00 P.M. – 5:00 P.M.); Or by appointment
W (2:00 P.M. – 4:00 P.M.)

Course Description: This course functions to support the development and application of knowledge and skills for clinical mental health counselors through practical experience at a hospital, private practice, community mental health facility, or other clinical setting. The course requires the accrual of direct and indirect service hours of supervised clinical experience and the review of recorded counseling sessions to assess skills and techniques.

Rosemont Mission Statement: Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society. Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time. Rosemont College values trust in and reverence for the dignity of each person, diversity with a commitment to building an intercultural community, persistence and courage in promoting justice with compassion, and care for the Earth as our common home.

Professional Performance Evaluation: Rosemont College has identified five professional dispositions that relate to the goals of the Graduate Counseling program. Faculty members will evaluate each student on their professional dispositions during each course at the conclusion of the semester using the Professional Performance Evaluation Form.

1. **Flexibility/Openness:** Open willingness to different perspectives; Flexible to new demands, the environment, and accept necessary changes; Search for peer opinions, accept constructive feedback, and incorporate feedback from peers
2. **Collaboration:** Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism; Reach consensus, initiate compromise, and show concern for group goals; Invite feedback, incorporate supervisory feedback, and give feedback
3. **Awareness:** Awareness of own impact on others; Ability to deal with conflict; ability to express feelings effectively and appropriately; Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.
4. **Initiative and Motivation:** Met or exceed all of the class requirements, showed creativity; Adhere to school and SPGS policies; Proficient graduate level oral and written skills
5. **Responsibility:** Maintain professional boundaries, sensitive to diversity, safeguard confidentiality, Dedication to Counseling Profession; Attend and adhere to Ethical Standards

This syllabus is provided to you as a means of conveying what you should expect from this course. It outlines the responsibilities of the instructor in conducting the class – the course content, planned scheduled of classes and assignments, grade components, and method(s) of grading. It also outlines your responsibilities as a part of this class. By remaining in this class,

you indicate your acceptance of your responsibilities as a student and agree to the terms specified in the syllabus.

Note: The instructor reserves the right to adjust the course schedule and content during the semester in order to accurately reflect the progress being made by the class. This may result in modifications to assignment and exam due dates and/or course content.

I. Student Learning Outcomes

Upon completion of this course, students will be able to:

- A. Integrate and apply counseling skills, theories, and knowledge within a clinical mental health setting to assist clients in addressing their mental health needs.
- B. Establish and maintain counseling relationships consistent with legal and ethical standards (e.g., ACA and AMHCA) in order to effectively provide counseling services to client while considering mental health needs from a developmental and multicultural perspective.
- C. Demonstrate a comprehension of factors affecting the therapeutic relationship with clients, including theoretical orientation, counselor characteristics, client characteristics and career and personal goal setting.
- D. Exhibit a quality awareness of the need for ethically responsible intervention techniques such as individual, group, and career counseling and which of these potential intervention(s) may best serve client needs.
- E. Conduct, interpret, and communicate assessment information to clients in crisis and non-crisis situations to create a comprehensive treatment plan with appropriate goals and objectives.
- F. Evaluate potential areas for improvement within the therapeutic relationship through research techniques, self-assessment, and consultation to employ best practices and advocate for client needs.
- G. Build relationships with colleagues within the work environment through consultation and supervision for client support as well as clinical mental health counselors outside of the immediate work environment to understand community resources and referral processes.

II. Course Content

- A. Professional Experiences in Clinical Mental Health Counseling
 - 1. Direct services
 - a. Individual counseling
 - b. Group counseling
 - c. Career counseling
 - d. Crisis counseling
 - e. Counseling stages
 - i. Therapeutic alliance
 - ii. Goal setting
 - iii. Termination
 - 2. Indirect services
 - a. Supervision (Site and College)
 - b. Consultation
 - c. Collaboration
 - d. Advocacy
 - e. Research
 - f. Professional development / training
 - g. Record keeping
- B. Professional Identity, Ethical Practices, Policy in Practice
 - 1. Roles of a clinical mental health counselor
 - 2. Professional organizations
 - a. ACA
 - b. Divisions of the ACA
 - c. Local branches of ACA
 - 3. Licensure and certification
 - a. LPC (Licensed Professional Counselor)
 - b. LADC (Licensed Alcohol and Drug Counselor)
 - c. LMHC (Licensed Mental Health Counselor)
 - 4. Ethical Practices
 - a. Code of Ethics (e.g., ACA, AMHCA)
 - b. Scope and limitations of practice
 - c. Confidentiality

- d. Duty to warn
 - e. Informed consent
 - 5. Policy in Practice
 - a. Medicare
 - b. Medicaid
 - c. Court System Interaction
- C. Multicultural Awareness for Best Practices
 - 1. Multicultural and Social Justice Counseling Competencies
 - a. Attitudes and Beliefs
 - b. Knowledge
 - c. Skills
 - d. Action
- D. Developmental Levels across the Lifespan
 - 1. Age
 - 2. Level of functioning
 - a. Disability identification
- E. Importance of the Therapeutic Relationship
 - 1. Common factors in counseling
 - 2. Theoretical framework
 - 3. Characteristics of effective counselors
 - 4. Measurable client outcomes
 - a. Short-term
 - b. Long-term
- F. Complexities of Group Counseling
 - 1. Dynamics in-group processing
 - a. Tuckman's Stages of Group Development
 - 2. Facilitating groups
 - a. Structured activities
 - b. Unstructured activities
- G. Utilization for Assessment in Counseling
 - 1. Diagnostic
 - a. DSM-5

- b. ICD-10
 - 2. Suicidality
 - 3. Substance Abuse
 - 4. Risk Factors and Warning Signs
 - 5. Treatment Planning
 - 6. Evaluation
- H. Consultation and Collaboration
- 1. Colleagues, and supervisors
 - 2. Parents and families
 - 3. School personnel

III. Methods of Instruction

- A. Group supervision and processing (college supervisor)
- B. Individual supervision, triadic supervision (site supervisor)
- C. Demonstrations
- D. Role playing scenarios
- E. Audiotape or videotape of recorded counseling sessions
- F. Metaphorical/Ethical activities

IV. Methods of Assessment

Assessment	Points
A.) Written Case Presentation (1)	20-Points
B.) Recorded Presentation Transcription (1)	20-Points
C.) Informal Recorded Presentation (1)	20-Points
D.) On-Site Supervisor Evaluations	10-Points
E.) Course Requirements <ul style="list-style-type: none"> ▪ Participation ▪ Clinical Hours ▪ Clinical Notes 	10-Points

<ul style="list-style-type: none"> ▪ Evaluation Forms (Formative and Summative) ▪ Professional Development Hours ▪ Informed Consent Forms ▪ Site Supervisor Fact Sheet ▪ Internship Contract ▪ Clearance Forms (3) / Disclosure Statement ▪ Affiliation Agreement ▪ Monthly Hours Logs ▪ Liability Insurance ▪ Self-Assessment (Integrated Developmental Model) ▪ Site-Policy Identifications (Suicide & Substance Abuse) ▪ University Supervisor Site Visitation 	
F.) Synchronous Class Participation	10-Points
G.) Asynchronous Class Participation/Weekly article/assignment reflection and review	10-Points
Total	100-Points

- A. **Written Case Presentation (1):** Each student will make a presentation on one individual counseling session or one group counseling session. The presentation will consist of the following:
1. Presenting Problem
 2. Developmental History
 3. Current Environment, consider systems perspective
 4. Career Implications of Mental Health Needs
 5. Counseling Goals, including objectives for each (individual counseling, group counseling, referral), consider treatment prevention or intervention (developmentally appropriate)
 6. Counseling Approaches, i.e. counseling theory and techniques
 7. Clinical Impressions, including specific symptomatology within DSM and other forms of assessment
 8. Multicultural considerations, i.e. gender, age, disability
 9. Efforts to understand your client's presenting problem, i.e. research and consultation
 10. Reactions to the client and experience as client's counselor, i.e. plan moving forward

11. Ethical Considerations, i.e. personal biases, approach, interactions

12. Questions for the group.

- For a **group session**, written information should consist of a “Group Counseling: Session Analysis” as well as an overview of the purpose of the group and its objectives. A transcription of the 15-minute recorded session to be presented will be required.
- In class, give an overview of the client or group, highlighting major issues and concerns (25-30 minutes)
- Audio or video recording presentation (30 minutes). Select 10 minutes of the tape that you want critiqued. The other 20 minutes will be selected at random. Bring a tape recorder, laptop, tablet or any equipment necessary for the presentation e.g. speakers, cables. **Try out your recording in advance to assure you can operate the equipment.**
- Critique/discussion/feedback (15 minutes). If it is *impossible* to record due to site issues, please contact me in advance. The expectation is that you work your hardest to conduct an audio recorded session.
- Client information and students’ therapeutic skills will remain **confidential**. All written information about the client will be returned to the student presenter for shredding.

Student Learning Outcomes: A-H

Total Points: 20-Points

- B. Recorded Presentation Transcription (1):** Students will present a 30 minute audio or video recorded counseling session with a client for class discussion and analysis. Students will be required to complete a transcription of the 10-15 minute counseling session for further in-depth analysis. To successfully complete this assignment, students will need to do the following:
1. Bring a tape recorder, laptop, tablet or any equipment necessary for the presentation e.g. speakers, cables. **Try out your recording in advance to assure you can operate the equipment.**
 2. Client information and students’ therapeutic skills will remain **confidential**
 3. Provide a background of the client including identifying characteristics as well as the presenting problem

4. Discuss theoretical framework approach as it pertains to this session, including specific skills used connected to the theory or theories
5. Complete a transcription of the counseling session and distribute to the class
6. Identify areas in which the student would like to receive peer feedback on the recorded session for future planning and approach by posing 2 questions.

Student Learning Outcomes: A-E; H

Total Points: 20-Points

C. **Informal Recorded Presentation (1):** Students will present one video or audio recorded client sessions to be reviewed in class. Before arriving to supervision on the date of the scheduled review of a recording, students will select a 30-minute period of the recording for review, i.e. a portion in which the student experiences difficulty or demonstrates skill. To successfully complete this assignment, students will need to do the following:

1. Bring a tape recorder, laptop, tablet or any equipment necessary for the presentation e.g. speakers, cables. **Try out your recording in advance to assure you can operate the equipment.**
2. Client information and students' therapeutic skills will remain **confidential**
3. Provide a background of the client including identifying characteristics as well as the presenting problem
4. Discuss theoretical framework approach as it pertains to this session, including specific skills used connected to the theory or theories
5. Select a 15-minute period of the recorded session to review
6. Identify areas in which the student would like to receive peer feedback on the recorded session for future planning and approach by posing 2 questions.

Student Learning Outcomes: A-E; H

Total Points: 20-Points

D. **On-Site Supervisor Evaluation:** The student will receive weekly supervision from their on-site supervisor. The university supervisor will assess the completion of this goal by doing the following:

1. Reviewing monthly supervision hour logs
2. Contacting the site supervisor on a regular basis through phone or email

3. Identify discussions that connect to this goal during peer processing within the supervision session
4. Reviewing the evaluations of the site supervisor at the mid-point and conclusion of the semester
5. Conducting a site visit to meet the site supervisor in-person

Student Learning Outcomes: A-H

Total Points: 10-Points

E. **Documentation and Participation (Course Requirements)**: Students will submit the following paperwork and engage in activities throughout the course of the semester:

1. Complete Student Self-Evaluation as Pre & Post-Course Evaluation based on the Integrated Developmental Model
2. Submit by First Class Session:
 - Internship Agreement
 - Clearance Forms / Disclosure Statement
 - Site Supervisor Fact Sheet
 - Liability Insurance (Student Members ACA – Free)
 - Affiliation Agreement with Internship Site
3. Monthly Internship Log
 - **Individual Counseling Hours** with Weekly Progress Notes (10)
 - One Client: Minimum of 5-Sessions
 - **Group Counseling Hours** with Group Analysis Notes (10)
 - **Professional Development (P.D.) Hours**
 - Students must submit verification of professional development hours through a certificate or a printed flyer signed by the site supervisor with hours documented
 - Journal Articles can fulfill Professional Development Hours
 - Journal Article Report Form: This task encompasses the reading of a scholarly article from a reputable journal publication, i.e. Journal of Counseling and Development. The Report Form should include journal title, article title, author(s), a brief synopsis of the article, and an

explanation of how information from the article could be implemented to improve counseling practices (1 Article Report = 1 Hour of P.D.)

4. Group Supervision Engagement
5. Submission of Clinical Notes (Individual and Group)
6. Informed Consent Forms for Counseling Recordings
7. Site Policy Identification (Suicide Policy and Substance Abuse)
8. University Supervisor Site Visit

Student Learning Outcomes: A-H

Total Points: 10-Points

F). Synchronous Class Time: Attendance and appropriate participation are required as part of professional responsibilities. Students are expected to demonstrate(a) the professional dispositions of the Graduate Counseling program, (b) engage in ethical behavior as defined by the American Counseling Association *Code of Ethics*, and (c) Rosemont's Academic Integrity policy. Students are responsible for coming to class prepared to discuss readings, make positive contributions to class discussions/activities, and be respectful of others. Below professional expectations may result in a 5% grade reduction and significantly below may result in a 10% reduction and a dispositions discussion with your academic advisor. Grades in this area will be determined by:

- Prompt arrival to class and regular attendance. Absences should be discussed in advance with the instructor.
- Engagement in discussions and class activities. Contributions reflect careful preparation for class and space for other students to participate.
- Being attentive and respectful towards others when not contributing directly.
- Demonstration of ethical integrity and adherence to the ACA Code of Ethics.
- No concerns regarding academic integrity.
- For hybrid courses: students may only utilize the Zoom link if they are on the opposite campus of the professor.

Student Learning Outcomes: A-H

Total Points: 10-Points

G). Asynchronous Class Time/Weekly articles/assignments: Students will read and respond to weekly discussion posts of an assigned article or resource provided by the instructor. Students will engage in thoughtful discussion and written reflections at a graduate level showing a counselor identity mind set.

Student Learning Outcomes: A-H

Total Points: 10-Points

V. Final Grade Scale

Note: All students in the Graduate Counseling Program **MUST** receive a grade of **“B” or higher**. If a student fails to do so, **he or she must repeat the course before continuing in the program.**

Please see the SGPS Academic Catalog or Graduate Counseling Student Handbook for additional information about course grades and academic integrity:

[SGPS Academic Catalog](#)

[Graduate Counseling Student Handbook](#)

A	100 – 93
A-	90 – 92
B+	87 – 89
B	83 – 86
*B-	80 – 82
*C+	77 – 79
*C	73 – 76
*C-	70 – 72
*F	70 and Below

Students are responsible to become familiar with and will be held accountable for the information on the following topics that can be found within the Academic Catalog.

Attendance Policy: Timely, consistent attendance in class has been shown to have a direct correlation to student performance. Missing classes causes students to fall behind in the course material. The policy for this class is that undocumented absences and tardy attendance are unacceptable. Absences are permitted only in cases of illness or other legitimate causes (family emergency, death in the family, etc.). Official notice that a student has presented documentation for an absence is sent from the Office of the Dean of Students to faculty on a timely basis. In cases of a documented absence from a class, the student has both the opportunity and responsibility to make up all class work missed.

Students are allowed documented absences equivalent to one week of classes for any course in which they are enrolled. This amounts to three absences for a class that meets on MWF schedule,

two classes for courses meeting either on a TR or MW schedule, and one class for labs and classes that meet only once a week. Absences are counted from the first day of class.

Entering the class late or leaving the room during class interrupts the classwork in progress and is disruptive to the learning process for students who are trying to learn. Class attendance is required, and roll is taken each period. Serious tardiness may result in a failure of the course.

Academic Integrity: Academic integrity is important to the intellectual climate at Rosemont College. Violations of academic integrity cannot be tolerated and may result in the student's failure in a course and/or suspension or expulsion from Rosemont College. Academic dishonesty includes but is not limited to: plagiarism; fabrication of data, information, or citations; multiple submissions of the same work in different courses; and cheating on exams or assignments. Cheating of any kind WILL result in a zero on the work in question and a letter grade reduction in the course grade after the student's grade is calculated using the zero on the work in question. At the instructor's discretion, it may also result in failing the course and/or reporting of the incident to the administration for further action.

Class Assignments: Assignments that are not completed by the stated deadline will not be accepted, excepting that submission of assignments that are late due to legitimate medical reasons or other extraordinary circumstances will be considered. Such circumstances must be supported by written documentation from an acceptable third party.

Communications: Changes in schedules, assignments, guidance, etc. will be communicated only to your Rosemont e-mail address. E-mail is the preferred way to communicate with the instructor and must be sent to the e-mail address listed on the front of this syllabus.

Disability Statement: If you have been approved for accommodations under ADA/504, please speak with the professor outside of class so that it is certain that all accommodations are provided promptly and completely. If you have not yet been approved for accommodations under ADA/504, but believe you might be entitled to them, please contact the Dean of Students in the Student Life Office at extension 2400 immediately. It would also be wise to speak with your professor, since temporary arrangements may be made under certain circumstances.

Student Concerns: Students who have any course-related concerns should talk directly with their faculty member prior to the next class meeting. If a mutually acceptable resolution cannot be achieved, the student is advised to follow the procedures outlined in the appropriate Student Handbook.

Cell Phone Use: In order to be able to receive campus-wide safety or weather alerts, cell phones may be left on vibrate only during class. Absent prior permission from the instructor, students may not acknowledge other messages or phone calls nor may they ever send or received text messages during class. Please keep your phone hidden from the class and on vibrate only. Cell phones should not be used for internet purposes unless related to class assignments and instruction.

Use of Laptops or Other Electronic Devices: The use of personal laptops and other electronic devices during class sessions is strongly encouraged for the purposes of researching course material and engaging in classroom discussion. Students should not use their personal laptops for

any other purposes during any class session. Failure to abide by this policy may impact your final grade.

Recording Lectures: Neither video nor audio recording may be made of any lecture in this course without the express consent of the instructor.

Inclement Weather: The Rosemont “snow number” is Montgomery County 342. Announcements of closings are also posted on the website and placed on the main college number, 610-527-0200. Students are encouraged to register their cell phone or email address to e2Campus on the iWay for cancellation notices.

Course Website: Information for this course, including, but not limited to, an electronic copy of this syllabus, is available through the course website located in Rosemont College Online (Moodle) located at <http://rosemont/learninghourse.com>. See your instructor if you have questions about accessing the course website.

Submitting Papers Electronically: Writing assignments for this course are to be submitted electronically via the course website using Turnitin®.

Rosemont College 2018-2019 Graduate Academic Calendar:

https://rosemont.edu/resources/site-pdfs/registrar/2018-2019_sgps_academic_calendar.pdf

VI. Suggested Texts and Equipment

- A. Rosemont College. (2018). *Student Handbook*. (Please use link above to access the 2018-2019 Student Handbook).
- B. American Counseling Association. (2014). 2014 ACA Code of Ethics. Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- C. American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders. DSM-5*. Washington, DC: American Psychiatric Association.
- D. Video recorder for taping and presenting sessions.

VII. Tentative Course Schedule

Date	Topics/Activities	Assignments Due
Week 1:	Orientation Group Supervision Session Buddies Theoretical Framework	Liability Insurance, Site Contract, Site Supervisor Sheet Informed Consent Supervision Contract

	Integrated Developmental Model Supervisee Questionnaire	
Week 2:	IDM Ethical Decision-Making Models Site Check In Building Rapport	Discussion Post #1 Reflection
Week 3:	IDM Review of clients/summary	Discussion Post #2
Week 4:	IDM Site Check In Client Recording	Discussion Post #3 Hour Log Informal Recorded Presentation
Week 5:	IDM Site Check In Clinical Interview	Discussion Post #4 Informal Recorded Presentation
Week 6:	Group Supervision Self-Care IDM Clinical Interview	Discussion Post #5 Informal Recorded Presentation
Week 7:	Group Supervision Professional Advocacy	Discussion Post #6 Informal Recorded Presentation
Week 8:	Group Supervision Legal and Ethical Scenarios	Discussion Post #7 Informal Recorded Presentation
Week 9:	Group Supervision Consultation	Discussion Post #8 Recorded Presentation Transcription/Case Consultation
Week 10:	Group Supervision DSM Review	Discussion Post #9 Recorded Presentation Transcription/Case Consultation

Week 11:	Group Supervision Crisis Counseling	Recorded Presentation Transcription/Case Consultation Discussion Post #10
Week 12:	Group Supervision	Recorded Presentation Transcription/Case Consultation
Week 13:	Group Supervision Integrated Developmental Model Chart Review	Recorded Presentation Transcription/Case Consultation
Week 14:	Group Supervision	Recorded Presentation Transcription/Case Consultation
Week 15:	Group Supervision Metaphor Activity Supervisee Questionnaire	Hour Log Written Case Presentation SIRs Student Evaluations Student Self-Evaluation Site Supervisor Evaluation

VIII. Bibliography

A. **Print Resources**

- American Counseling Association. (2014). 2015 Code of Ethics. Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- Corey, G. (2008). *Theory and practice of group counseling*. Pacific Grove, CA: Brooks/Cole.
- Corey, G., Corey, M. S., & Callanan, P. (2007). *Issues and ethics in the helping professions*. Pacific Grove, CA: Brooks/Cole.
- Corey, M. S., Corey, G., & Corey, C. (2010). *Groups: Process and practice*. Belmont, CA: Brooks/Cole.
- DeLucia-Waack, J., & Donigian, J. (2004). *The practice of multicultural group work: Visions and perspectives from the field*. Belmont, CA: Brooks/Cole.
- Doweiko, H. E. (2006). *Concepts of chemical dependency*. Pacific Grove, CA: Brooks/Cole.
- Evans, K. (2008). *Gaining cultural competence in career counseling*. Boston: Lahaska Press.
- Glasser, W. (1998). *Choice theory*. New York: Harper Collins.

- Helms, J. E., & Cook, D. A. (1999). *Using race and culture in counseling and psychotherapy: Theory and process*. Boston, MA: Allyn and Bacon.
- Hines, D. A., & Malley-Morrison, K. (2005). *Family violence in the United States: Defining, understanding and combating abuse*. Thousand Oaks, CA: Sage.
- James, R., & Gilliland, B. (2005). *Crisis intervention strategies*. Belmont, CA: Thomson Brooks/Cole.
- Kaplan, D. M., Francis, P. C., Hermann, M. A., Baca, J. V., Goodnough, G. E., Hodges, S., . . . Wade, M. E. (2017). New concepts in the 2014 ACA code of ethics. *Journal of Counseling & Development, 95*(1), 110-120. doi:10.1002/jcad.12122
- Lehmann, P., & Rabenstein, S. (2002). Children exposed to domestic violence: The role of impact, assessment, and treatment. In A. R. Roberts (Ed.), *Handbook of domestic violence: Intervention strategies* (pp. 343-364). New York: Oxford University Press.
- Lewis, J. A., Lewis, M. D., Daniels, J. A., & D'Andrea, M. J. (2003). *Community counseling: Empowerment strategies for a diverse society*. 3rd ed. Belmont, CA: Wadsworth.
- Johnson, D., & Johnson, F. (2006). *Joining together: Group theory and group skills*. New York: Allyn and Bacon.
- Miller, G. A. (2005). *Learning the language of addiction counseling*. Boston, MA: Allyn & Bacon
- Norton, R. A., & Coleman, H. L. K. (2003). Multicultural supervision: The influence of race-related issues in supervision and outcome. In D. B. Pope-Davis, H. L. K. Coleman, W. M. Liu, & R. L. Toporek (Eds.), *Handbook of multicultural competencies* (pp. 114-134). Thousand Oaks, CA: Sage.
- Ober, A. M., Granello, D. H., & Henfield, M. S. (2009). A synergistic model to enhance multicultural competence in supervision. *Counselor Education and Supervision, 48*(3), 204-221. doi:10.1002/j.1556-6978.2009.tb00075.x
- Pedersen, P. B. (1991). Multiculturalism as a fourth force in counseling. *Journal of Counseling and Development, 70*(1), 6-12.
- Rayle, A. D. (2006). Mattering to others: Implications for the counseling relationship. *Journal of Counseling and Development, 84*(4), 483-487.
- Rogers, C. (2002). *On becoming a person*. New York: Houghton Mifflin.
- Savin-Williams, R. C. (2001). *Mom, dad, I'm gay: How families negotiate coming out*. Washington, DC: APA Press.

- Sharf, R. S. (2010). *Applying career development theory to counseling*. Belmont, CA: Thomson.
- Snyder, C. M. J., & Anderson, S. A. (2009). An examination of mandated versus voluntary referral as a determinant of clinical outcome. *Journal of Marital and Family Therapy*, 35(3), 278-292.
- Stewart, P. E., & Ames, G. P. (2014). Using culturally affirming, thematically appropriate bibliotherapy to cope with trauma. *Journal of Child & Adolescent Trauma*, 7(4), 227-236. doi:10.1007/s40653-014-0028-6
- Sue, D. W. (2008). *Counseling the culturally diverse: Theory and practice*. Hoboken, NJ: Wiley.
- Teyber, E. (2006). *Interpersonal process in therapy: An integrative model*. Belmont, CA: Thompson Brooks/Cole.
- Tyson, L. E., Culbreth, J. R., & Harrington, J. (Eds.). (2008). *Critical incidents in clinical supervision: Addictions, community, and school counseling*. Alexandria, VA: American Counseling Association.
- Ungar, M. (2011). *Counseling in challenging contexts*. Belmont CA: Brooks/Cole.
- Walker, L. E. (1979). *The battered woman*. New York: Harper and Row.
- Yalom, I., & Leszcz, M. (2005). *The theory and practice of group psychotherapy*. New York: Basic Books.
- Zunker, V. (2006). *Career counseling: A holistic approach*. Belmont, CA: Thomson Brooks/Cole.

A. Non-Print Resources

- American Counseling Association (ACA): <http://www.counseling.org>
- Association for Multicultural Counseling and Development (AMCD): <http://www.counseling.org>
- Council for Accreditation of Counseling and Related Education Programs (CACREP): www.cacrep.org
- National Board of Certified Counselors (NBCC): www.nbcc.org
- National Clearinghouse for Alcohol & Drug Information (NCADI): <http://www.health.org/>
- O*NET OnLine: <https://www.onetonline.org/>
- Pennsylvania Counseling Association (PCA): http://www.pacounseling.org/aws/PACA/pt/sp/home_page

Pennsylvania Mental Health Association (PMHA): <http://www.pamhca.com/>

Pennsylvania State Licensure Board:

<https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageandFamilyTherapistsandProfessionalCounselors/Pages/default.aspx>

Psychotherapy.Net Videos: <http://www.psychotherapy.net/videos>

Substance Abuse and Mental Health Services Administration (SAMSHA):

<https://www.samhsa.gov/>

U.S. Department of Health and Office of Minority Health Resource Center: www.omhrc.org

IX. CACREP Standards-Assessment Crosswalk

2016 CACREP Standard	Assessment	Student Learning Outcome
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human services and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation (1b. Professional Counseling Orientation and Ethical Practice).	Site Supervisor Evaluation, Professional Advocacy Topic Week # 7, & Consultation Topic Week # 9	(C) (E) (G)
Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (1c. Professional Counseling Orientation and Ethical Practice).	Identification of Suicide Policy & Crisis Counseling Topic Week # 11	(E) (G)
The role and process of the professional counselor advocating on behalf of the profession (1d. Professional Counseling Orientation and Ethical Practice).	Professional Advocacy Topic Week # 7	(F) (G)
Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (1e. Professional Counseling Orientation and Ethical Practice).	Written Case Presentation, Recorded Presentations, & Professional Advocacy Topic Week # 7	(D) (F)

Professional counseling organizations, including membership benefits, activities, services to members and current issues (1f. Professional Counseling Orientation and Ethical Practice).	Liability Insurance Requirement & Licensure And Certification Topic Week # 5	(B)
Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (1g. Professional Counseling Orientation and Ethical Practice).	Liability Insurance Requirement & Licensure And Certification Topic Week # 5	(B)
Current labor market information relevant to opportunities for practice within the counseling profession (1h. Professional Counseling Orientation and Ethical Practice).	Counseling Job Market Topic Week # 14	(C) (D)
Ethical standards of professional counseling organizations for credentialing bodies, and applications of ethical and legal considerations in professional counseling (1i. Professional Counseling Orientation and Ethical Practice).	Written Case Presentation, Recorded Presentations, & Ethical Scenarios Topic Week # 8	(B) (D) (G)
Strategies for personal and professional self-evaluation and implications for practice (1k. Professional Counseling Orientation and Ethical Practice).	Integrated Developmental Model Assessment	(B) (E) (G)
Self-care strategies appropriate to the counselor role (1l. Professional Counseling Orientation and Ethical Practice).	Integrated Developmental Model Assessment & Self-Care Topic Week # 6	(B) (C) (G)
The role of counseling supervision in the profession (1m. Professional Counseling Orientation and Ethical Practice).	Class Attendance & Consultation Topic Week # 9	(B) (G)
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (2a. Social and Cultural Diversity).	Written Case Presentation, Recorded Presentations, & Site Supervisor Evaluation	(A) (B) (C)

Multicultural counseling competencies (2c. Social and Cultural Diversity).	Written Case Presentation, Recorded Presentations, & DSM Topic Week # 10	(B)
The impact of heritage, attitudes, beliefs, understanding, and acculturative experiences on an individual's views of others (2d. Social and Cultural Diversity).	Written Case Presentation & Recorded Presentations	(B) (C) (F)
The effects of power and privilege for counselors and clients (2e. Social and Cultural Diversity).	Weekly Group Supervision & Ethical Scenarios Topic Week # 8	(B) (C) (F)
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (2h. Social and Cultural Diversity).	Written Case Presentation & Professional Advocacy Topic Week # 7	(A) (B) (C) (D) (E) (F)
Systemic and environmental factors that affect human development, functioning, and behavior (3f. Human Growth and Development).	Written Case Presentation & Recorded Presentations	(A) (B) (C)
Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (3g. Human Growth and Development).	Suicide Policy Topic Week # 2, Substance Abuse Policy Topic Week # 3, & Crisis Counseling Topic Week # 11	(A) (B) (C)
A general framework for understanding differing abilities and strategies for differentiated interventions (3h. Human Growth and Development).	Written Case Presentation & Recorded Presentations	(B) (C)
Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (4b. Career Development).	Written Case Presentation & Recorded Presentations	(A) (C) (D)
Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (4c. Career Development).	Assessment Topic Week # 4, Professional Advocacy Topic Week # 7, & Counseling Job Market Topic Week # 14	(A) (C) (D) (E)
Approaches for assessing the conditions of the work environment on clients' life experiences (4d. Career Development).	Assessment Topic Week # 4, DSM Topic Week # 10, & Written Presentation	(A) (C) (D) (E)

Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (4e. Career Development).	Assessment Topic Week # 4	(A) (C) (D) (E)
Theories and models of counseling (5a. Counseling and Helping Relationships).	Written Case Presentation, Recorded Presentations, & Theoretical Framework Topic Week # 1	(A) (C)
A systems approach to conceptualizing clients (5b. Counseling and Helping Relationships).	Written Case Presentation & Recorded Presentations	(A) (C) (D)
Theories, models, and strategies for understanding and practicing consultation (5c. Counseling and Helping Relationships).	Consultation Topic Week # 9	(A) (G)
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (5d. Counseling and Helping Relationships).	Individual Counseling Progress Notes & Ethical Scenarios Topic Week # 8	(A) (B) (C) (D)
Counselor characteristics and behaviors that influence the counseling process (5f. Counseling and Helping Relationships).	Individual Counseling Progress Notes & Integrated Developmental Model	(B) (C) (G)
Essential interviewing, counseling, and case conceptualization skills (5g. Counseling and Helping Relationships).	Written Case Presentation, Recorded Presentations, Individual Counseling Progress Notes, & Assessment Topic Week # 4	(A) (D) (E)
Developmentally relevant counseling treatment or intervention plans (5h. Counseling and Helping Relationships).	Written Case Presentation	(B) (D) (E)
Development of measurable outcomes for clients (5i. Counseling and Helping Relationships).	Written Case Presentation	(D) (E)
Suicide prevention models and strategies (5l. Counseling and Helping Relationships).	Suicide Policy Topic Week # 2 & Crisis Counseling Topic Week # 11	(A) (D) (E)

Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (5m. Counseling and Helping Relationships).	Written Case Presentation, Recorded Presentations, & Theoretical Framework Topic Week # 1	(A) (D) (E)
Processes for aiding students in developing a personal model of counseling (5n. Counseling and Helping Relationships).	Written Case Presentation, Recorded Presentations, & Theoretical Framework Topic Week # 1	(C)
Dynamics associated with group process and development (6b. Group Counseling and Group Work).	Group Counseling Analysis Progress Notes	(D)
Therapeutic factors and how they contribute to group effectiveness (6c. Group Counseling and Group Work).	Group Counseling Analysis Progress Notes & Review of Tuckman's Stages	(C) (D)
Types of groups and other considerations that affect conducting groups in various settings (6f. Group Counseling and Group Work).	Group Counseling Analysis Progress Notes	(C) (D)
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (7c. Assessment and Testing).	Suicide Policy Topic Week # 2 & Crisis Counseling Topic Week # 11	(A) (D) (E)
Procedures for identifying trauma and abuse and for reporting abuse (7d. Assessment and Testing).	Suicide Policy Topic Week # 2, Substance Abuse Policy Week # 3, Assessment Topic # 4, & Crisis Counseling Topic Week # 11	(A) (D) (E)
Use of assessments for diagnostic and intervention planning purposes (7e. Assessment and Testing).	Written Case Presentation, Assessment Topic Week # 4, DSM Topic Week # 10, & Integrated Developmental Model	(D) (E)
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (7m. Assessment and Testing).	Assessment Topic Week # 4 & Ethical Scenarios Week # 8	(A) (B) (D) (E)
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (8a. Research and Program Evaluation).	Written Case Presentation & Integrated Developmental Model	(F)
Needs assessments (8c. Research and Program Evaluation).	Assessment Topic Week # 4 & Integrated	(D) (E) (F)

	Developmental Model	
Evaluation of counseling interventions and programs (8e. Research and Program Evaluation).	Site Supervisor Evaluation & Integrated Developmental Model	(F) (G)

Section 5: Entry-Level Specialty Areas	Assessment	Student Learning Outcome
Clinical Mental Health Counseling		
Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (C.1.c. Foundations)	Recordings, Case Presentation, & Progress Notes	(A) (B) (E)
Psychological tests and assessments specific to clinical mental health counseling (C.1.e. Foundations)	Case Presentation & Progress Notes	(E)
Roles and settings of clinical mental health counselors (C.2.a. Contextual Dimensions)	Self-Assessment, Monthly Hour Logs, & Site Supervisor Evaluation	(C) (D) (E) (F)
Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (C.2.b. Contextual Dimensions)	Suicide Policy Identification & Substance Abuse Policy Identification	(E) (G)
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (C.2.c. Contextual Dimensions)	Progress Notes, Site Supervisor Evaluation, & Group Processing	(A) (C) (D)
Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (C.2.d. Contextual Dimensions)	Recordings & Case Presentation	(D) (E)

Cultural factors relevant to clinical mental health counseling (C.2.j. Contextual Dimensions)	Recordings & Case Presentation	(A) (B) (C)
Legal and ethical considerations specific to clinical mental health counseling (C.2.l. Contextual Dimensions)	Suicide Policy Identification, Substance Abuse Policy Identification Recordings, & Case Presentation	(A) (B) (C)
Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (C.2.m. Contextual Dimensions)	Progress Notes & Group Analysis Notes	(E) (G)
Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (C.3.a. Practice)	Monthly Hours Logs & Case Presentation	(A) (B) (E)
Techniques and interventions for prevention and treatment of a broad range of mental health issues (C.3.b. Practice)	Site Supervisor Evaluation, Progress Notes, Recordings, & Case Presentation	(A) (D) (E)
Strategies for interfacing with integrated behavioral health care professionals (C.3.d. Practice)	Self-Assessment & Site Supervisor Evaluation	(G)
Strategies to advocate for persons with mental health issues (C.3.e. Practice)	Monthly Hour Logs & Case Presentation	(A) (B)

Rosemont College

Graduate Counseling Program

Site Supervisor Fact Sheet

The University Supervisor and Internship Coordinator will review the information listed below to determine if the site supervisor meets requirements for fulfillment of site supervisor responsibilities.

Site Supervisor: Completes the bottom half of the form and returns the form to the student with an updated CV or Resume attached.

Student: Completes the top half of the form and submits the completed form to the University Supervisor on the first scheduled class session of the semester. The University Supervisor will submit the form to the Internship Coordinator.

TO BE COMPLETED BY THE STUDENT

Student Name: _____ Student Email: _____

Student Address:

Semester and Year of Practicum / Internship:

Course Number and Section of Practicum / Internship: _____

TO BE COMPLETED BY THE SITE SUPERVISOR

Site Supervisor Name: _____

Position: _____

Site Name:

Site Address:

Site Telephone: _____ Site Fax: _____

Site Supervisor Email: _____

CACREP accreditation requires that site supervisors meet the following qualifications:

Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled (clinical mental health counseling or school counseling); (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

List all professional licenses and/or certifications, state, and number:

Internship Coordinator Approval: Approved: _____

Not Approved: _____

Notified: _____

Rosemont College

Graduate Counseling Program

Individual Counseling Progress Report: DAP

Counselor: _____

Client (Initials): _____

Age: _____

Session Number: _____

Date of Session: _____

D-A-P Model

Data (Session content): _____

Assessment (Evaluation of client/session): _____

Plan (Follow up): _____

Rosemont College

Graduate Counseling Program

Individual Counseling Progress Report: SOAP

Counselor: _____

Client (Initials): _____

Age: _____

Session Number: _____

Date of Session: _____

S-O-A-P Model

Subjective Reaction (Session flow, Interaction with client, Client demeanor and presentation): _____

Objective Information (Factual information of client progress and/or regression, Interventions): _____

Analysis (Implications of subjective reactions and objective information): _____

Plan (Follow-up): _____

Rosemont College

Graduate Counseling Program

Group Counseling Progress Report

Counselor: _____ Co-Facilitator: _____

Group: _____ Type & Purpose: _____

Session Number: _____ Date: _____

Number of Participants and Age Range: _____

Session Overview: _____

Session Evaluation: _____

Analysis (Implications of subjective reactions and objective information): _____

Plan for Next Session: _____

Rosemont College

Graduate Counseling Program

Internship Agreement

The internship experience provides the student an opportunity to apply theory and continuously develop counseling skills and techniques under the supervision of a trained professional. It is encouraged that the internship setting offer a diverse array of experiences to the student in order to provide him/her a realistic understanding of the area of counseling in which he/she has interest.

Student Expectations:

- (1.) Obtain Liability Insurance through the American Counseling Association
- (2.) Conduct oneself in a professional manner within the work setting by arriving on time, dressing appropriately, and communicating with the site supervisor about fulfilling course requirements and meeting expectations of the site
- (3.) Abide by the ACA Code of Ethics in all client situations. If uncertainty arises, communicate your thoughts with the site supervisor before taking further action
- (4.) Maintain confidentiality for all client personal and health related information during the internship experience

- (5.) Obtain Informed Consent from all clients and/or a parent of the client in which an audio and/or video recorded counseling session is conducted
- (6.) Understand and follow all policies and procedures established by the site
- (7.) Contribute to goals and objectives of the site by offering assistance and support in a variety of areas, i.e. individual sessions, group sessions, administrative support, and treatment planning, so assist the site in fulfilling its mission
- (8.) Prepare appropriately for individual and group counseling sessions with clients by taking time to review client medical records, engage in the process of supervision with the on-site supervisor, and reflect on the potential effectiveness of planned activities
- (9.) Provide the on-site supervisor the name and contact information for the college supervisor to promote communication and collaboration between the site and college

Student Learning Outcomes:

- (1.) Provide direct counseling services relevant to their specialty area and fulfill additional requirements including indirect hours and responsibilities common to the role of a counselor in their specialty area.
- (2.) Form a professional identity founded on credentialing, self-development, codes of ethics (i.e., ACA), appropriate self-care, supervision, and continuing education.
- (3.) Integrate multicultural competencies in practice as evidenced by the application of culturally sensitive services to clients through the appropriate use of assessments, planning, interventions, and advocacy.
- (4.) Differentiate life stages and levels of personal, academic, social, and emotional functioning to provide developmentally appropriate individual and group counseling services to clients in their specialty area of interest
- (5.) Demonstrate a knowledge and understanding of factors affecting the therapeutic relationship with clients, including theoretical orientation, counselor characteristics, and goal setting
- (6.) Provide appropriate group counseling services in their specialty area of interest as evidenced by establishing group norms, facilitating group cohesion, and modeling group leadership
- (7.) Implement effective forms of assessments to gauge client mental health in crisis and non-crisis intervention to create a comprehensive treatment plan while engaging the client in the assessment process

Course Requirements:

- (1.) 300 clock-hours of supervised counseling internship in various roles and a setting relevant to the student's specialty area
- (2.) 120 clock-hours of direct service to client – preferably 60-hours of individual counseling and 60-hours of group counseling
- (3.) Weekly interaction through formal supervision with the site supervisor that equates to one hour per week through the duration of the internship
- (4.) 3 audio and/or video recorded client counseling sessions to ensure the student is practicing skills and techniques in an ethical responsible and effective manner - Informed Consent required for each client
- (5.) Formative and Summative Evaluations completed by the site supervisor as an assessment of student development at the mid-point and conclusion of the semester

Site Supervisor Expectations:

- (1.) Provide 1-hour of weekly supervision to the student throughout the duration of the internship experience
- (2.) Ensure the student is supported by an on-site professional when you are not present
- (3.) Support the student in obtaining all course requirements communicated above
- (4.) Provide a wide array of professional activities opportunities, and resources for the student to further student development and understanding
- (5.) Complete a Formative and Summative Evaluation of the student at the mid-point and conclusion of the semester
- (6.) Maintain communication and collaboration with the college supervisor to address potential areas of concern and accomplishment for the student

Student Signature: _____

Date: _____

Site Supervisor Signature: _____

Date: _____

Rosemont College

Graduate Counseling Program

Integrated Developmental Model Placement Chart

Directions: Please place a mark below during each week of your practicum or internship experience as a means of self-monitoring your own progression and/or regression throughout the semester (Example W1 = Week 1, W2 = Week 2, etc. Your grade will not be determined based on progression or regression. The chart on the second page gives you some guidance on where you may fall each week.

	SELF AND OTHER AWARENESS	MOTIVATION	AUTONOMY
LEVEL ONE			

LEVEL TWO			
LEVEL THREE			

	SELF AND OTHER AWARENESS	MOTIVATION	AUTONOMY
LEVEL ONE	Self-awareness is limited Self-focus is high Evaluation apprehension Unaware of strengths/weaknesses	High motivation High levels of anxiety Skill acquisition focus	Dependent upon supervisor Needs structure from supervisor Positive feedback Minimum direct confrontation
LEVEL TWO	Focuses more on client Empathy more possible Understanding client worldview more possible May become enmeshed, lose effectiveness May become confused, lose effectiveness	Fluctuating, sometimes highly confident Increased complexity shakes confidence Confusion, despair, indecisive	Dependency – autonomy conflict Can be quite assertive, pursue own agenda Functions more independently May only want requested, specific input

	Appropriate balance is an issue		Other times dependent or invasive
LEVEL THREE	Accepts own strengths and weaknesses High empathy and understanding Focuses on client, process, and self Uses therapeutic self in session	Stable motivation Doubts remain, but not disabling Total professional identity is the focus	Firm belief in own autonomy Knows when to seek consultation Retains responsibility