**COUNSELING PRACTICUM (COU 777)**

**INSTRUCTOR INFORMATION:**
Instructor Name:
Email:

**STUDENT SUCCESS AND INCLUSIVITY**
At Missouri State University we are committed to your success and the creation of an environment where all students are welcome. As a community of learners, we acknowledge the value in the engagement and exchange of ideas with individuals, whose backgrounds may be different than our own.

A key element to your success as a student is to actively engage in the course activities, with your peers, and me - your instructor. If you anticipate or experience academic barriers during the course, contact me right away so we can discuss options for addressing those barriers.
Missouri State University (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to persons with temporary and permanent disabilities, to students facing mental health or other personal challenges, and to students with other kinds of learning challenges. Please let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

- [Disability Resource Center](#)
- [Counseling Center](#)
- [Multicultural Center](#)
- [Academic Advising & Transfer Center](#)

**DEFINITION OF COUNSELING**
Recently ACA and 28 other Counseling Organizations adopted the following definition:
"Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals."

**REFLECTIVE COUNSELING PRACTICE**
The Counseling Programs are committed to providing students with opportunities for self-reflection as those practices are congruent with the beliefs of the Professional Education Unit at Missouri State University and constitute the cornerstone of modern professionalism. Self-reflective practice requires openness, awareness, honesty, self-analysis, problem solving, conflict resolution, tolerance, and responsibility. These personal attributes and skills are crucial to the development of excellence in our schools and community agencies serving a diverse, multicultural society.

## COURSE DESCRIPTION:

**777:** Prerequisite: admission to Counseling program or certificate program; and COU 710 and COU 714 and COU 751 each with grade of B or better; and COU 711; and departmental approval for practicum. Supervised counseling experience involving work with clients from the community addressing a wide range of mental health and/or school counseling (elementary and/or secondary level) related presenting issues; observation, discussion, and evaluation of counseling sessions. Graded Pass/Not Pass only.

## METHODS OF INSTRUCTION:

**Didactic In-Person**: This course is a "traditional" learning style in the classroom. Methods involved in this form of student-centered approach include small group discussion, problem-based learning, reflective writing, and contemplative work as well as skills practice and

## COURSE MATERIALS:

Erford, B. T. (2020). *45 techniques every counselor should know* (3rd ed.). Pearson.

Kottman, T., & Meaney-Walen, K. K. (2018) *Doing play therapy: From building the relationship to facilitating change.* Guilford Press*. [\*Required for students who will be providing play therapy]*

## Required Trainings

- HIPAA training: https://personcenteredtech.com/free-ce-hours/
- Mandated Reporter Training: http://protectmokids.com/
- QPR Institute Suicide Screening Training: https://www.qprinstitute.com/professional-training (go to "Suicide Screening Training)

American Counseling Association Fact Sheet #9: Vicarious Trauma \**Required for all students* [handout]

Community Resource Online Guide: https://thelibrary.org/directory/ (free download)

Dasenbrook, N. C., & Walsh, R. J. (2005). *Meeting HIPAA requirements notice of privacy practices and client rights documents*. American Counseling Association, www.counseling.org

Norem, K., Magnuson, S., Wilcoxon, S. A., & Abel, O. (2006). Supervisees' contributions to stellar supervision outcomes. *Journal of Professional Counseling: Practice, Theory, and Research, 34*(1&2), 33-48.

Shaprio, D. E. (1995). Fledgling therapist disorder and fledgling therapist with supervisoraphobia disorder: Proposed DSM-IV categories. *Journal of Mental Health Counseling, 17*(4), 456-461.

*Current Research Articles in Course:*

Cade, R. (2021). Client predictors of individual counseling attendance at a counselor training clinic. *Outcome Research and Evaluation, 13*(1), 44-56. https://doi.org/10.1080/21501378.2021.1989576

Coleman, M. L. (2021). The use of counseling skills within evaluative context. *Counseling Outcome Research and Evaluation, 13*(1), 22-29. https://doi.org/10.1080/21501378.2022.2025771

\*\*Additional readings and tests, as made available online, on reserve, or announced.

<u>**MSU COUNSELING SYLLABUS MATRIX**</u>

This course is designed to meet certain content standards for accreditation adopted by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 standards. As such, CACREP standards covered in the course, goals, learning outcomes, learning objectives, curricular activities, and curricular assessments are displayed below:

| THEMES | LEARNING OBJECTIVES | CACREP STANDARDS (2016) | LEARNING ACTIVITIES | LEARNING OUTCOMES | EVALUATION TOOLS |
|---|---|---|---|---|---|
| Counseling Skills | By the end of this course, students will be increase knowledge and skills of counseling skills | Social and Cultural Diversity: 2.F.2.c. Counseling and Helping Relationships: 2.F.5.g., 2.F.5.k. Assessment and Testing: 2.F.7.b., 2.F.7.k. School Counseling: 5.G.3.f.; CMHC 5.C.2.j | Seeing clients, individual supervision, group supervision, observation | Students will demonstrate mastery of counseling skills with a diverse population. | Performance Fitness Evaluation; Assessment of Dispositions and Clinical Skills using the PFE |
| Client Advocacy | By the end of this course, students learn to advocate for their clients | Social and Cultural Diversity: 2.F.2.c., 2.F.2.f. Human Growth and Development: 2.F.3.i. Counseling and Helping Relationships: 2.F.5.k. Clinical Mental Health Counseling: 5.C.3.e. | Seeing clients, individual supervision, group supervision, observation | Students will demonstrate knowledge and skill in client advocacy | Performance Fitness Evaluation; Assessment of Dispositions and Clinical Skills using the PFE |
| Case Conceptualization | By the end of this course, students will be able to develop case conceptualization skills. | Social and Cultural Diversity: 2.F.2.c. Counseling and Helping Relationships: 2.F.5.g., 2.F.5.i. Assessment and Testing: 2.F.7.b., 2.F.7.k., 2.F.7.l. | Seeing clients, individual supervision, group supervision, observation | Students will demonstrate case conceptualization skills in accordance to their personal model of counseling | Performance Fitness Evaluation; Assessment of Dispositions and Clinical Skills using the PFE |
| Screening assessment skills | By the end of this course, students will be use and apply screening assessment. | Assessment and Testing: 2.F.7.b., 2.F.7.e., 2.F.7.k. Clinical Mental Health Counseling: 5.C.3.a. | Seeing clients, individual supervision, group supervision, observation | Students will accurately apply and use screening assessments. | Performance Fitness Evaluation; Assessment of Dispositions and Clinical Skills using the PFE |
| Personal Model of Counseling | By the end of this course, students will be able to apply and conceptualize their personal model of counseling. | Counseling and Helping Relationships: 2.F.5.n | Seeing clients, individual supervision, group supervision, observation | Students will demonstrate and articulate their personal model of counseling. | Performance Fitness Evaluation; Assessment of Dispositions and Clinical Skills using the PFE |
| Research skills for helping clients presenting concerns | By the end of this course, students will be able to research approaches and interventions to helping clients with diverse presenting concerns. | Social and Cultural Diversity: 2.F.2.c., 2.F.2.f. Human Growth and Development: 2.F.3.i. Counseling and Helping Relationships: 2.F.5.j., 2.F.5.k. | Seeing clients, individual supervision, group supervision, observation | Students will demonstrate the researching and applying of knowledge and interventions to meet clients' diverse presenting concerns. | Performance Fitness Evaluation; Assessment of Dispositions and Clinical Skills using the PFE |
| Developmental Responsiveness | By the end of this course, students will be able to apply | Social and Cultural Diversity: 2.F.2.c., 2.F.2.f. | Seeing clients, individual supervision, | Students will demonstrate the application of developmental | Performance Fitness Evaluation; Assessment of |

| | | | | | |
|---|---|---|---|---|---|
| | developmental responsiveness in working with clients. | Human Growth and Development: 2.F.3.i. Counseling and Helping Relationships: 2.F.5.g., 2.F.5.h., 2.F.5.i. Clinical Mental Health Counseling: 5.C.3.b. School Counseling: 5.G.3.f. | group supervision, observation | responsiveness in working with clients of all ages. | Dispositions and Clinical Skills using the PFE |
| Case Management Skills | By the end of this course, students will be develop case management skills | Counseling and Helping Relationships: 2.F.5.g., 2.F.5.i., 2.F.5.k., 2.F.7.b. Assessment and Testing: 2.F.7.e. Clinical Mental Health Counseling: 5.C.3.a. | Seeing clients, individual supervision, group supervision, observation | Students will demonstrate ability to present, discuss, and treatment plan for clients through case management | Performance Fitness Evaluation; Assessment of Dispositions and Clinical Skills using the PFE |
| Openness to Supervision | By the end of this course, students will be able to accept critical feedback in individual and group supervision. | Professional Counseling Orientation and Ethical Practice: 2.F1.k. Counseling and Helping Relationships: 2.F.5.g., 2.F.5.i., 2.F.5.n | Seeing clients, individual supervision, group supervision, observation | Students will demonstrate openness in individual and group supervision. | Performance Fitness Evaluation; Assessment of Dispositions and Clinical Skills using the PFE |
| Professionalism | By the end of this course, students will be able to demonstrate professional disposition in their work with clients, counselors, staff, and supervisor. | Professional Counseling Orientation and Ethical Practice: 2.F1.k. | Seeing clients, individual supervision, group supervision, observation | Students will demonstrate positive professional disposition in working work with clients, counselors, staff, and supervisor. | Performance Fitness Evaluation; Assessment of Dispositions and Clinical Skills using the PFE |
| Ethical and Multicultural Competencies | By the end of this course, students will be able to apply ethical and multicultural competencies with diverse clients to promote resilience and optimum development and wellness across the lifespan. | Professional Counseling Orientation and Ethical Practice: 2.F1.k. Social and Cultural Diversity:  2.F.2.c., 2.F.2.f. Human Growth and Development: 2.F.3.i. Counseling and Helping Relationships: 2.F.5.j, 2.F.5.k. | Seeing clients, individual supervision, group supervision, observation | Students will demonstrate ability to apply ethical and multicultural competencies, develop help seeking-behavior of diverse clients, and ethical and cultural relevant strategies for promoting resilience and optimum development and wellness across the lifespan. | Performance Fitness Evaluation; Assessment of Dispositions and Clinical Skills using the PFE |

This course also meets the following MOSTEP Standards:

1. Locate resources in the community that can be used in the school to improve student achievement & success (3:4)
2. Work with parents, guardians, & families to act on behalf of their children to address problems that affect student success in school (3:2)
3. Know strategies & methods for working with parents, guardian, families, & communities to empower them to act on behalf of their children (3:2)
4. Make appropriate referrals to school and/or community resources
5. Demonstrate the ability to use procedures for assessing & managing suicide risk (2:2)

**Technology**: The use of technology is a part of our everyday lives at the university and there is important information you should know about your own computer's capabilities, Internet access, Blackboard, and other technology tools whether you are participating in a classroom on campus or taking an online class. For information on the basic computer requirements to be successful in class visit the [Knowledge Base for Computer Requirements](#) on the Missouri State University website. It is strongly recommended that, in addition to your standard means of access, you have an alternative plan for acquiring course materials, should your computer fail to function, or your Internet connectivity becomes disrupted.  The MSU campus library is an excellent option if it is nearby; otherwise, most public libraries offer Internet access.  If you have a laptop computer, then familiarity with local "hotspots" might also serve you well.  It is your responsibility to actively and proactively address technical problems, therefore, develop a plan to address technical problems before they arise. If you need assistance with Blackboard the MSU helpdesk can be reached by phone at 417-836-5891 or by emailing [HelpDesk@MissouriState.edu](mailto:HelpDesk@MissouriState.edu). You can also visit the [Help Desk website](#) for a live chat option.

**Blackboard.** We will utilize Blackboard throughout the semester. I will use the announcements tool to post information about the course as the semester progresses. All course assessments will be submitted through Blackboard (this includes any written assignments, quizzes, tests, etc.), and should be **uploaded in PDF format only**. You will also have access to view your grades through the My Grades link so you can stay up to date on how you are doing in the course. If you are unfamiliar with how to use Blackboard, I recommend reviewing the [Blackboard Basics for Students](#) on the Computer Services Knowledge Base. **Blackboard Ally:** To help ensure you have access to your digital learning materials in formats that work for your different devices, learning needs, and preferences, Blackboard includes a new tool called Ally. Explore the [Accessibility website](#) to learn more.

**Student Engagement:** Participation and questions are expected in class discussions. It is the responsibility of each of us to treat each other with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student worksheets or exit tickets demonstrating grasp of materials will be handed in at the end of class or posted to Blackboard. Student engagement and understanding attained from worksheets or exit surveys should demonstrate your depth of understanding of the material and a furthering of the topic at hand.)

**Expectations for Written Work**. Students are expected to have read required materials prior to class. These readings are complementary and cumulative and will be used as a basis for all class activities, including quizzes. My expectation is that we will build upon the readings and develop higher-order applications of the concepts: analyzing, evaluating, creating (Anderson, Krathwol & Bloom, 2001), rather than simply review the readings, so your preparation is critical. We will have guest speakers, watch films and have discussions or participation activities (graded) meant to build on the readings. If you don't understand concepts in the book or want discussion, it is up to you to initiate that conversation!

All written projects are expected to adhere to the proper use of grammar, spelling and word choice, use of nonsexist and culturally sensitive language, as well as proper acknowledgment of quotations and citations. Journals are less formal stylistically but should use proper grammar and respectful language. Assignments in this class do not require APA style for formatting sections. Instead, please use the assigned prompts in the paper itself (single spaced) and write your response below them (double spaced).

All written work should demonstrate graduate-level thought and analysis (see comments regarding Bloom's revised taxonomy in #7 above), and should reflect understanding and integration of course materials and process. If you need assistance, please don't hesitate to consult the Missouri State University writing lab and the "Bear Claw" in the library. For help with APA style: https://owl.purdue.edu/owl/purdue_owl.html

Plagiarism or cheating of any form will not be tolerated (see Academic Integrity and all other University policies here):

**Key Performance Indicator Policy:** A key performance indicator measures your performance in either a CACREP common core area or specialty area (clinical mental health counseling or school counseling). Failure to demonstrate proficiency on a Key Performance Indicator Assignment may require for you to re-do the assignment. If one is unable to demonstrate competency after a second review, one is required to retake the course to ensure that successful demonstration of knowledge and skill in the related area is achieved.

## STUDENT OUTCOME TOOLS
### Requirements:
1. **Active participation, observations, and questions are expected in peer discussions and in group supervision.** You will be involved during structured supervision time, as well as when you have time between client sessions. We will use a reflective team approach during most of the semester, and all students will participate in these sessions. In addition, the objectives of the course include developing skills of observation and constructive and supportive feedback to peers. This discussion is to be professional and respectful and is an opportunity for us to support each other while learning how to better help our clients. You are expected to attend and actively participate in all supervision sessions, including weekly team observation and hypothesizing, and group and individual supervision. These sessions are required. When you are not in session, you will watch other sessions and/or participate in supervision. An occasional break is expected; plan to spend most of your time away from sessions observing others and participating in clinical supervision.
2. **Direct Services to Clients.** You are required to spend a **minimum of 40 hours** providing direct counseling services to clients, and a total of **100 hours** *(minimum)* in total in the practicum, including class-time, supervision, auxiliary hours, and other related activities each semester. You are responsible to keep track of contact hours and to inform your instructor if more hours are needed. You will be provided with paperwork on which you will track your clinical and indirect hours. Students enrolled in COU 777 and 778, will earn these 100 hours over two half semesters, typically with the first 20 direct and 30 indirect earned in one semester, and the remainder earned in the second semester.
3. **Liability Insurance.** You are required to obtain professional liability insurance. Insurance is available at low cost to student members of the American Counseling Association www.counseling.org or the American School Counselor Association www.schoolcounselor.org Verification of insurance coverage is due to the instructor on or before the first day of class. You cannot work with clients without insurance. **Due: 8/24/2022**
4. **HIPAA training:** You complete HIPAA training (https://personcenteredtech.com/free-ce-hours) before conducting any counseling sessions or having any contact with confidential material in the clinic. A certificate of completion for each person should be on file in the clinic by the beginning of the second session. (Students typically complete this training during the

Helping Relationships course. If you did not, please complete this training as directed above and submit the certificate). Compliance with HIPAA guidelines is always expected. **Due: 8/24/2022**

5. **Missouri Child Abuse and Neglect Mandated Reporter Training:** You must complete online training in Missouri Child Abuse and Neglect Mandated Reporter Training (https://protectmokids.com/) before conducting any counseling sessions with a child or adolescent. Certificates of completion must be presented on or before the first day of practicum and will be on file in the clinic. **Due: 8/24/2022**

6. **Suicide Screening Training:** You must complete online training in Suicide Screening (https://www.qprinstitute.com/professional-training), prior to working with clients. Suicide prevention has a fee. Students will not be allowed to work with clients if this training is not complete. Certificates of completion must be presented on or before the first day of practicum and will be on file in the clinic. **Due: 8/24/2022**

7. **Counseling Performance.** Your instructor will assess your skill level based on criteria outlined in the PFE evaluation form. This will be done informally throughout the semester during individual and group supervision, and formally at mid-term and the end of the semester. Students should inquire about their performance if there are any concerns at other times and make appointments for individual time if needed. The instructor will make every effort to communicate feedback regarding your progress on a regular basis.

   You must be "proactive" about asking for help and feedback about specific clients, interventions, sessions, or counseling situations. Additionally, you are expected to actively spend time between clinic days completing your journal, researching questions and interventions, following up on suggestions, watching tapes when available, and participating in individual supervision if scheduled. Come to practicum prepared to work with your clients -- this means reviewing your sessions, researching diagnoses and medications, appropriate interventions, following your instructor's suggestions for outside reading, and so forth.

   **Some students may require more than two semesters to develop the competencies in the counseling skill areas that are appropriate for this level of training.** If you do not meet the *minimum* competencies in these areas as evaluated by the course instructor, you will receive either a I (incomplete) or NP (not pass) for the semester(s).
   a. Minimum competencies: You should achieve an average rating of "3" across all skills in the Counselor-Trainee Progress Assessment.
   b. You will spend **a minimum of 40 hours** providing direct counseling services to clients. You are responsible for keeping track of the time spent in direct service and must inform the practicum instructor if more contact hours are needed.

8. **Auxiliary Sites: (if assigned, not all students in practicum participate at Auxiliary Sites)** Students must submit a completed Auxiliary Practicum Site Agreement form before beginning work at the site.
   1. Students may not begin their auxiliary hours until approved by the instructor.
   2. Submit the required auxiliary site documents (provided by the instructor, or in the Practicum and Internship Handbook) as indicated.
   3. All non-teacher certified school counseling students must complete a minimum of 10 hours at an auxiliary school site. These hours may include presenting the 4 guidance lessons and should also include spending time directly with the on-site school counselor.

9. **Observation.** Observation and participation in reflective team style of counselor training are integral components of this course. When you are not in session, you are expected to observe

other students and provide feedback during group discussions and supervision, thus actively engaging in the therapeutic process with each client. The instructor may also provide individual or co-counseling during class hours, during which time other students are expected to observe and provide feedback in discussion following the session.

10. **Recording Sessions and Review.** You are required to record their sessions and to review these tapes each week when this is available. These recordings are highly confidential, and under no circumstances is any information from your sessions or these recordings to be shared outside of the class/clinic (including friends, family, significant others, spouses, etc.). The instructor will provide assistance in structuring review if needed. These recordings do not leave the clinic on a jump drive.

11. **Client Paperwork/Session Notes.**
    ● You must complete *weekly case notes* in the client's file, which is to be completed before students leave the clinic for the day. Format and procedure will be discussed during class.
    ● You must complete an individual treatment plan per client during the semester. Format and procedure will be discussed during class.
    ● You may complete at least one diagnostic summary on at least one client during the semester. Format and procedure will be discussed during class.
    ● You must complete termination note on the counseling termination for each client. This includes "transfer summaries" which are to be completed for each client expected to return to the clinic in the following semester. Further instruction/format will be provided.

12. **Clinical Logs.** You must keep log sheets which track the hours spent in activities. These forms track your clinical and indirect hours. The form is turned into your instructor and the Counseling Program at the end of the semester. Keep at least one copy for yourself.

13. **Reflective Journal.** You will complete a weekly journal in which you will discuss your thoughts and feelings about the week's counseling sessions. An assignment sheet with writing prompts will be provided to help you with this journal. Journals will be completed on Blackboard unless otherwise assigned.

14. **Individual Supervision.** You will meet individually with the instructor during the semester. Group supervision occurs weekly throughout the semester. These will be formative supervision sessions to help the student progress in their skills and understanding, including a midterm evaluation. There will also be a final summative supervision session in which the instructor shares and reviews a final evaluation with the student.

15. **Ethical and Professional Behavior.** Personal characteristics and/or problems should not interfere with your ability to be an effective helping professional. In the event that the ethics code is violated, or personal issues interfere with effective helping, the student may not receive a passing grade for practicum. You may be asked to refrain from seeing any clients until and unless the situation is appropriately addressed and/or resolved. In such an event, the student and instructor will review the situation in question and attempt to map out a remediation strategy. If this strategy fails or is rejected by you, then you will not resume the class but will be encouraged to avail themselves of the University appeals processes through the Office of the Registrar

16. **Evaluations.** Your counseling skills and professional dispositions will be evaluated using the Performance Fitness Evaluation; Assessment of Dispositions and Clinical Skills using the PFE. You are expected to receive an average of 3.0 in all areas on each assessment to be considered as competent.
    Please note: Discussing your cases outside the clinic, including even oblique references about them; in person, on the phone, in texts, *on social media*, even with your classmates outside of

supervision is not appropriate, and is unethical. Depending on the nature of the confidentiality breach, it could be grounds for not passing Practicum, or additional departmental interventions.

- *Do not use your smart phone, tablet, watch or other device to record, photograph or in any way keep a record of any part of the practicum lab, clinic, the proceedings, inventory, or people involved.*
- *Do not take anything from the clinic, including client artwork, scrap paper, partially completed notes, notes with client names, or related items from the clinic.*

## GRADING SCALE:

**Final grade criteria:** *This is a Pass/No Pass course.* You must have a final grade of B or higher in this class to proceed in the program. Your grade in this course is NOT calculated by an average necessarily. It is competency-based course, meaning that even if you have an "A" average throughout the course, if you do not meet the criterion of competence in your counseling skills or professional dispositions, you will receive a "No Pass" grade for the course. This statement appears here to clarify how this course differs from others you may have taken.

**A Pass (P):** grade indicates that in addition to completing all the course requirements, including record keeping in a timely and professional manner, the student counselor demonstrates strong to excellent counseling skills, consistently exhibits appropriate standards of professional and personal behavior, demonstrates a willingness to learn and to incorporate feedback into his/her work, is cooperative and resourceful in her/his work environment, and is committed to the counseling profession. Read the above carefully as it includes timely attendance at group and individual supervision and on site as well as assignments and paperwork; a work ethic that is productive, consistent, team oriented, and sensitive to others, and an aura of professionalism is speech, dress, and manner that indicates motivation to learn and a positive attitude towards counseling. Please refer to the MSU Graduate Catalog and the Student Guidebook for additional explanation and detail of grievance procedure, Program requirements, internship forms, and Program retention policy.

**No Pass (N):** Unsatisfactory performance on assignments which were completed and turned in prior the end of the quarter. Unsatisfactory performance, attendance or progress at the internship site throughout the quarter. Failure to pass practicum given these guidelines is grounds for, and may result in, dismissal from the program. Note missing more than two classes will result in a grade of "no pass."

**In Progress (Y):** A student who has yet to complete 100 hours of practicum (40 direct/60 indirect) prior to the end of the quarter will receive a Y (in progress.) This may also mean, the student's performance, attendance or progress at the internship site has been jeopardized due to circumstances outside the intern's control and/or the student obtained approval of specialized circumstances that require additional time to complete the practicum requirements.

## UNIVERSITY POLICIES

The purpose of the University Syllabus Policy Statements is to support teaching and learning on the Missouri State campus. The established policies are in place to ensure that students, faculty, and staff may pursue academic endeavors with as few obstacles as possible. As a student at Missouri State University, you are a part of the university community therefore, you are responsible for familiarizing yourself with the University Syllabus Policy Statements. These policies cover topics such as nondiscrimination, disability accommodation, academic integrity, among many others. For program and course specific policies please refer to the individual course syllabus provided by your instructor.

## COPYRIGHT AND RECORDING

Class lectures are protected by copyright law and constitute the intellectual property of the faculty member. Accordingly, students are not permitted to record lectures or other class activities unless they have received an approved disability accommodation authorizing such recording, or they have obtained permission from the faculty member prior to recording. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9). The faculty member, however, reserves the right to record lectures or other class activities, and may make any such recordings available to student who have missed a lecture or activity due to illness or another excused reason.

## SUICIDE PREVENTION, AVAILABLE SUICIDE PROGRAMS AND RELATED PROCEDURES:

In accordance with Missouri law (Mo. Rev. Stat. §173.1200), Missouri State has established a new policy regarding Suicide Prevention, Available Suicide Programs and Related Procedures. The Suicide Prevention Resource Policy can be found at the following link:
https://www.missouristate.edu/policy/Op1_08-suicide-prevention-available-suicide-programs-and-related-procedures.htm

## COPYRIGHT & FAIR USE STATEMENT

This course may contain copyrighted material, the use of which may not have been specifically authorized by the copyright owner. This material is available in an effort to explain issues relevant to the course or to illustrate the use and benefits of an educational tool. The material contained in this course is distributed without profit for research and educational purposes. Only small portions of the original work are being used and those could not be used easily to duplicate the original work. This should constitute a 'fair use' of any such copyrighted material (referenced and provided for in section 107 of the US Copyright Law). In other cases, materials reflect the instructor's original intellectual work, including games, models and other educational tools. These have implied copyright whether previously published or not. If you wish to use any material from this course for purposes of your own that go beyond 'fair use', you must obtain expressed permission from the copyright owner.

## DISABILITY ACCOMMODATION POLICY FOR STUDENTS

MSU perceives students with disabilities as a valued identity group and integral to our campus diversity. We strive to proactively create usable, equitable, inclusive learning environments. However, due to the design of a University course or program, students with disabilities may

experience barriers to their full and meaningful participation. When this occurs students should request an environmental or course adaptation through the process outlined below. It is the policy of Missouri State University to comply with all applicable federal and state laws prohibiting disability discrimination.

The Disability Resource Center (DRC) is the University office responsible for the evaluation and implementation of reasonable accommodations based on a disability. The DRC provides resources and collaborates with all students with disabilities. The DRC is the entry point for all disability resources and accommodations for the Springfield Campus. Students interested in receiving a reasonable accommodation must contact the DRC information: Meyer Library, Suite 111, 417-836-4192 (voice) or 417-836-6792 (TTY), MissouriState.edu/Disability.
On the West Plains and Mountain Grove Campuses, students should contact the Advisement and Academic Coaching Center for Empowering Student Success (AACCESS), 128 Garfield, 417-255-7222, WPAACCESS@MissouriState.edu.

**Requesting Accommodations**
Students with disabilities who experience or anticipate barriers to their participation are encouraged to request accommodations by going through the following process. Students should request accommodations as soon as a barrier to participation is anticipated as accommodations cannot be provided retroactively. Distance learning students should follow this same accommodation process. Students with disabilities should contact the DRC for an appointment. The purpose of the appointment is to discuss the barriers the student has experienced or anticipates. Students should then complete the online request for accommodation form and submit it. Students may also fill out a hardcopy form through the appropriate resource office.

## COURSE CALENDAR

**Statement of Flexibility:** Please note that the course calendar, my office hours, etc. are subject to change due to inclement weather, student needs, instructional delays, etc. I will communicate any changes that may occur through the course announcements on Blackboard.

| Week | Date | Readings | Topics | 2016 CACREP Standards Addressed Per Week | Assignments |
|---|---|---|---|---|---|
| 1 | 8/24 | <ul><li>Blackboard: Intake, MHE, Parent Consultation</li><li>Dasenbrook & Walsh (2005)</li><li>Norem et al. (2006)</li><li>Shapiro (1995)</li></ul> | <ul><li>Introductions</li><li>Course requirements</li><li>Ethical concerns</li><li>Group aspects</li><li>HIPAA Guidelines</li><li>Intake</li><li>Treatment planning</li><li>Collaborative goals</li><li>Case documentation</li></ul> | 2.F.5.g. essential interviewing, counseling, and case conceptualization skills; 2.F.5.h. developmentally relevant counseling treatment or intervention plans; 2.F.5.i. development of measurable outcomes for clients; 2.F.7.b. methods of effectively preparing for and conducting initial assessment meetings; 2.F.7.e. use of assessments for diagnostic and intervention planning purposes; 2.F.7.k. use of symptom checklists, and personality and psychological testing; 2.F.7.l. use of assessment results to diagnose developmental, behavioral, and mental disorders; 5.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management; | Professional Disclosure Statement; Clients (1), Group supervision, Triadic Supervision |
| 2 | 8/31 | <ul><li>Blackboard: Assessment & Treatment Planning</li><li>Cade (2021)</li></ul> | <ul><li>Clients & processing</li><li>Topics as deemed needed</li><li>Assessment and treatment planning</li><li>Multicultural considerations</li><li>Intake</li><li>Goal Setting</li></ul> | 2.F.5.g. essential interviewing, counseling, and case conceptualization skills; 2.F.5.h. developmentally relevant counseling treatment or intervention plans; 2.F.5.i. development of measurable outcomes for clients; 2.F.7.b. methods of effectively preparing for and conducting initial assessment meetings; 2.F.7.e. use of assessments for diagnostic and intervention planning purposes; 2.F.7.k. use of symptom checklists, and personality and psychological testing; 2.F.7.l. use of assessment results to diagnose developmental, behavioral, and mental disorders; 5.C.3.a. intake interview, mental status | Individual/triadic s Clients (4), Group supervision, Triadic Supervision; Administer Assessments; Treatment Plans |

| | | | | evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management; 5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues | |
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| 3 | 9/7 | <ul><li>Blackboard: Assessment & Treatment plans that are culturally appropriate</li><li>Coleman (2021)</li></ul> | <ul><li>Clients & processing</li><li>Topics as deemed needed</li><li>Assessment and treatment planning (ethics and culture)</li></ul> | 2.F.5.g. essential interviewing, counseling, and case conceptualization skills; 2.F.5.h. developmentally relevant counseling treatment or intervention plans; 2.F.7.b. methods of effectively preparing for and conducting initial assessment meetings; 2.F.7.e. use of assessments for diagnostic and intervention planning purposes; 2.F.7.e. use of assessments for diagnostic and intervention planning purposes; 2.F.7.k. use of symptom checklists, and personality and psychological testing; 2.F.7.l. use of assessment results to diagnose developmental, behavioral, and mental disorders; 5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues; 5.G.3.f. techniques of personal/social counseling in school settings; 5.C.2.j. cultural factors relevant to clinical mental health counseling | Clients (4), Group supervision, Triadic Supervision; Report Assessment Results; Treatment Plans |
| 4 | 9/14 | <ul><li>Blackboard: Safety Plans</li><li>Readings as assigned</li><li>Research for clients</li></ul> | <ul><li>Clients & processing</li><li>Topics as deemed needed</li><li>Safety Planning/Crises & External Resources</li><li>Counseling Relationship & Approach</li></ul> | 2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan; 2.F.5.k. strategies to promote client understanding of and access to a variety of community-based resources; 5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues; 5.G.3.f. techniques of personal/social counseling in school settings | Clients (4), Group supervision, Triadic Supervision |
| 5 | 9/21 | <ul><li>Blackboard: Theory & Meta-theories</li><li>Readings as assigned</li></ul> | <ul><li>Clients & processing</li><li>Counseling relationship & approach</li><li>Topics as deemed needed</li></ul> | 2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan; 5.C.3.b. techniques | Clients (4), Group supervision, Triadic Supervision |

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| | | • Research for clients | | and interventions for prevention and treatment of a broad range of mental health issues | |
| 6 | 9/28 | • Blackboard: Conceptualization<br>• Readings as assigned<br>• Research for clients | • Clients & processing<br>• Conceptualization<br>• Topics as deemed needed | 2.F.7.e. use of assessments for diagnostic and intervention planning purposes; 5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues; 5.G.3.f. techniques of personal/social counseling in school settings | Clients (4), Group supervision, Triadic Supervision |
| 7 | 10/5 | • Blackboard: Termination<br>• Readings as assigned<br>• Research for clients | • Clients & processing<br>• Termination<br>• Conceptualization<br>• Topics as deemed needed | 5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues; 5.G.3.f. techniques of personal/social counseling in school settings | Clients (4), Group supervision, Triadic Supervision |
| 8 | 10/12 | • Blackboard: Counselor self-care<br>• Readings as assigned<br>• Research for clients | • Clients & processing<br>• Counseling relationship & approach<br>• Counselor self-care<br>• Topics as deemed needed | 2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan; 5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues; 5.G.3.f. techniques of personal/social counseling in school settings | Clients (4), Group supervision, Triadic Supervision |
| 9 | 10/19 | • Blackboard: Conceptualization<br>• Readings as assigned<br>• Research for clients | • Clients & processing<br>• Counseling relationship & approach<br>• Conceptualization<br>• Advocating for clients<br>• Topics as deemed needed | 2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan; 5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues; 5.G.3.f. techniques of personal/social counseling in school settings | Clients (4), Group supervision, Triadic Supervision, case management, midterm evaluation (PFE) |
| 10 | 10/26 | • Blackboard: Conceptualization<br>• Readings as assigned<br>• Research for clients | • Clients & processing<br>• Counseling relationship & approach<br>• Conceptualization<br>• Topics as deemed needed | 2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan; 5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues; 5.G.3.f. techniques of personal/social counseling in school settings | Clients (4), Group supervision, Triadic Supervision, case management |
| 11 | 11/2 | • Blackboard: Conceptualization<br>• Readings as assigned<br>• Research for clients | • Clients & processing<br>• Counseling relationship & approach<br>• Conceptualization<br>• Topics as deemed needed | 2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan; 5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues; 5.G.3.f. | Clients (4), Group supervision, Triadic Supervision, case management |

| | | | | techniques of personal/social counseling in school settings | |
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| 12 | 11/9 | • Blackboard: Conceptualization<br>• Readings as assigned<br>• Research for client | • Clients & processing<br>• Counseling relationship & approach<br>• Conceptualization<br>• Topics as deemed needed | 2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan; 5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues; 5.G.3.f. techniques of personal/social counseling in school settings | Individual/triadic supervision, case management |
| 13 | 11/16 | • Blackboard: Conceptualization<br>• Readings as assigned<br>• Research for clients | • Clients & processing<br>• Counseling relationship & approach<br>• Conceptualization<br>• Topics as deemed needed | 2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan; 5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues; 5.G.3.f. techniques of personal/social counseling in school settings | Individual/triadic supervision, case management |
| | 11/23 | Thanksgiving Break – no class | | | |
| 14 | 11/30 | • Blackboard: Conceptualization<br>• Readings as assigned<br>• Research for clients | • Clients & processing<br>• Counseling relationship & approach<br>• Conceptualization<br>• Terminating counseling relationship<br>• Topics as deemed needed | 5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues; 55.C.3.e. strategies to advocate for persons with mental health issues;5.G.3.f. techniques of personal/social counseling in school settings | Clients (4), Group supervision, Triadic Supervision; case management, Student Case Conceptualizations; Treatment Summaries |
| 15 | 12/7 | • Blackboard: Conceptualization | • Clients & processing<br>• Counseling relationship & approach<br>• Conceptualization<br>• Topics as deemed needed<br>• Close out files | 5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues; 5.G.3.f. techniques of personal/social counseling in school settings | Clients (4), Group supervision, Triadic Supervision; case management, Student Case Conceptualizations; Treatment Summaries, Final evaluations (PFE) |