



**Counseling Internship  
The University of Toledo  
College of Health and Human Services  
School of Interventions & Wellness  
COUN 6940-001  
4 Credit Hours**

**Instructor: Tahani Dari, Ph.D., LPC (MI), NCC**  
**Co-Instructors: Ellise Raghavan, MA, LPC & Mihkaya Best, MA, LPC**  
**Office Hours: By appointment only**  
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**Term: Summer 2021**  
**Location/Time: Wednesday 4:00pm -8:10 p.m. FTF Classroom Gillham Hall 2300**

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**CATALOG DESCRIPTION**

Students receive supervised, practical experiences in providing individual and group counseling services to clients. Performance of counseling skills; relationship skills; intervention techniques; documentation skills; and professional, ethical, and legal conduct is expected.

**COURSE DESCRIPTION**

Class time will be divided between case presentations, discussions, role plays reviewing counseling skills, viewing of mock counseling sessions as a group, and engage in advocacy planning at their respective clinical sites. This course applies theory to the practice of counseling. This course fulfills multiple CACREP (2016) requirements from the following sections: Professional Orientation and Ethical Practice (Section 2F.1), Social and Cultural Diversity (2F.2), Human Growth and Development (2F.3), Counseling and Helping Relationships (2F.5), Professional Practice (Section 3), and Clinical Mental Health Counseling (Section 5C). Internship is required for students planning to become licensed as professional counselors and for graduation from this program.

Student Learning Outcomes	CACREP (2016) Standard	Evidence	Method of Assessment
Students will demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	<p><i>2F.1 Professional Orientation &amp; Ethical Practice</i></p> <p>c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.</p> <p>e. The role advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.</p> <p>k. Strategies for personal and professional self-evaluation and implications for practice.</p> <p>l. Self-care strategies appropriate to the counselor role.</p> <p>m. The role of counseling supervision in the profession.</p>	Students will demonstrate their ability to apply and adhere to ethical and legal standards in clinical mental health counseling through their clinical practice with clients during internship.	<ol style="list-style-type: none"> <li>1) Midterm Evaluation</li> <li>2) Final Evaluation</li> <li>3) Case Conceptualization</li> <li>4) Ethical Dilemma</li> <li>5) Skills recording</li> <li>6) Live Supervision</li> </ol>
Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	<p><i>2F.2 Social &amp; Cultural Diversity:</i></p> <p>a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.</p> <p>d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences of an individual's view of others.</p> <p>e. The effects of power and privilege for counselors and clients.</p> <p>f. Help-seeking behaviors of diverse clients.</p> <p>g. The impact of spiritual beliefs on clients' and counselors' worldviews.</p> <p>h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional discrimination and discrimination.</p>	Students will utilize clients from their actual placement for case concepts and integrate the MSJCCs and engage in appropriate referral practices as needed.	<ol style="list-style-type: none"> <li>1) Case Conceptualizations</li> <li>2) Live Supervision</li> </ol>
Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	<p><i>2F.3 Human Growth &amp; Development:</i></p> <p>e. Biological, neurological, and physiological factors and affect human development, functioning, and behavior.</p> <p>f. Systematic and environmental factors that affect human development, functioning, and behavior.</p> <p>i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.</p>	Students will construct an advocacy plan activity to address the holistic needs of clients. Students will include wellness and development when conceptualizing client cases.	<ol style="list-style-type: none"> <li>1) Case Conceptualizations</li> <li>2) Advocacy Plan</li> </ol>

<p>Students will demonstrate appropriate counseling skills, techniques, and conceptualizations including diagnosis.</p>	<p><i>2F.5 Counseling &amp; Helping Relationships:</i>  a. Theories and models of counseling.  b. A systems approach to conceptualizing clients.  f. Counselor characteristics and behaviors that influence the counseling process  g. Essential interviewing, counseling, and case conceptualization skills.  h. Developmentally relevant counseling treatment or intervention plans.  i. Development of measurable outcomes for clients.  j. Evidenced-based counseling strategies and techniques for prevention and intervention.  k. Strategies to promote client understanding of an access to a variety of community-based resources.  l. Suicide prevention models and strategies.  m. Crisis intervention, trauma-informed, and community-based strategies, such as psychological first-aid.</p>	<p>Students will participate in skills recordings with a participant for evaluation, and also role play skills in class. Students will be received two live supervision sessions for immediate feedback from their site supervisor.</p>	<ol style="list-style-type: none"> <li>1) Supervision Logs</li> <li>2) Case Conceptualizations</li> <li>3) Skills Recording</li> <li>4) Live Supervision</li> </ol>
<p>Students will engage in supervision on-site and at the university and complete forms as required.</p>	<p><i>3 Professional Practice (Internship):</i>  j. students complete 600 clock hours of supervised counseling internship in role and settings with clients relevant to their specialty area.  k. Internship students complete at least 240 clock hours of direct services.  L. Internship students have weekly interaction with supervisors that averages one hours per week of individual/triadic supervision throughout the internship provided by (1) site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty.  m. internship students participate in an average of 1.5 hours per week of group supervision on a regular schedule throughout internship. Group supervision must be provided by a counselor education program faculty or student supervisor.</p>	<p>Students will participate in weekly site and university supervision.</p>	<ol style="list-style-type: none"> <li>1) Supervision Logs</li> <li>2) Live Supervision</li> <li>3) Midterm Evaluation</li> <li>4) Final Evaluation</li> </ol>

<p>Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.</p>	<p><i>5C Clinical Mental Health:</i>  C.2.c. Mental health service delivery modalities with the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.  C.2.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 (ICD).  C.2.f. Impact of crisis and trauma on individuals with mental health diagnoses.  C.2.g. Impact of biological and neurological mechanisms on mental health.  C.2.j. Cultural factors relevant to clinical mental health counseling.  C.2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.  C.2.l. legal and ethical considerations specific to clinical mental health counseling.  C.2.m. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.  C.3a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.  C.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues.  C.3.c. Strategies for interfacing with the legal system regarding court-referred clients.  C.3.d. Strategies for interfacing with integrated behavioral healthcare professionals.</p>	<p>Students will utilize clients from their actual placement for case concepts. If clients from placement site are utilized no identifying information is to be provided. As part of the conceptualization students must make suggestions of referral sources necessary to initiate, maintain, and terminate counseling.</p>	<ol style="list-style-type: none"> <li>1) Case Conceptualizations</li> <li>2) Skills recording</li> <li>3) Live Supervision</li> <li>4) Journal Articles</li> <li>5) Advocacy Plan</li> </ol>
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**PREREQUISITES AND COREQUISITES**

1. A grade of **B** or better in the following courses:
  - a. COUN 5020 Professional Orientation to Community Counseling
  - b. COUN 5130 Group Counseling
  - c. COUN 5140 Counseling Theories
  - d. COUN 5180 Skills
  - e. COUN 5190 Counseling Practicum

- f. COUN 6240 Diagnosis and Mental Health
2. All students must have all required paperwork complete and submitted to the clinical coordinator and course instructor including proof of liability insurance prior enrolling in internship.
3. All students must have read, understand, and adhere to all policies set forth in the Internship Handbook (see Readings).

### Readings and Recommended Texts

1. American Counseling Association. (2014). [\*ACA Code of Ethics\*](#). Alexandria, VA: Author.
2. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Washington, DC: Author.
3. Counseling Internship Handbook [here](#).
4. Erford, B.T. (2020). *45 techniques every counselor should know (3rd ed.)*. Upper Saddle River, New Jersey: Merrill. (recommended)
5. Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). [\*Multicultural and social justice counseling competencies\*](#).

### University Policies

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance](#).

### Academic Accommodations

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the [Student Disability Services Office](#).

### Course Policies

The counseling program expects students to adhere to the highest standards for professional comportment at all times throughout their enrollment in this program. Those associated with the counseling program must display professional maturity, competence in their scope of practice, and personal and ethical integrity in every facet of the clinical and educational setting.

Students are required to practice diligence and discretion in counseling relationships as well as faculty-student relationships. Some attitudinal or behavioral patterns that may elicit concerns as to the student's ability to continue in the counseling program may include, but are not limited to, breaching confidentiality, inappropriate boundaries, performing counseling skills outside of one's scope of ability, academic dishonesty, revealing a lack of concern or compassion in practice, and disobeying or showing disrespect for others (e.g., faculty, professional colleagues, and fellow students).

**Licensure:** The Ohio Counselor, Social Worker, and Marriage and Family Therapist Board will only accept courses in which the student earns a grade of B- or higher. Courses with grades of C+ or lower will not be counted toward licensure (OCSWMFT Rule 4757-3-01[J1]).

**Cheating and Plagiarism:** Any student found cheating on a test or assignment or any student who represents the work of another person as their own on any of the papers, projects, presentations, or assignments will be subject to penalties ranging from a grade of zero (0) on the assignment to an F in the

course to expulsion from the University. All students are subject to the [University Policy Statement on Academic Dishonesty](#) in the current Catalog and the Department Policy on Plagiarism which is posted on the department website.

**Attendance and Participation:** It is the student's responsibility to complete readings, assignments, and to class discussions. Students will have one excused absence (regardless of reason) from this class. Punctuality is also expected; students arriving to class more than 15 minutes late on two or more occasions may result in an absence. Any additional absences will impact students' ability to successfully pass internship, based on supervision requirements outlined by the program and CACREP.

**Supervision:** Students are **required** to participate in weekly supervision in the following ways:

1. At least **1.5 hours per week** of university supervision (this class) per semester of internship.
2. At least **one hour per week** of individual/triadic site supervision per semester of internship.

**Electronic Devices:** Disruptions to the classroom learning environment should be avoided. As a courtesy to others, I expect students will turn off audible signals for these devices while attending class. Students who violate this policy may be asked to excuse themselves from the class at the instructor's discretion.

**Confidentiality:** Students will be expected to maintain confidentiality and to respect the right to privacy of others and their fellow students including all class discussions and activities. The ability to demonstrate respect of others in class is an important barometer of how you will relate to co-workers and clients in practice. Remember this is a professional education and training program. You are expected to behave accordingly.

**Drop/Withdrawal:** Students who drop or withdraw from the course must notify the instructor in writing. Failure to notify the instructor shall result in the student being considered absent without leave from the class and the student shall be considered responsible for all work missed.

**Email:** The University of Toledo issues each student an official UT email address. This email address usually takes the form of **firstname.lastname@rockets.utoledo.edu**. All email communications about this class will be sent to and all communications from students should be sent from your official UT email address. Students will be expected to check this address regularly for official communications about this class. Email communications about this class will not be sent to personal email accounts and communications from personal email accounts may be blocked by UT spam filters.

**Instructor Email Access:** I will check and respond to your correspondence Monday through Friday, generally within 24 hours if not sooner. I may not check into the online course system, email, or respond to you over the weekend.

**Weather:** In the event of a major snow or ice storm or other inclement weather, the University will announce class cancellations, delay of classes and changes to administrative office hours through the UT Alert text messaging system, e-mail, the UT home page at [utoledo.edu](http://utoledo.edu), [myUT.utoledo.edu](http://myUT.utoledo.edu), the UT snow line, 419.530.SNOW (7669), and on local radio and television stations. You can sign up for UT Alert at <http://myUT.utoledo.edu>. The University's policy is to remain open whenever possible to minimize interruption of teaching and research.

**Student Evaluations of the Course:** At the conclusion of the academic term, students will have an opportunity to evaluate the instructor and the course. This is done anonymously and used as a means to improve instruction, course content, and the overall curriculum. Your comments, suggestions, and feedback are taken seriously and contribute significantly to course and program improvement. You are strongly encouraged to complete a course evaluation.

**Course Changes:** The course schedule, requirements, procedures, contents, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes during regular class meetings.

**Statement on Diversity and Inclusion:** In concert with the University of Toledo's values and expectations, the students, faculty and staff within the College of Health and Human Services uphold the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse students, faculty and staff; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extra-curricular activities. The counseling profession is grounded in diversity and inclusion. Hence, all students enrolled in this course will be expected to be considerate of the thoughts and ideas of others, demonstrate accountability, integrity and honor in all course-related activities, promote a collaborative and supportive educational environment, and treat every individual with kindness, dignity, and respect regardless of:

Race, Ethnicity, Religion, Sexual Orientation, Gender Identity, Gender Expression, Age, Impairment(s)/ Disability(ies), Political Views, Social Class / Socioeconomic Status, Linguistic Diversity, Nationality/Country of Origin, and Other Element(s) of Uniqueness.

Participants in this course will be expected to tolerate diverse views and foster an inclusive classroom environment. Concerns about diversity and inclusion should be mentioned to the instructor immediately for rectification and repair. Students who do not behave in this way will be in direct conflict with the *ACA Code of Ethics* (2014) and those actions may require remediation with program faculty. You can visit the University of Toledo's webpage on diversity and inclusion [here](#).

### **Teaching Methods**

A variety of methods will be used to facilitate learning in this course including class discussion, case presentation, modeling/roleplays, consulting, supporting, giving and receiving constructive feedback. Due to the nature of the course, students are expected to take full ownership of contributing to the content as well as process of this course. Students are encouraged to actively participate in the class. For this course, active participation includes but is not limited to:

- Attending class and completing assignments in a timely manner.
- Actively contributing to class discussions, case presentations, and other class activities.
- Taking risks with personal knowledge and experience base monitoring "air-time" so that each student has time/access to participate.
- Checking UT account/emails regularly for information regarding this course.
- Demonstrating professionalism in communicating with site supervisors, peers in the class, and the instructor.
- Reporting and handling conflicts relevant to this course and internship experience in a timely manner.

**Overview of Assignments and Course Deliverables:** Grades in internship are based primarily on demon-

stration of appropriate counseling skills, case management/presentation, and ethical practice with clients. Additionally, attendance, participation in class, supervision, and completion of all course assignments in a **satisfactory** manner will be factored into the final grade of either Satisfactory or Unsatisfactory. Students continuing in internship will receive a PR until the total hours 240/600 are satisfied; the grade will then be adjusted to an S.

**All course assignments must be completed for each semester the student is enrolled in internship.**

- 1) **Participation:** You must interact and actively discuss cases, journal articles, role plays, and ethics in internship. You must be present. Participation is a pass/fail grade. *This requirement addresses CACREP standard 3L.*
- 2) **Site Supervision and Weekly Supervision Logs:** Students will turn in weekly supervision logs (see **Appendix A**). This form must be signed by their **site supervisor** starting on week two (and every subsequent week; one supervision form is due per week). *This requirement addresses CACREP standard 3L.*
- 3) **Documentation of Hours:** Students will accurately document accrued hours weekly using the excel spreadsheet that can be located [here](#). At the end of each semester, each sheet in the excel must be signed and dated by the site supervisor and student. The hours graph must be included at the end of the internship semester. *This requirement addresses CACREP standard 3L.*
- 4) **Live Supervision Sessions:** Students will participate in **two (2)**, live supervision counseling sessions with their site supervisor during the semester. This immediacy of the process allows the supervisor to train, intervene, and evaluate the student simultaneously. Site supervisors will complete a skills appraisal of both live sessions, sign each form, to be submitted by the student to which will be the university supervisor (see **Appendix B**). Students must engage in informed consent with clients regarding this process. Students should coordinate schedules with their supervisors to meet this assignment. Students using telehealth will need to coordinate with supervisors and clients on how live supervision will be managed in an online/virtual format (if applicable). *This requirement addresses CACREP standards 3L, C.2.m, C.3.b., C.3.d.*
- 5) **Professional Disclosure Statement:** Students will construct and/or update a professional disclosure statement that accurately reflects their counseling development and experiences including education, credentialing, areas of expertise and interest, theory of counseling, counseling metaphor, and limitations of confidentiality in the context of the counseling relationship. This is a fluid document that will reflect your development as a counselor trainee. *This requirement addresses CACREP standards C2a, C2k.*
- 6) **Ethical Dilemma:** Provide a minimum of one ethical dilemma to the class and facilitate group discussion surrounding it. Ethical dilemmas in class are given verbally (i.e., you do not need to provide a formal presentation nor need to turn in a written document, but must utilize an ethical decision making model).
  1. Protect client confidentiality and privacy (e.g., using an alias, changing minor demographic information).



2. Contain all information relevant to how/why it is/was an ethical dilemma for you, how you approached it, any ethical decision making model (EDMM) you used, what ethical codes you used in guiding your decision.
  3. Be of a client different than the case presentation.
  4. Be brought to group supervision for the purposes of asking the group a question related to the client or the situation (e.g., other ethical considerations, ways to interact, etc.), and if the situation has been resolved what you and your clinical supervisor did.
  5. Be presented on the day agreed upon by the sign-up sheet (the only accepted exception is if you have switched days with another student – and previously notified the instructor of the change). *This requirement addresses CACREP standards F1k, F1m.*
- 7) **Journal Article:** Students will research a peer-reviewed journal article that investigates an evidence-based intervention pertinent to one of their client cases. Articles will be of a study examining the effects of the intervention on similar diagnoses / issues as the client. The client case will be different from the one detailed in the Case Conceptualization. Formal presentations are not required, but the following format shall be used:
1. Brief explanation of the client and presenting problem
  2. Explanation of the intervention from the article
  3. Explanation of the study conducted, including participants, method, results, and discussion
  4. Discussion of the effectiveness of the intervention in the client's treatment
- This requirement addresses CACREP standards C2c, C3b 2Fa, 2Fj.*
- 8) **Case Conceptualization:** Students will be asked to provide a detailed conceptualization of **one (1) of their cases**. These exercises are to evaluate knowledge and applicability of ethical/legal issues, case conceptualization, diagnosis and treatment planning, theoretical orientation and subsequent use of interventions, understanding diverse/multicultural issues, and referral processes. All cases should be anonymized (i.e., use of initials or pseudonym) to ensure confidentiality (**see case Appendix C**). Dates for CCs will be determined in week one (see course schedule for various dates). *This requirement addresses CACREP standards F1e, F2a, F2d, F2e, F2f, F2g, F2h, F3e, F3f, F5b, F5h, F5j, F5k, C2c, C2d, C2f, C2g, C2j, C3a, C3b, and C3e.*
- 9) **Counseling Skills Recording:** Students are to provide **one (1), fifteen-minute** video recordings to university group supervision using a **mock client** session. This recording will be used to provide feedback to students on their counseling and relational skills. Students should integrate this feedback in their practice. The internship instructor and peers will complete an appraisal form for feedback. This form will be provided to the student and included in the students personal clinical file (**see Appendix D**). *This requirement addresses CACREP standard F5a, F5b, F5f, F5g, and F5h*
- 10) **Advocacy Plan:** Students will develop an advocacy plan utilizing the [ACA Advocacy Competencies](#) based on the needs of an individual client and/or the student's specific site. Students

will select at least one domain in the framework and sketch a plan for advocacy that could be integrated into practice working with individual client(s), community collaboration, systems, and collective action. Students will share this plan as a group during class and are encouraged to share with their site supervisor. *This requirement addresses CACREP standards 2F.3.f, 2F.3.i., 2F.k.*

## Review of Student Requirements and Procedures

1. Students in the Clinical Mental Health program are required to complete eight (8) semester hours of internship and 600 total clock hours. Credit hours for internship shall be awarded on the basis of clock hours served in counseling or counseling-related activities while at the internship site. It is recommended that students **work at least nineteen hours per week**. Such a schedule would allow completion of the internship in two consecutive academic semesters. Hours per week may vary depending on the students' credit hours registered (see item two below).
2. Credit hours for students in the Clinical Mental Health program shall be awarded at the rate of one **(1) semester hour for every seventy-five (75) clock hours with 30 hours direct and 45 indirect for each credit hour the student is enrolled in internship that semester**. Students may accrue hours in surplus of their registered hours to apply toward future semesters of internship enrollment, if applicable.
3. Each internship student students participate in at least one hour of individual supervision with their site supervisor weekly. At the conclusion of full experience, the student should have a minimum of **30** hours of on-site supervision. In addition, a minimum average of **1½ hours of university/in class group supervision each week** at the conclusion of which the student shall receive formal performance evaluations. **Regular attendance to meet this requirement is expected throughout the experience. Students who complete the 600 hours during the semester should expect to continue to attend classes until the end of the respective semester.** Additionally, the internship instructor and/or site supervisor reserves the right to require the student for increased supervision to improve developmental issues, correct behavioral concerns, and/or address any issue that impedes appropriate progress in this course. **Failure to engage in appropriate clinical supervision and/or being unprepared for supervision more than one time will result in a failing grade and/or removal from the course.** Supervision hours will be documented on a specific form (please see the internship handbook and BB site for this course). *This requirement addresses CACREP standard 3H and 3I.*
4. Supervision can be provided through a variety of modalities. Supervision can be provided individually/triadically or in groups. It may involve consultations, live observation, audio- or videotaping, verbal instruction, role plays, demonstrations, readings, etc.
5. Each internship student will observe ethical standards in working with clients and when discussing cases in class (Ethics Review Form). It is particularly important that cases not be discussed outside of class. Whenever there is any question as to the safety or welfare of the client or when the client presents potential danger to others, the instructor must be notified, and the counselor should take sufficient action to protect the client and others.
6. Each internship student will respect confidentiality. Let your client know that you may be discussing their case outside of the time you have together. These discussions will occur with your site supervisor

and, anonymously, with university faculty and co-students. Be sure to respect confidentiality outside the session. Do not discuss clients in public or outside of class.

7. Each internship student will always obtain consent from the appropriate persons for conducting counseling sessions, including live supervision sessions.
8. Students are required to be covered by professional liability insurance. ACA and HIPSO are two sources for professional liability insurance.
9. All new and continuing students are expected to complete all assignments during each semester of their internship.
10. Students must turn in a midterm and final performance evaluation from their supervision each semester they are enrolled in internship as outlined in the course schedule.
11. It is the student's responsibility to record their hours with accuracy and completeness.
12. Students will be given the opportunity to formally evaluate their supervisor(s) at the end of each semester of internship.
- 13.** If you have a client who becomes suicidal or homicidal or if you are subpoenaed to testify in court, *inform your site supervisor and instructor immediately.*

## Course Outline

\*Class schedules and topics are subject to change at the instructor's discretion.

Week	Date	Topics/Activities	Assignments
1	5/19/21	Introductions Establishing Group Norms Syllabus Review Paperwork Review Guidance for Covid-19 Topics for Discussion* Assignment Sign-Up Sheet	Assignment Sign-Up Sheet
2	5/26/2021	Goals for Internship Present Ethical Dilemma Review of Each Assignment Getting the Most out of Supervision <b>Heather's case concept</b>	<b>Weekly Supervision &amp; Hours Log Due</b> <b>Revisiting Goals for Internship</b>
3	6/2/2021	Professional Identity & Theoretical Orientation Your Why? <b>Fetema's case concept</b>	<b>Weekly Supervision &amp; Hours Log Due</b> <b>Professional Disclosure Statement Due</b>
4	6/9/2021	Clinical Interventions Self-Care (Food + Outside) <b>Alexa's case concept</b>	<b>Weekly Supervision &amp; Hours Log Due</b> <b>Rating Scale (Pretest)</b>
5	6/16/2021	Advocating for Your Clients and Others: Strategies for Interfacing with Integrated Behavioral Health Care Professionals Review of Rating Scale Results <b>Spencer's case concept</b>	<b>Weekly Supervision &amp; Hours Log</b> <b>Live Supervision Session 1 Due</b>
6	6/23/2021	Review of Ohio CSWMF T Rules LPC Application Process & NCE Preparation; Possible Ohio, NC, TX, FL, UT visitors virtually <i>Questions for Reflection</i> <b>Dana &amp; Rasha case concept</b>	<b>Weekly Supervision &amp; Hours Log</b>
7	6/30/2021	Professional Organizations Appraise Recordings <i>Questions for Reflection</i> <b>Valerie case concept</b>	<b>Weekly Supervision &amp; Hours Log</b> <b>Recordings Due</b>
8	7/7/2021	No Class-Holiday 4 <sup>th</sup> of July Week	<b>Weekly Supervision &amp; Hours Log Due</b>

9	7/14/2021	Scope of Practice (Assessments, opinions, letters, Strategies for Interfacing with the Legal System Regarding Court-Referred Clients) Questions for Reflection <b>Sam &amp; Lexi case concept</b>	<b>Weekly Supervision &amp; Hours Log</b> <b>Live Supervision Session 2 Due</b>
10	7/21/2021	*Transitioning into the Workforce Types of Clinical Practice Settings <i>Questions for Reflection</i> <b>Gretchen &amp; Jarrod case concept</b>	<b>Weekly Supervision &amp; Hours Log</b>
11	7/28/2021	Advocacy Plan Presentations	<b>Weekly Supervision &amp; Hours Log</b> <b>Advocacy Plan Due &amp; Presentations</b>
12	8/4/2021	Review of Live Supervision Sessions Exit Interviews Review of Rating Scale Results	<b>Weekly Supervision &amp; Hours Log Due</b> <b>Rating Scale (posttest)</b> <b>Final Logs Due</b> <b>Final Site Supervisor Evaluation Due</b> <b>Final Personal Evaluation of Site/ Site Supervisor</b> <b>Spreadsheet of Hours Due</b>



**Weekly Supervision Log (Appendix A)  
Counselor Education Program**

**Student:**

**For the week of:** (Monday) \_\_\_\_\_ through (Sunday) \_\_\_\_\_

**Field Experience:**  Practicum or  Internship

**Counseling Type:**  Clinical Mental Health or  School

**Supervisor Type:**  Site Supervisor

**Directions:** The site supervisor and student are to complete this form weekly during clinical supervision. Student should retain a form to be turned into their university supervisor. Site supervisors may wish to make a copy for their own records. It is expected that students will develop and gain mastery of skills over the course of the semester.

**A:** Functions extremely well and/or independently

**B:** Functions adequately and/or requires occasional supervision

**C:** Requires close supervision in this area and/or inadequate performance

**N/A:** Skill not assessed or applicable.

**Training Activities**

\_\_\_\_\_ Intake interviewing

\_\_\_\_\_ Group Counseling

\_\_\_\_\_ Report Writing/Documentation

\_\_\_\_\_ Psychoeducational Activities

\_\_\_\_\_ Family/Couple Counseling

\_\_\_\_\_ Diagnosis

\_\_\_\_\_ Other: \_\_\_\_\_

\_\_\_\_\_ Individual Counseling

\_\_\_\_\_ Testing Administration/Interpretation

\_\_\_\_\_ Consultation with other professionals

\_\_\_\_\_ Career Counseling

\_\_\_\_\_ Case Conceptualization/Case Staffing

\_\_\_\_\_ Basic Counseling Skills

**Professional Development**

\_\_\_\_\_ Awareness of Strengths/Weaknesses

\_\_\_\_\_ Attendance/Punctuality

\_\_\_\_\_ Collegiality with Colleagues

\_\_\_\_\_ Engagement in Supervision

\_\_\_\_\_ Professional Comportment

\_\_\_\_\_ Other: \_\_\_\_\_

**Additional Comments:**

\_\_\_\_\_  
**Supervisor Signature**

\_\_\_\_\_  
**Date**



**Live Supervision Form (Appendix C)  
Counselor Education Program**

Student Counselor: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluation Type:  Supervisor Rating

Live Session Number:  1 or  2

Rating Scale:

1 = Unsatisfactory – not demonstrating skill – no self-awareness (U)

2 = Not Demonstrating skills but aware of the problem (ND)

3 = Skill Demonstrated – but requires refinement (SD)

4 = Satisfactory Skill Demonstration – awareness of strengths and areas for growth (S)

NA = Not Applicable – not demonstrated in this role play

Core Area	Item	Rating
1. Verbals and Non-verbals	a. Eye Contact	
	b. Vocal Quality	
	c. Verbal Tracking	
	d. Body Language	
2. Questioning	a. Limited use of closed questions unless necessary	
	b. Limited use of Why? Or how does that make you feel? Questions	
	c. Open questions to elicit more information	
3. Active Listening	a. Encouragers	
	b. Paraphrase	
	c. Summarize	
4. Empathy	a. Reflection of feeling	
	b. Reflection of meaning	
5. Silence	a. Able to tolerate silence	
	b. Allows client to break silence	

6. Confrontation	a. Identifies discrepancies in session (verbal and non-verbal)	
	b. Appropriate use of technique	
7. Cultural Competency	a. Addresses cultural differences in session	
	b. Demonstrates appropriate cultural sensitivity in session	
8. Supervision	a. Accepts feedback from peers and supervisor	
	b. Incorporates feedback into sessions	

Strengths:

Areas for Growth:

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_





## CMH Counseling Case Conceptualization Form (Appendix C) Counselor Education

### Counselor Trainee:

#### Client Identifying Data:

Age:

Gender:

Racial/Ethnic Identity:

Partner Status:

Living Situation:

Manner of dress:

Physical Appearance:

General Self-Presentation:

(Include any other demographic information that you may think is appropriate to the case, such as sexual identity, spirituality, etc.)

**CL Biopsychosocial Assessment and Mental Health History:** How has client been assessed in the past? Describe when/where/how the DA was conducted (review that documentation in the file) and if any other more formal assessment measures were/are being used (i.e., BDI). If no assessments have been used identify assessments that may be helpful to enhance your case conceptualization. Describe the CL's mental health history in detail.

**CL Screening for Addiction, Co-Morbidities, Homicidality, Suicidality, and Trauma:** Identify how you have screened the CL for these factors and the results of those screenings.

**CL Diagnosis or Provisional Diagnosis:** List diagnos(i/e)s here to include possible v-codes and environmental factors of note.

**CL Presenting Problem:** This section should include a listing of the problem areas, from the client's perspective, noting particularly the client's view of their order of importance. Suggested items to focus upon: (a) Was there a precipitating set of circumstances?; (b) How long has/have the problem(s) persisted?; (c) Has/have this/these problem(s) occurred before?; (d) What were the circumstances at the time?

**Relevant History/CLR History with CL:** This section will vary in comprehensiveness according to depth and length of treatment, and will vary in focus according to theoretical orientation and specific nature of the problem is.

**CL Interpersonal Style:** This section should include a description of the client's orientation toward others in their environment and should include two sections: (a) Is there an overall posture they take toward others? What is the nature of their typical relationships? (b) How is the client's interpersonal stance manifested specifically within the therapeutic dyad? What is the client's interpersonal orientation toward the counselor?

**CL Environmental Factors:** (a) Elements in the environment which function as stressors to the client. Both those centrally related to the problem and more peripheral stressors.  
(b) Elements in the environment which function as support for the client; friends, family, living accommodations, recreational activities, financial situation.

**CL Personality Dynamics:**

- A. Cognitive Factors: This section will include any data relevant to thinking and mental processes such as: (a) intelligence; (b) mental alertness; (c) persistence of negative cognitions; (d) positive cognitions; (e) nature and content of fantasy life; (f) level of insight-client's "psychological mindedness" or ability to be aware and observant of changes in feeling state and behavior and client's ability to place his/her behavior in some interpretive scheme and to consider hypotheses about his/ her own and other's behavior; (g) capacity for judgment- client's ability to make decisions and carry out the practical affairs of daily living.
- B. Emotional Factors: (a) typical or most common emotional states; (b) mood during interview; (c) appropriateness of affect; (d) range of emotions the client has the capacity to display; (e) cyclical aspects of the client's emotional life.
- C. Behavioral Factors: (a) psychosomatic symptoms; (b) other physical related symptoms; (c) existence of persistent habits or mannerisms; (d) sexual functioning; (e) eating patterns; (f) sleeping patterns

**CL Multicultural/Social Justice Issues:** Identify areas of diversity that are salient to client identity. Describe how diversity and MCC have been addressed in your sessions. What are the social justice issues that impact CL lived experience and the CLR/CL relationship? Use the [MSJCCs](#) to assist you here.

**CL Need for Referrals/Advocacy:** In this section describe any and all CL needs for referrals to other resources or other areas of advocacy that be provided by the CLR. Use the [ACA Advocacy Competencies](#) to assist you here.

**CLR's Conceptualization of the Problem:** This section will include a summary of the counselor's view of the problem. Include only the most central and core dynamics of the client's personality and note in particular the inter-relationships between the major dynamics. What are the common themes? What ties it all together? This is a synthesis of all the above data and the essence of the conceptualization.

**Identify Your Treatment Approach/Next Steps:** CLR will explain their treatment approach, goals, and next steps with the client.

**Empirical Research to Support CL Treatment:** Using a literature search, find one (1) empirical (research based) article that can support your treatment approach. Summarize the article (about a paragraph); include why this is relevant to this CL and what you will use from this article. Include an APA citation of the article below.



**Recording Evaluation Form  
Counselor Education**

Student Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluation Type:  Site Supervisor  University Supervisor  Peer

Rating Scale:

1 = Unsatisfactory – not demonstrating skill – no self-awareness (U)

2 = Not Demonstrating skills but aware of the problem (ND)

3 = Skill Demonstrated – but requires refinement (SD)

4 = Satisfactory Skill Demonstration – awareness of strengths and areas for growth (S)

NA = Not Applicable – not demonstrated in this role play

Core Area	Item	Rating
9. Verbals and Non-verbals	e. Eye Contact	
	f. Vocal Quality	
	g. Verbal Tracking	
	h. Body Language	
10. Questioning	d. Limited use of closed questions unless necessary	
	e. Limited use of Why? Or how does that make you feel? Questions	
	f. Open questions to elicit more information	
11. Active Listening	d. Encouragers	
	e. Paraphrase	
	f. Summarize	
12. Empathy	c. Reflection of feeling	
	d. Reflection of meaning	
13. Silence	c. Able to tolerate silence	

	d. Allows client to break silence	
14. Confrontation	c. Identifies discrepancies in session (verbal and non-verbal)	
	d. Appropriate use of technique	
15. Cultural Competency	c. Addresses cultural differences in session	
	d. Demonstrates appropriate cultural sensitivity in session	
16. Supervision	c. Accepts feedback from peers and supervisor	
	d. Incorporates feedback into sessions	

Strengths:

Areas for Growth:

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_