



**CG 699**  
**Internship and Seminar in**  
**Mental Health Counseling**  
**Semester & Year**

VALUES • EDUCATION • SERVICE

**Course Delivery Method:** Seated Classroom Lecture  
**Course Section:**  
**Meeting Time and Place:**  
**Course Credit Hours:** 3 Credit Hours

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**FACULTY CONTACT INFORMATION:**

Instructor:

Phone:

Email:

Office Hours: As posted; By appointment before class on Wednesday.

Website: Course site in Blackboard

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**I. Course Description**

This internship is a capstone experience designed to provide mental health counseling students opportunities to use and apply the knowledge, concepts and skills acquired in their graduate program. Interns take on the role(s) of a counselor at their placement site(s). They will engage in a full range of activities, including intake, assessment, diagnosis, and individual and group counseling. Six hundred on-site clock hours are required, and weekly faculty supervision is provided on an individual and group basis, as well as on-site supervision by a licensed practitioner. Students receive a Pass/Fail grade for course.

**II. Course Objectives (CACREP)/Counseling Program Standards/Institutional Standards:**

**Students minimum workload will be 20 clock hours per week on site totaling 300 clock hours per semester, 120 hours will be direct service (600 hours total in two semesters for a 6-credit internship experience). Counseling interviews will be recorded either on audio or video equipment for review by the instructor, on-site supervisor and peers.**

As a result of taking this course, the degree candidate should:

- A. Students will be expected to engage in an average of one and one half (1 ½) hours per week of group supervision conducted by a program faculty member and one hour per week of individual or triadic supervision throughout their internship that will be

- provided on a regular basis by their site supervisor.
- B. Students will utilize a variety of professional resources such as assessment instruments, computers, print, audio and video media and make referrals to appropriate providers.
  - C. Students will deliver direct services, including preventive, developmental and remedial interventions with appropriate clientele, in an appropriate setting and with appropriate supervision.
  - D. Students will demonstrate professional, legal, and ethical conduct.
  - E. Students will integrate and synthesize previously acquired didactic and experiential learning in to all aspects of counseling by utilizing the principles of diagnosis, treatment, referral, prevention, conducting a biopsychosocial history, etc.
  - F. Students will demonstrate multicultural competency and the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
  - G. Students will identify and advocate for policies, programs, and services that are equitable and responsive to the unique needs of clients.
  - H. Students will demonstrate their ability to locate resources in the community that promotes optimal wellness for clients.
  - I. Students will demonstrate appropriate use of client record-keeping.
  - J. Students will demonstrate their ability to screen for and provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
  - K. Students will demonstrate their ability to use procedures for assessing and managing suicide risk.
  - L. Students will be evaluated formally by a program faculty in consultation with the site supervisor on their performance.
  - M. Students will demonstrate the ability to recognize their limitations as a mental health counselor and seek supervision or referral of clients when appropriate.

### **Carter and Moyers School of Education, Institutional Standard**

#4. Candidates will be able to demonstrate and apply the Content Knowledge Skills, and Best Practices of the Profession.

### **CACREP 2016 - CMHC. 1. FOUNDATIONS**

- e. psychological tests and assessments specific to clinical mental health counseling

### **CACREP 2016 - CMHC. 3. PRACTICE**

- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- e. strategies to advocate for persons with mental health issues

## **CACREP 2016 Standards – SECTION 3: ENTRY-LEVEL PROFESSIONAL PRACTICE**

### **CACREP-2016.3.A**

Programs provide evidence that students are covered by professional liability insurance while enrolled or participating in practicum or internship.

### **CACREP-2016.3.B**

Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.

### **CACREP-2016.3.C**

Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship

### **CACREP-2016.3.D**

Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.

### **CACREP-2016.3.E**

In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

## **CACREP 2016 Standards – INTERNSHIP**

### **CACREP-2016.3.J**

After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

### **CACREP-2016.3.K**

Internship students complete at least 240 clock hours of direct service.

### **CACREP-2016.3.L**

Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

### **CACREP-2016.3.M**

Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

## **CACREP 2016 Standards – SUPERVISOR QUALIFICATIONS**

### **CACREP-2016.3.P**

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; (4) knowledge of the program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

### **CACREP-2016.3.R**

Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

### **The internship includes all of the following:**

1. 240 hours of direct service;
2. Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, usually performed by the on-site supervisor;
3. An average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member;
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings);
5. The opportunity for the student to develop program-appropriate audio/video recording for use in supervision and/or to receive live supervision of the student’s interactions with clients;
6. Evaluation of the student’s counseling performance throughout the internship including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

### **III. Texts/Materials for the Course**

All students need to have a portable recording device that IS NOT connected to the internet, due to HIPAA compliance issues with recordings made with internet connected devices such as laptops and cellphones. A web or ebay search for “digital audio recorder” will yield several cost-effective options.

#### **Required Text:**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5*. Washington, D.C: American Psychiatric Association.

### **Recommended Texts:**

- Jongsma, A.E. Jr., Peterson, L.M., McInnis, W.P. & Bruce, T.J. (2014). *The child psychotherapy treatment planner* (5th ed.). New York: John Wiley & Sons, Ltd.
- Jongsma, A.E. Jr., Peterson, L.M., McInnis, W.P. & Bruce, T.J. (2014). *The adolescent psychotherapy treatment planner* (5th ed.). New York: John Wiley & Sons, Ltd.
- Jongsma, A.E. Jr., Peterson, L.M., McInnis, W.P. & Bruce, T.J. (2014). *The adult psychotherapy treatment planner* (5th ed.). New York: John Wiley & Sons, Ltd.

### **Additional Readings/Knowledge Base**

#### **Recommended Readings:**

- Buxton, T. (2015). Trauma-informed care: How neuroscience influences practice. *Counseling and Psychotherapy Research*, 15(3), 329-240.
- Duffy, M. E., Henkel, K. E., & Earnshaw, V. A. (2016). Transgender clients' experience with eating disorder treatment, *Journal of LGBT Issues in Counseling*, 10(3), 136-149.
- Erford, T., Hayes, D., & Crockett, S. (2015). *Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson.
- Halstead, R. W., Pehrsson, & D. E., Mullen, J. A. (2011). *Counseling Children: Core Issues Approach*. American Counseling Association.
- Hazler, R.J. & Kottler, J.A. (2005). *The emerging professional counselor: student dreams to professional realities* (2<sup>nd</sup> Ed.) American Counseling Association.
- Kottler, J.A. (2003). *On being a therapist*. (3rd Ed.) Jossey-Bass.
- Linehan, M. M. (2015). *DBT skills training manual* (2<sup>nd</sup> ed.). New York: The Guilford Press.
- Luepker, E. T. (2003). *Record Keeping in Psychotherapy and Counseling: Protecting Confidentiality and the Professional Relationship* (2<sup>nd</sup> Ed.). Brunner-Routledge, New York.
- Miller, G., (2014). *Learning the language of addiction* (4<sup>th</sup> ed.). Hoboken, NJ: John Wiley and Sons Inc.
- Rodgers, R. F., Lowy, A. S., Halperin, D.. M., & Franko, D. L. (2015). *A meta-analysis examining the influence of pro-eating disorder websites on body image and eating pathology*. *European Eating Disorders Review*, 24(1), 3-8.
- Webb, D. (2005). *The soul of counseling: a new model for understanding human experience*. Impact Publishers. Atascadero, Calif.
- Weiss, L. (2004). *Therapist's guide to self-care*. Bruner-Routledge.
- Wody, R. H. (1997). *Legally safe mental health practice*. Psychosocial Press
- Wubbolding, R. E. & Brickell, J. (2005). *Counseling with Reality Therapy*. Speechmark Publishing, Ltd.
- Yalom, I. (2002). *The gift of therapy*. New York: Harper Collins

### **Recommended Readings on Theory:**

- Beck, J. S. (2011). *Cognitive Behavior Therapy: Basics and Beyond (2nd Ed.)*. New York: Gilford Press.
- Cain, D. J. (2008). *Person-centered Therapy*. In J. Frew & M. D. Spiegler (Eds.), *Contemporary Psychotherapies for a Diverse World (pp. 17-227)*. Boston: Lahaska Press.
- Carlson, J., Watts, R. E., & Maniacchi, M. (2006). *Adlerian Therapy: Therapy and practice*. Washington, D.D.: American Psychological Association.
- Corey, G. (2012). *Theory and Practice of Group Counseling (8th Edition)*. Belmont, CA: Brooks/Cole, Cengage Learning.
- Frankl, V. E. (2006). *Man's Search for Meaning*. Boston, MA: Beacon Press.
- Glasser, W. (1965). *Reality Therapy: A new approach to psychiatry*. New York: Harper & Row.
- Guterman, J. T. (2006). *Mastering the Art of Solution-focused Counseling*. Alexandria, VA: American Counseling Association.
- Hayes, J. A., Gelso, C.J., & Hummel, A. M. (2011). *Management of Countertransference*. In J. C. Norcross (Ed.), *Psychotherapy Relationships that Work: Evidence-based responsiveness (2nd. Ed., pp. 239-258)*. New York: Oxford University Press.
- Herbert, J. D., & Forman, E. M. (2011). *Acceptance and Mindfulness in Cognitive Behavior Therapy: Understanding and applying the new therapies*. Hoboken, NJ: Wiley.
- Jung, C. G. (1961). *Memories, Dreams, Reflections*. New York: Vintage.
- Kirschenbaum, H. (2009). *The Life and Work of Carl Rogers*. Alexandria, VA: American Counseling Association.
- Nichols, M. P. (2010). *The Essentials of Family Therapy (4th Ed.)*. Upper Saddle River, NJ: Prentice-Hall.
- Winslade, J., & Monk, G. (2007). *Narrative Counseling in Schools (2nd Ed.)*. Thousand Oaks, CA: Corwin Press (Sage).
- Worell, J., & Remer, P. (2003). *Feminist Perspectives in Therapy: Empowering Diverse Women (2nd Ed.)*. New York; Wiley.
- Wubbolding, R. E. (2011). *Reality Therapy*. Washington, D.C.: American Psychological Association.
- Yalom, I. D. (2008). *Staring at the Sun: Overcoming the Terror of Death*. San Francisco: Jossey-Bass.
- Yalom, I. D., & Josselson, R. (2011). *Existential Psychotherapy*. In R. Corsini & D. Wedding (Eds.), *Current Psychotherapies (9th ed., pp. 310-341)*. Belmont, CA: Brooks/Cole, Cengage Learning.
- Yontef, G., & Jacobs, L. (2011). *Gestalt Therapy*. In R. Corsini & D. Wedding (Eds.), *Current Psychotherapies (9th ed. Pp. 342-382)*. Belmont, CA: Brooks/Cole, Cengage Learning.

### **IV. Course Requirements, Assessment (Learning Outcomes), and Evaluation Methods**

**NOTE: ALL Assignments for this course are to be submitted to Livetext.**

### **Assignment A EARLY semester records for Internship (Semesters I & II). (P/F)**

Before beginning practicum, candidates will upload into Via proof of liability insurance, site supervisor credentials, practicum contract and ethical compliance statement. The contract and ethical statement are found in the Practicum and Internship Handbook.

#### **EARLY semester documents shall include:**

1. Completed Supervision Contract and Plan
2. ACA Compliance Statement/Ethical statement in handbook
3. Proof of Liability Insurance
4. Copy of Site Supervisor Credentials (Degree/license)

CACREP 2016 3A Programs provide evidence that students are covered by professional liability insurance while enrolled or participating in practicum or internship.

CACREP 2016 3 P 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; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

CACREP 2016 3 R Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

### **Assignment B END of semester records for Internship (Semesters I & II). (P/F)**

At the end of the semester, candidates will upload hour logs that document class time, time at site, triadic supervision, and on-site supervision into via. Students must obtain and document a minimum of 600 hours with 240 hours being direct, face to face, service. After students present their recordings in class, they will be provided with feedback. The feedback forms will be uploaded into Via. Students will upload their evaluation from their site supervisor into Via.

#### **END of semester documents shall include:**

- a. Completed weekly log sheets signed by site supervisor
- b. Site supervisor evaluation/grade recommendation
- c. Candidate Evaluation of Site
- d. Summary of Total Internship Hours
- e. One copy of completed tape review form

CACREP 2016.C.1.

e. psychological tests and assessments specific to clinical mental health counseling

CACREP 2016 C.3.

- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- e. strategies to advocate for persons with mental health issues

CACREP 2016.3.B Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.

CACREP-2016.3.C Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship

CACREP-2016.3.D Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.

CACREP-2016.3.E In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

CACREP-2016.3.J After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

CACREP-2016.3.K Internship students complete at least 240 clock hours of direct service.

CACREP-2016.3.L Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

CACREP-2016.3.M Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

### **Assignment C Professional Disclosure Statement (Semester I). (P/F)**

Counseling degree candidate will develop a Professional Disclosure Statement to clarify the role of the counselor and provide for accurate informed consent at the beginning of the counseling process. Further details on this assignment, associated standards, and grading rubric appear in Appendix 1: Completion guides for Key Assignments at end of this syllabus. Past examples will be provided and reviewed in class.

### **Assignment C (Alternate) – Professional Site Visit & Reflection – (Semester II). (P/F)**

Counseling degree candidate will make one site visit to another Internship Site as a representative of the LMU Counseling Program with the purpose of gaining more knowledge about the breadth and scope of services which Professional Mental Health Counselors provide. Please have a list of 5–7 questions for the Site supervisor or Program Director. Dress will be

interview/business casual. Student will write a 2-page reflection on learnings from this site visit and how this population/site may fit in with her or his future goals as a Counselor.

#### **Assignment D Audio/Video Tape Write-up (Semesters I & II). (P/F)**

Counselor-in-Training will complete a detailed write-up of a complete counseling session and provide course instructor with audio or video tape of this session. Assignment is due each semester of internship and a different client must be used for each tape write-up. Further details on this assignment appear in Appendix 1: Completion guides for Key Assignments at end of this syllabus. \*This assignment may be waived depending on client availability during COVID-19.\*

**Transcribe first 3 minutes of session. Due on date you present to class**

#### **Assignment E Service Delivery Improvement (Semester II). (P/F)**

Candidate will Develop an Innovation in Program or Service Delivery at her or his Internship site based on data, and implement a client-centered, responsive treatment to assessed/observed needs. If student is unable to implement an actual improvement, student will describe a suggested

#### **Assignment D Site Supervisor Evaluation (Semester I & II). (P/F)**

At the end of the semester site supervisors will complete an evaluation of students that assesses the Carter and Moyers School of Education professional dispositions as well as assess the Mental Health Counseling Intern on the following CACREP standards:

**CACREP.2016.5.C.1.e.** psychological tests and assessments specific to clinical mental health counseling

**CACREP.2016.5.C.3.a.** intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

**CACREP.2016.5.C.3.b.** techniques and interventions for prevention and treatment of a broad range of mental health issues

**CACREP.2016.5.C.3.e.** strategies to advocate for persons with mental health issues

#### **Course Evaluation/Assessment**

Course is graded as Pass/Fail. Successful completion of all course requirements at 80% proficiency is required for a passing grade.

#### **Class Attendance**

Regular class attendance and participation in discussions are expected of all class members, and may be considered as part of the grading process. Missing more than 1 class may require completion of an additional written coursework assignment, and/or result in a drop of ½ letter grade for the course. In extreme circumstances and at professor's discretion, an additional major project may be assigned to make up for missed classes.

## V. Methods of Instruction

Methods of Instruction Methods of instruction will include didactic lectures, collaboration, demonstration, evaluation, analyses of research articles, and student presentations. Active participation and learning through dialogue is strongly encouraged in this Masters level course. It is expected that the students will share the responsibility for others and their own learning.

## VI. Information Literacy/Technological Resources

### Technology

Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.**

### Turn-it-in

Portions of EDUC 697 (Research Project) will be required to be submitted to *Turn-It-In*, the computer program designed for checking literature duplication. Submitting additional course work to *Turn-It-In* is at the instructor's discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

### LiveText

**Each student will be required to establish an account with the LiveText program by the second class session.** LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions will be distributed on a separate handout at your first class session. Access to the ViaLivetext Assessment system needs to be purchased through the LMU Campus Bookstore.

### Library Resources

The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library's website ([library.lmunet.edu](http://library.lmunet.edu)) for full details. There are many professional databases including: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text; **ProQuest Dissertation & Theses Full Text**; **The Humanities and Social Sciences Collection**: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than 1 million dissertations and theses; **Mental Measurements Yearbook** which contains descriptive information & critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement &

intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

**VII. COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:**

[Include all major assignments, exams, quizzes, and a reading schedule for the semester. If changes are made, the professor must communicate in writing to the students (see Section XIV).]

Internship is a Seminar course, with weekly group supervision times of at least 2 hours. These times are reserved for discussion of clients, presentation of student mini-CEU lectures, tape review, discussion of diagnostic, assessment and treatment issues, and other topics related to seminar format of course.

<p>MEETING 1</p>	<p>Introductions, Review Syllabus and course requirements          Complete Student Information Sheet          Review Beginning of Semester Documents Due before starting hours-why important and purpose</p> <p>CACREP 2016 3.A Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.</p> <p>CACREP 2016 3.P 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; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.</p> <p>CACREP 2016 3.R Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.</p> <p>CACREP 2016 3.J After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.</p> <p>Weekly class meets CACREP 2016 3.M Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship.</p>
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	<p>Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.</p> <p>Weekly Triadic supervision meets CACREP 2016 3.L Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.</p>
MEETING 2	<p>Discuss/review <b>Site supervisor evaluation</b> to ensure students receive experiences needed including experience with psychological tests, participates in intakes, treatment planning, advocacy, etc.</p> <p><b>Assignment C-Professional Disclosure Statement Due if you did not do last semester</b></p> <p><b>CACREP.2016.5.C.1.e.</b> Candidate gains experience psychological tests and assessments specific to clinical mental health counseling  <b>CACREP.2016.5.C.3.a.</b> Candidate gains experience in intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management  <b>CACREP.2016.5.C.3.b.</b> Candidate gains experience in techniques and interventions for prevention and treatment of a broad range of mental health issues  <b>CACREP.2016.5.C.3.e.</b> Candidate gains experience with strategies to advocate for persons with mental health issues</p>
MEETING 3	<p>Sign up for audio tape presentations  Review expectations of audio selections and write up including outcomes, treatment plans, case conceptualization  CACREP 2016.2.F.5.i development of measurable outcomes for clients  CACREP 2016.2.F.5.h developmentally relevant counseling treatment or intervention plans</p>
MEETING 4	<p>Student presentations/special topics</p>

	<p>The following standards will be addressed weekly as students make their presentations:</p> <p>CACREP.2016.2.F.5.i development of measurable outcomes for clients</p> <p>CACREP.2016.2.F.5.h developmentally relevant counseling treatment or intervention plans</p> <p>CACREP 2016 3.C Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.</p> <p>CACREP 2016 3.B Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students interactions with clients.</p>
MEETING 5	<p>Audio Presentations</p> <p>In class intakes will be discussed and samples will be provided</p>
MEETING 6	<p>Audio Presentations</p> <p>In class treatment plans will be discussed and samples provided</p>
MEETING 7	<p>Audio Presentations</p> <p>In class discussion will be theories and students will identify how they are using or plan to use theory to guide sessions</p>
MEETING 8	<p>Audio Presentations</p> <p>In class we will discuss groups and share resources</p> <p>CACREP 2016 3.E In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.</p>
MEETING 9	<p>Audio Presentations</p> <p>In class we will discuss professional development opportunities students have participated in and upcoming opportunities</p> <p>CACREP 2016 3.D Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their</p>

	practicum and internship.
MEETING 10	Audio Presentations <b>Delivery Improvement Due</b>
Meeting 11	Audio Presentations
Meeting 12	Audio Presentations
Meeting 13	Audio Presentations
Meeting 14	Audio Presentations
	NO CLASS, Thanksgiving Break
Meeting 15	Last day of class <b>End of Semester Paperwork Due</b> CACREP 2016 3.J After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. CACREP 2016 3.K Internship students complete at least 240 clock hours of direct service.

VIII. HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE):NA

IX. **TRANSPARENT INSTRUCTION:**

The Quality Enhancement Plan (QEP) for LMU, Transparent Instruction in General Education and Gateway Courses for Student Success, is committed to improving student success through targeted course assignments. LMU is focused on providing instructional assignments to students in a clear and concise manner that is inclusive of all learners.

Each qualifying course will have a minimum of two transparent assignments in which the Purpose, Tasks, and Criteria (PTC) will be explained. The Purpose will identify the learning objectives including the skills and knowledge to be gained—both for the class and beyond college. The Tasks will list the activities and steps that students will perform to complete the assignment. The Criteria will detail the grading rubrics and point structure. An annotated example may be provided to model exemplary work.

X. [EACH INSTRUCTOR MAY INSERT MISCELLANEOUS COURSE ELEMENTS HERE, AS DESIRED – NUMBERED IN SEQUENCE]: NA

**XI. IMPORTANT DATES IN THE ACADEMIC CALENDAR FALL 2020:**

Event	Date(s)
Classes Begin	August 17
Last Day to Add Classes	August 26
Labor Day (no classes)	September 7
Last Day to Drop Course without “WD”	September 15
Mid-Terms	October 5-9
Homecoming (classes held as scheduled)	October 8-11
Last Day to Drop Course without “F”	October 23
Thanksgiving holiday (no classes)	November 25-27
Last Day of Classes	December 4
Final Exams	December 7- 11
Commencement (10 a.m.)	December 12

**LMU INFORMATION FOR ALL COURSES and PROGRAMS**

**XII. UNIVERSITY SERVICES:**

**ACADEMIC SUPPORT SERVICES:** LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit <https://www.lmunet.edu/academic-and-student-services/index.php> for more information regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program

**COUNSELING:** LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at [jason.kishpaugh@lmunet.edu](mailto:jason.kishpaugh@lmunet.edu) and/or 423.869.6277 (800-325-0900 ext. 6277).

**XIII. UNIVERSITY POLICIES:**

**UNDERGRADUATE ATTENDANCE:** To maximize the learning experience at Lincoln Memorial University, students are expected to attend all classes. It is the student’s responsibility to complete all course requirements even if a class is missed. The University understands that certain absences are unavoidable and recognizes the following as excused absences:

- Personal illness – health care provider validation typically required; chronic illnesses which may cause absences should be disclosed to the instructor (see course syllabus for specific guidelines)
- Death or critical illness in the family as defined in LMU Student Handbook (see Bereavement Policy)
- Jury duty
- Military duties

- Religious observances of a student's faith
- Participation in a university-sponsored activity – with official notification from University personnel

Faculty may require documentation for excused absences. Additional excused absences are determined at the discretion of the faculty member. Faculty members must allow each student who is absent due to a reason recognized as an “excused absence” the opportunity to make up work missed without any reduction in the student’s final course grade. The make-up work should be done in a timely manner which is determined at the discretion of the faculty member as outlined in the course syllabus. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes, lies solely with the student. In the case of foreseeable absences, students are responsible for notifying the faculty member in advance of the absence. The desired notification method is determined by the faculty member and is outlined in the course syllabus. Failure of the student to notify faculty of an excused absence may result in the absence being considered unexcused, in which case the opportunity for make-up work could be lost. Neither the absence, nor the notification of the absence, relieves the student from course requirements. Misrepresenting the reason for a class absence to a faculty member is a violation of the University’s academic integrity policy (which can be found in the LMU Undergraduate Catalog <https://www.lmunet.edu/academics/catalogs.php>).

The LMU Athletics Division will provide official notification of excused absences directly to the instructor. It is also the student athlete’s responsibility to notify the instructor of any absence PRIOR to the absence. For examinations (tests or quizzes) which conflict with excused athletic absences, the student athlete must notify the instructor BEFORE the absence and reach an exact agreement on the time and date of the make-up exam/quiz. Major projects/papers/presentations affected by excused absences must also follow the make-up process as outlined above.

Online Classes – In the instance of a foreseeable absence that could impact online learning, students should make every effort to complete online assignments as regularly scheduled. If a circumstance arises that prevents a student from having online access during the absence, the student must communicate with the faculty member regarding the reason for the absence, lack of online access, and possible make-up options.

*Approved at Academic Council October 18, 2018*

**UNOFFICIAL WITHDRAWALS:** Any student who ceases attending classes before the end of the semester, or summer term, without completing the official withdrawal from the University, automatically receives the grade “F” for such course(s), so noted on the student’s academic transcript, and may be administratively withdrawn. Unofficial Withdrawals are reviewed after grades post for each term. Any student earning all F’s is considered an Unofficial Withdrawal. Financial Aid confirms attendance past the 60% point of the term and a timeline in which to provide that documentation. Adequate attendance documentation can be an email statement directly from the instructors stating the student attended past the 60% date, hard copy print outs of online coursework submitted after the 60% date, or hard copy tests submitted after the 60% point. If attendance is not confirmed, LMU will make an R2T4 calculation, thru FAA Access, using the 50% point of the term as the withdrawal date.

Adjustments are made and refunds returned to the appropriate program(s) with the DOE, at the time of processing the Unofficial Withdrawal student record. Financial Aid then notifies the student of the adjustments made via the results of the R2T4 calculation, why the calculation had to be made, and what financial responsibilities the student has.

**ADMINISTRATIVE WITHDRAWALS:** Students who have not attended courses by the ninth class meeting of the semester (or equivalent for summer terms) will be reported to the Registrar's Office, Financial Aid, and the Tagge Center and may be administratively withdrawn with a WD recorded on the transcript for each course. Students who cease attending classes prior to the end of the semester, mini-term, or summer term without completing the official withdrawal from the University may also be administratively withdrawn, with an F recorded on the transcript for each course. (See "Unofficial Withdrawal.")

**FOR POLICY INFORMATION REGARDING VERIFICATION OF IDENTITY AND IDENTITY PROTECTION PLEASE CLICK ON THE FOLLOWING LINKS:**

[Verification of Identity](#)

[Protection of Identity](#)

[No Additional Charges](#)

**STUDENTS WITH DISABILITIES POLICY:** LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at [dan.graves@lmunet.edu](mailto:dan.graves@lmunet.edu) and/or 423.869.6531 (800-325-0900 ext. 6587).

**DISCRIMINATION AND ACADEMIC INTEGRITY POLICIES** can be found in the student handbooks and catalogs published online as part of the LMU Website:

Catalogs: <https://www.lmunet.edu/academics/catalogs>

Handbooks: <http://www.lmunet.edu/student-life/handbooks>

**HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT :**

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging

someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. “Retaliation” includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call (423) 869-6277, or schedule an appointment online at <https://www.lmunet.edu/counseling/index.php>.

If you have experienced discrimination and would like to make a report to the University, contact: Jeana Horton, Title IX Coordinator/Institutional Compliance Officer, by email at [titleix@lmunet.edu](mailto:titleix@lmunet.edu), or by phone at (423) 869-6618. The Title IX Coordinator/Institutional Compliance Officer’s office is located at D.A.R.- Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment, Discrimination, and Sexual Misconduct Policies are located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations.

**HAZING:** Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

**COURSE EVALUATIONS:** In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

**OUTCOMES ASSESSMENT TESTING:** Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate degree students, which includes: Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology; Associate of Arts – General Studies; and Associate of Science – General Studies, students must take the General Education Proficiency Profile examination. Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Lincoln Liberal Arts Core Curriculum at both the Associates and Baccalaureate levels. Students graduating from an Associate’s degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in LNCN 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of \$20 per exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student’s subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated, the student will have a grade of No Credit (N.C.) assigned for LNCN 300.

The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are:

- Essay Writing – greater than a rating of 2
- ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

**IN THE EVENT OF INCLEMENT WEATHER** Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

**INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY:** Faculty and students should expect scheduled instruction to continue even if class meetings

are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

**XIV. MISSION STATEMENT:**

**LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT** can be found at the following link to LMU's website: <HTTPS://WWW.LMUNET.EDU/ABOUT-LMU/HERITAGE-MISSION.PHP>.

**XV. STUDENT COMMUNITY ENGAGEMENT:** A cornerstone of the University's mission is service to humanity. As part of the University's Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: <https://www.lmunet.edu/leadership-and-outreach/index.php> or contact the Director of Leadership and Outreach, Hannah Wilson, at [Hannah.wilson@lmunet.edu](mailto:Hannah.wilson@lmunet.edu).

**XVI. TurnItIn.com notification:** Students agree that by continued enrollment in this course that all required papers may be subject to submission for textual similarity review to TurnItIn.com for detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers. Use of TurnItIn.com service is subject to the Usage Policy posted at the TurnItIn.com site.

**XVII. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.**

### Beginning of Semester Documents Rubric

Before beginning practicum, candidates will upload into Via proof of liability insurance, site supervisor credentials, practicum contract and ethical compliance statement. The contract and ethical statement are found in the Practicum and Internship Handbook.

Elements	Pass 25 points	Fail 0
<p>Professional Liability Insurance</p> <p>CACREP 2016 - 3.A Standard 3.A Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.</p>	<p>Attached file provides evidence that counselor in training is covered by professional liability insurance.</p>	<p>No evidence provided for professional liability insurance</p>
<p>Site Supervisor Certification or license</p> <p>CACREP 2016 - 3.P Standard 3.P 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; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.</p>	<p>Attached file provides evidence that site supervisor <b>HAS OBTAINED A</b> minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.</p>	<p>Attached file provides evidence that site supervisor <b>HAS NOT OBTAINED A</b> minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.</p>
<p>Supervision Contract</p> <p>CACREP 2016 - 3.R Standard 3.R Written supervision agreements define the roles and responsibilities of the faculty</p>	<p>Attached file provides evidence that Supervision contracts <b>HAS BEEN DEVELOPED</b> to define the roles and responsibilities of the faculty supervisor, site supervisor, and student</p>	<p>Attached file provides evidence that Supervision contracts <b>HAS NOT BEEN DEVELOPED</b> to define the roles and responsibilities of the faculty supervisor, site supervisor, and student</p>

<p>supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.</p>	<p>during practicum and internship.</p>	<p>during practicum and internship.</p>
<p>Ethics Statement</p>	<p>Student HAS included copy of ACA Ethics Compliance Statement.</p>	<p>Student HAS NOT included copy of ACA Ethics Compliance Statement.</p>

**TAPE REVIEW FORM (to turn in for every tape presented in class)**

Lincoln Memorial University Counseling and Guidance  
Tape Evaluation Form

Student: \_\_\_\_\_ Mental Health \_\_\_\_\_ School Counseling \_\_\_\_\_

Recording Number: \_\_\_\_\_

- |  |   |   |
|--|---|---|
| 1. Was recording audible?                                      | Y | N |
| 2. Was the recording critique completed and turned in on time? | Y | N |

Recordings have been evaluated based on the following criteria, on a 1-5 scale  
(1=poor/unsatisfactory; 2=weak/needs improvement; 3=average/satisfactory; 4=good; 5=excellent)

	1	2	3	4	5	NA
Opening of session was structured, friendly, has good rapport with client						
Accurately reflects feelings of client						
Communication between counselor/client was meaningful						
Demonstrates active listening skills (verbal and nonverbal)						
Confronts appropriately when necessary						
Uses appropriate goal setting skills						
Responds empathically to client						
Uses open-ended questions appropriately to encourage clients to express themselves						
Summarizes session appropriately by pulling together important elements of the session						

- |   |   |   |
|---|---|---|
| Intern's Conceptualization of case was appropriate  | Y | N |
| Intern utilized appropriate theories and techniques | Y | N |

Feedback:

Overall Rating of Session \_\_\_\_\_

Please use the following format as a guide for the Audio/Video Tape Write-up.

1. Brief background of client (Record any family, medical, academic, social, emotional,

cultural, gender, or other related factors pertinent to the context of this session)

2. Major issues addressed in this session:
  
3. Selected theoretical orientation, treatment, technique, or intervention plan. Counselor-in-training comment on how this was made developmentally appropriate (based on *CACREP standard 2016.2.F.5.h* developmentally relevant counseling treatment or intervention plans):
  
4. What measurable outcomes for client were developed and discussed in session? This might include new perspective, ideas for change, plans for change, things to investigate/do before next session, etc. (*based on CACREP standard 2016.2.F.5.i* development of measurable outcomes for clients):
  
5. Issues to come back to/unfinished business:
  
6. Strengths of session/What I learned:
  
7. Areas for growth of session

**Lincoln Memorial University**  
**CG Site Supervisor Evaluation Form – Mental Health Internship-Rubric**

Student Name: \_\_\_\_\_ Site Name: \_\_\_\_\_  
 Site Supervisor Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_  
 Email: \_\_\_\_\_  
 License Number: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

**Site Supervisor: Please complete Sections 1, 2 and 3 of this Evaluation Form, Sign, and review with student.**

**Section 1: Educator (Counselor) Disposition Assessment –  
 To be Completed by Faculty and Site Supervisor for all Counseling Interns**

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells.

- 0-Needs Improvement: minimal evidence of understanding and commitment to the disposition
- 1-Developing: some evidence of understanding and commitment to the disposition
- 2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

**Indicators**

<b>1. Demonstrates Effective Oral Communication Skills</b>	<b>Meets Expectations 2</b>	<b>Developing 1</b>	<b>Needs Improvement 0</b>
	<input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment	<input type="checkbox"/> Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors	<input type="checkbox"/> Does not consistently demonstrate professional oral communication skills evidenced by making <i>major</i> errors in language, grammar and word choice
<b>2. Demonstrates Effective Written Communication Skills</b>	<b>Meets Expectations 2</b>	<b>Developing 1</b>	<b>Needs Improvement 0</b>
	<input type="checkbox"/> Demonstrates precise spelling and grammar	<input type="checkbox"/> Demonstrates a few common spelling and grammar mistakes	<input type="checkbox"/> Demonstrates <i>major</i> spelling and grammar errors or demonstrate frequent common mistakes
<b>3. Demonstrates professionalism</b> Danielson: 4f; InTASC: 9(o)	<b>Meets Expectations 2</b>	<b>Developing 1</b>	<b>Needs Improvement 0</b>
	<input type="checkbox"/> Maintains professional boundaries of ethical standards of practice and keeps <i>inappropriate</i> personal life issues out of classroom/workplace	<input type="checkbox"/> Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but this is kept to a minimum	<input type="checkbox"/> Divulges <i>inappropriate personal life</i> issues a classroom/workplace evidenced by uncomfortable responses from others

<p><b>4. Demonstrates a positive and enthusiastic attitude</b> Marzano: 29</p>	<p><b>Meets Expectations 2</b></p> <p><input type="checkbox"/> Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues</p>	<p><b>Developing 1</b></p> <p><input type="checkbox"/> Overlooks opportunities to demonstrate positive affect</p>	<p><b>Needs Improvement 0</b></p> <p><input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures or vocal expressions</p>
<p><b>5. Demonstrates preparedness in teaching and learning</b> Danielson: 1e, 3e, 4a; InTASC: 3(p)</p>	<p><b>Meets Expectations 2</b></p> <p><input type="checkbox"/> Learns and adjusts from experience and reflection as evidenced by improvements in performance</p>	<p><b>Developing 1</b></p> <p><input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions</p>	<p><b>Needs Improvement 0</b></p> <p><input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback</p>
<p><b>6. Exhibits an appreciation of and value for cultural and academic diversity</b> Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(a)</p>	<p><b>Meets Expectations 2</b></p> <p><input type="checkbox"/> Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i></p>	<p><b>Developing 1</b></p> <p><input type="checkbox"/> Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i></p>	<p><b>Needs Improvement 0</b></p> <p><input type="checkbox"/> Demonstrates inequitable embracement of all <i>diversities</i></p>
<p><b>7. Collaborates effectively with stakeholders</b> Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)</p>	<p><b>Meets Expectations 2</b></p> <p><input type="checkbox"/> Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others</p>	<p><b>Developing 1</b></p> <p><input type="checkbox"/> Maintains a respectful tone in most circumstances but is not consistent</p>	<p><b>Needs Improvement 0</b></p> <p><input type="checkbox"/> Is inflexible, as evidenced by inability to work with others and does not accept majority consensus</p>
<p><b>8. Demonstrates self-regulated learner behaviors/takes initiative</b> Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)</p>	<p><b>Meets Expectations 2</b></p> <p><input type="checkbox"/> Recognizes own weaknesses as evidenced by seeking solutions before asking for support</p>	<p><b>Developing 1</b></p> <p><input type="checkbox"/> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth</p>	<p><b>Needs Improvement 0</b></p> <p><input type="checkbox"/> Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support</p>

<b>9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability</b> <small>Marzano: 37, 38</small>	<b>Meets Expectations 2</b> <input type="checkbox"/> Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness	<b>Developing 1</b> <input type="checkbox"/> Demonstrates sensitivity to feelings of others most of the time	<b>Needs Improvement 0</b> <input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness
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## Section 2: CACREP 2016 Mental Health Counseling Standards

Directions: Please use the scale below to assess Mental Health Intern on the CACREP Mental Health Standards Below.

3 = Above Sufficient. Counseling Intern consistently demonstrates significant competencies in this domain, requires minimal consultation in this area.

2 = Sufficient. Counseling intern meets expected competencies in this area based on the point they are at in internship (midterm or final).

1 = Below Sufficient. Candidate requires ongoing training and development in this area.

### Foundations

	3 Above Sufficient	2 Sufficient	1 Below Sufficient
Candidate gains experience psychological tests and assessments specific to clinical mental health counseling ( <b>CACREP.2016.5.C.1.e.</b> )			

### Practice

	3 Above Sufficient	2 Sufficient	1 Below Sufficient
Candidate gains experience in intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment			



## Group Counseling Rubric

Related to CACREP Standard CACREP.2016.3.E “In addition to the development of individual counseling skills, during either the Practicum or Internship, students must lead or co-lead a counseling or psychoeducational group.” Please fill out this brief template to provide proof that you have experience leading or co-leading a Counseling Group during your Practicum or Internship experience at LMU.

Student Name:

Program (School or Mental Health):

Site at which you led or co-led a group:

Name of Site Supervisor at this Site:

Description of Group which you led or co-led (Nature of group, group goal or purpose, number of members, what you learned about leading group, etc. Please make this section approximately one paragraph to provide evidence that CACREP Standard CACREP.2016.3.E has been met. Attach supporting lesson plan or group curriculum as appropriate.

Elements	Met 1 point	Not Met 0
<p>“In addition to the development of individual counseling skills, during either the Practicum or Internship, students must lead or co-lead a counseling or psychoeducational group.”</p> <p>CACREP 2016 3.E In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.</p>		

### End of Semester Document Rubric

At the end of the semester, candidates will upload hour logs that document class time, time at site, triadic supervision, and on-site supervision into via. Students must obtain and document a minimum of 600 hours with 240 hours being direct, face to face, service. After students present their recordings in class, they will be provided with feedback. The feedback forms will be uploaded into Via. Students will upload their evaluation from their site supervisor into Via.

Elements	Pass 20 points	Fail 0
<p>600 Clock Hours/240 Hours of Direct Service</p> <p>CACREP 2016 3.J After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.</p> <p>CACREP 2016 3.K Internship students complete at least 240 clock hours of direct service.</p>	<p>Attached file provides evidence that student <b>COMPLETED</b> a supervised Internship experience for a minimum of 600 clock hours (300/semester over a minimum 10-week academic term, with at least 120/semester clock hours of direct service with actual clients that contributes to the development of counseling skills.)</p>	<p>Attached file provides evidence that student <b>DID NOT COMPLETE</b> a supervised Internship experience for a minimum of 600 clock hours (300/semester over a minimum 10-week academic term, with at least 120/semester clock hours of direct service with actual clients that contributes to the development of counseling skills.)</p>
<p>1 Hour of Weekly Supervision</p> <p>CACREP 2016 3.L Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.</p>	<p>Attached file provides evidence that student <b>DID PARTICIPATE IN</b> an average of one hour per week of individual and/or triadic supervision throughout the Internship by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member.</p>	<p>Attached file provides evidence that student <b>DID NOT PARTICIPATE IN</b> an average of one hour per week of individual and/or triadic supervision throughout the Internship by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member.</p>
<p>1 1/2 Hours of GROUP Supervision</p>	<p>Attached file provides evidence that student <b>COMPLETED</b> An average of 1 1/2 hours per week of group</p>	<p>Attached file provides evidence that student <b>DID NOT COMPLETE</b> An average of 1 1/2 hours per</p>

<p>CACREP 2016 3.M Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.</p>	<p>supervision that is provided on a regular schedule throughout the Internship by a program faculty member or a student supervisor.</p>	<p>week of group supervision that is provided on a regular schedule throughout the Internship by a program faculty member or a student supervisor.</p>
<p>Audio/Video Recordings  CACREP 2016 3.B Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students interactions with clients.</p>	<p>Attached tape review form provides evidence that student UTILIZED program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.</p>	<p>No evidence provided that student UTILIZED program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.</p>
<p>Site Supervisor Eval  CACREP 2016 3.C Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.</p>	<p>Attached file provides evidence that site supervisor has COMPLETED an Evaluation of the student's counseling performance throughout the Internship, including documentation of a formal evaluation after the student completes the practicum.</p>	<p>Attached file provides evidence that site supervisor has NOT COMPLETED an Evaluation of the student's counseling performance throughout the Internship, including documentation of a formal evaluation after the student completes the practicum.</p>
<p>Engaged in a Variety of Professional Activities  CACREP 2016 3.D Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.</p>	<p>Attached file provides evidence that the student DID HAVE EXPOSURE TO a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).</p>	<p>Attached file provides evidence that the student DID NOT HAVE EXPOSURE TO a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).</p>