

# EVANGEL

U N I V E R S I T Y

A CHRISTIAN LEARNING-CENTERED UNIVERSITY

## Clinical Mental Health Counseling

### COU 597 Mental Health Counseling Practicum

3 Credits

#### University Mission

*Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.*

#### Mission Statement

*...train professional mental health counselors who are dedicated to integrating their Christian faith in providing evidence-based, holistic counseling services to assist diverse individuals and groups achieve wellness and mental health across the lifespan.*

#### Bible Verse:

*Consider it a sheer gift, friends, when tests and challenges come at you from all sides. You know that under pressure, your faith-life is forced into the open and shows its true colors. So don't try to get out of anything prematurely. Let it do its work so you become mature and well-developed, not deficient in any way (James 1:2-4, The Message).*

**Teaching Philosophy and Methods:** I believe the greatest amount of learning in this course comes through “doing” counseling and reflecting on what one did. Reflection is facilitated in several ways: direct questions, journaling, and presentations. In addition, I believe brief lectures on special topics will expand your knowledge for translate into applied practice.

**Course Catalogue Description:** This field-based course is designed to provide supervised counseling experiences for graduate students entering the field of clinical mental health counseling. Students will complete 100 hours of counseling related services, 40 of which must be direct service (i.e. individual, group, and relationship counseling). Students will attend weekly individual and triadic supervision sessions along with group practicum class. Prerequisites include COU 506, COU 526, COU 521 (B- or better) and COU 523 (B- or better).

#### Required Text(s):

Scott, J., Boylan, J. C., & Jungers, C. (2015). *Practicum internship: Textbook and resource guide for counseling and psychotherapy*. New York: Routledge.

American Counseling Association (2014). *Code of ethics*. Alexandria, VA: Author.

\*Download a free copy of the Code at: [www.counseling.org](http://www.counseling.org).

American Psychological Association. (2010). *Publication manual* (6th ed.). Washington, DC: Author.

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**Recommended Text(s):**

Granello, D. H. (2010). The process of suicide risk assessment: Twelve core principles. *Journal of Counseling & Development, 88*, 363-371.

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2012). *Essentials of intentional interviewing: Counseling in a multicultural world* (2<sup>nd</sup> ed.). Belmont, CA: Brooks/Cole.

Kottler, J. A. (2008). *A brief primer of helping skills*. Thousand Oaks: SAGE Publications.  
\*Electronic copy available via EBSCO, see Evangel Library site.

Roscoe, L. J. (2009). Wellness: A review of theory and measurement for counselors *Journal of Counseling & Development, 87*, 363-371.

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2014). *Clinical interviewing* (5<sup>th</sup> ed.). Hoboken, NJ: Wiley

Young, M. E. (2013). *Learning the art of helping: Building blocks and techniques* (5<sup>th</sup> ed.). Upper Saddle River, New Jersey: Pearson Education.

<b>Course Objectives</b>			
<b>STANDARD CACREP 2016</b>	<b>OBJECTIVE</b>	<b>LEARNING EXPERIENCE</b>	<b>ASSESSMENT</b>
<b>2. F. 5. f</b>	Counselor characteristics and behaviors that influence the counseling process.	Class discussion; live recording	Session recording/live observation
<b>2. F. 5. g 5. C. 3. a</b>	Apply helping relationship concepts and skills to establish and maintain therapeutic relationship.	Direct Service; Class Role Play; Group supervision	Session Recording; Weekly Supervision; Supervisor's Midterm and Final Evaluation
<b>2. F. 5. g 5. C. 1. c</b>	Conceptualize client's presenting problem and treatment plan from the basis of a guiding theory.	Course Reading; Class discussion; Direct Service; Individual Supervision ; Group supervision	Class presentation; Written Case Summary; Supervisor's Midterm and Final Evaluation
<b>2. F. 5. g 5. C. 3. a</b>	Demonstrate ability to assist clients in achieving their goals through basic counseling skills and techniques associated with the student's guiding theory.	Class discussion; Direct Service; Individual and Supervision ; Group Supervision	Class presentation; Written Case Summary; Site Supervisor Midterm and Final Evaluation
<b>2. F. 1. k</b>	Evaluate and critique counseling abilities of self and other students in a manner that enhances counseling abilities.	Self-Assessment; Process session recordings, Feedback exercises	Self-Assessment; Session Recordings,
<b>5. C. 1. c 5. C. 2. D</b>	Create written case summaries including DSM-5 diagnosis.	Course Readings; Constructing Case Conceptualizations; Class discussions	Written Case Conceptualization; Site Supervisor Midterm and Final

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			Evaluation
<b>2. F. 1. i</b> <b>5. C. 2. L</b>	Evaluate ethical dilemmas and apply ethical standards as determined by the American Counseling Association.	Constructing Case Conceptualizations; Class discussions	Written Case Conceptualization; Applied Ethics Paper; Site Supervisor Midterm and Final Evaluation
<b>2. F. 1. M</b>	Apply supervisory feedback in order to advance counseling skills.	Course Readings; Class discussion; Process session recordings, Feedback exercises; Weekly supervision	Site Supervisor Midterm and Final Evaluation
<b>5. C. 3. a</b>	Demonstrate sensitivity and respect for differing backgrounds and values of clients, including different faith traditions, ethnicities, sexual orientation and gender.	Class discussion; Process recordings; Constructing Case Conceptualization	Session Recording; Written Case Conceptualization; Prevention Paper; Site Supervisor Midterm and Final Evaluation
<b>5. C. 2. b.</b> <b>5. C. 3. b.</b>	Demonstrate a wellness and prevention orientation toward counseling goals associated with counseling clientele.	Group Prevention Research; Constructing Case Conceptualization	Prevention Paper; Case Conceptualization Presentation
<b>2. F. 5. k.</b>	Identify mental health resources in the community and strategies to promote client knowledge and access.	Research Project – via Web and agencies.	Community Resource Portfolio
	Demonstrate an integration of Judeo Christian values with counseling practice and case conceptualization.	Class discussion; Process recordings; Constructing Case Conceptualization	Session Recording; Case Conceptualization Presentation

**Grading Scale**

<b>A</b>	<b>94 -100%*</b>	<b>C+</b>	<b>77 – 79%</b>
<b>A-</b>	<b>90 – 93%</b>	<b>C</b>	<b>73 - 76%</b>
<b>B+</b>	<b>87 - 89%</b>	<b>C-</b>	<b>70 – 72%</b>
<b>B</b>	<b>83 – 86%</b>	<b>F</b>	<b>Less than 70%</b>
<b>B-</b>	<b>80 – 82%</b>		

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In order to earn an A in the class, a student must not miss more than one class period during the course of the semester.

<b>Course Assignments:</b> Please see assignment details at the end of the syllabus or Course Commons		
<b>Name of Assignment</b>	<b>Points</b>	<b>% of Points</b>
Practicum Paperwork	<b>200</b>	<b>44%</b>
Weekly Activity Logs (WAL) 12 x 5pts each	<b>60</b>	<b>13%</b>
Recording	<b>25</b>	<b>5%</b>
Prevention Paper	<b>50</b>	<b>11%</b>
Case Summary/Conceptualization Paper	<b>40</b>	<b>9%</b>
Applied Ethics Paper	<b>30</b>	<b>7%</b>
Community Agency Portfolio	<b>50</b>	<b>11%</b>
<b>Total Points</b>	<b>455</b>	<b>100%</b>

### Tentative Course Schedule

<b>Week</b>	<b>Topic</b>	<b>Assignment</b>	<b>Due Dates</b>
<b>1</b>	No seated class - Introduction to Practicum Class; Documenting Hours	Read through Syllabus	<b>Upload to Course Commons - Practicum Paperwork 1-5; WAL</b>
<b>2</b>	The head noise of a beginning practicum student.  Making the most of Supervision	Chapter 3 Chapter 7	<b>Practicum Paperwork – 9 (Self-Assessment) WAL Sign up Case Presentation – see shared doc</b>
<b>3</b>	Constructing a Case Summary/Conceptualization	Chapter 4	<b>Sign Up for Case Presentation; WAL Community Resource Portfolio</b>
<b>4</b>	Goal Setting and Treatment Planning Case Presentation	Chapter 5	<b>Sign Up for Case Recording; WAL</b>
<b>5</b>	Working with Clients in Crisis Case Presentation	Chapter 10 Case Summary	<b>WAL</b>
<b>6</b>	Case Presentation Case Recording (RCF)	Peer Rating Forms; Case Summary	<b>Prevention Paper; Recording Critique Form (RCF) WAL</b>
<b>7</b>	Case Presentation	Peer Rating	<b>Midterm Evaluation</b>

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	Case Recording	Forms; Case Summary	<b>RCF</b> <b>WAL</b>
<b>8</b>	Spring Break	Peer Rating Forms Case Summary	<b>Applied Ethics Paper;</b> <b>RCF;</b> <b>WAL</b>
<b>9</b>	Case Presentation Case Recording	Peer Rating Forms; Case Summary	<b>RCF</b> <b>WAL</b>
<b>10</b>	Case Presentation; Case Recording	Peer Rating Forms; Case Summary	<b>RCF;</b> <b>WAL</b>
<b>11</b>	Case Presentation; Case Recording	Peer Rating Forms; Case Summary	<b>Sign up for Site Visit and</b> <b>Final Evaluation – see</b> <b>shared doc</b> <b>RCF;</b> <b>WAL</b>
<b>12</b>	Case Presentation; Case Recording	Peer Rating Forms; Case Summary	<b>RCF;</b> <b>WAL</b> <b>Site Evaluation;</b> <b>WAL</b> <b>Final Evaluation</b>

## EU ACADEMIC AND CMHC PROGRAM POLICIES

### Academic Integrity Policy

Students are expected to maintain high levels of academic honesty as people of Christ. By virtue of your integrity, you signify that all work submitted is your original work completed by you. Submitting someone else's work as your own (without proper citations, identifying particular research) is dishonest and is not congruent with a Christian life. Furthermore, the use of published study guides, solution manuals, or test banks not offered by the text's publisher will be deemed cheating. If you have questions as to the legitimacy of a study resource, consult your course professor. The program faculty and coordinator will handle incidents of academic dishonesty (plagiarism and cheating). If warranted, offenses will be reported to Academic Affairs Division and Student Development Division. Consequences may include but not limited to grade adjustment, academic probation, withdrawal of candidacy, or dismissal. Please see Graduate catalog:

<http://web.evangel.edu/apps/mastercatalog/view/view.asp?CatalogID=2&Section=36>

### Attendance Policy

Students are asked to participate in class, volunteer for demonstrations, and come to class fully prepared. As this course only meets once a week, attendance at all sessions is critical. In order to maintain in good standing, a student must attend 75% of the scheduled class time.

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Students missing more than 3 classes will be dropped from the class. Students who miss class because of illness, participation in authorized co-curricular activities, or for other unavoidable reasons will be given the opportunity to complete missed assignments or the equivalent. Students who miss class for other reasons may only make up work at the discretion of the individual instructor as stated in the course syllabus.

### **Disability Accommodation**

Evangel University is committed to the provision of reasonable accommodations for students with disabilities, as defined in Section 504 of the Rehabilitation Act of 1973. If you think you may qualify for accommodations, notify me as soon as possible. You will be required to have appropriate documentation on file with Academic Support in the Center for Student Success (Zimmerman Hall 208).

Note: If you are disabled or are attending college under extenuating circumstances and require special consideration, *it is your obligation to notify me* before the end of the first week of classes. If I do not hear from you, I assume you do not need any special consideration. See the following for more information:

<http://web.evangel.edu/community/?p=ASC&i=1437&t=>

### **University Policy Regarding Electronic Devices In Class**

The use of electronic devices in the classroom is intended to enhance the learning environment for all students. Any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities is prohibited. Your laptop or other electronic device can become a distraction to you and to those around you if it is not used for proper academic purposes. Proper academic purposes include taking notes, following along with the instructor on PowerPoint, as well as working on assigned in-class activities, projects, and discussions that require in-class laptop use. Texting, Internet surfing, emailing, gaming and other such activities are not permitted in class and can result in losing the privilege to bring devices to class. Cellular phones and pagers must be turned off during class unless extenuating circumstances are discussed with the professor and approval to have the phone activated is given prior to class. It is not permissible to answer telephones in class or to engage in text messaging at any time while class is in session. Students who violate this rule will be counted absent for the class period.

### **Statement Regarding Risks and Benefits of Counselor Education**

Pursuing a graduate education in clinical mental health counseling can facilitate meaningful professional and personal growth opportunities via insight and increased awareness. Nevertheless, material covered in any counseling course, various experiential exercises, assignments, and/or field based experiences, may facilitate intense, negative, and even emotionally overwhelming responses. Consequently, such responses may inhibit the student's functioning, academic performance, and fit for field work. Students are encouraged to be candid about the impact of such experiences and address any concerns about present functioning with their instructor. If an instructor or staff member (in conjunction with the Program Coordinator) observes evidence of problematic functioning, he/she will bring it to the student's attention. Students may be advised in one or more of the following directions:

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1. Enter personal counseling while remaining in the program and report back to their Academic Advisor or Program Coordinator.
2. Take a leave of absence from the program, with conditions specified by the program.
3. Follow a remediation plan that may include additional coursework or supervisory experiences.
4. Withdraw from the program.

The intent of the above directives is to help students address and resolve psychological material that may impact their future work as mental health care providers. Final determinations for continued progression through the clinical mental health program will be at the sole discretion of the program personnel and will be made with the utmost care and student's best interest in mind.

Students have the right to appeal any decision under the Student Handbook procedures.

### **Course Commons (Canvas):**

This course will be conducted through the CANVAS LMS (learning management system) generally referred to as *Course Commons*. All information needed to access and interact with the LMS can be found on the CANVAS login page using the link <https://courses.Evangel.edu>. Course content (example: PPTs, Projects, data, Assignment details, etc.) will be located within modules at the course site. The course calendar will also direct students to the assignments.

**Access to Canvas Before the Class Begins.** Students who have academically registered will have access to CANVAS and this course seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, CANVAS access will be revoked and all submitted work will be lost. When financial registration is then completed, CANVAS access will be granted, again. Make-up work for items lost will be at the discretion of the professor. Please contact the Registrar's office with questions about your registration status: (417) 865-2815 x7203.

**Access to *Course Commons* After the Class Ends.** At the end of a semester, students will have access to *Course Commons* for seven (7) days after the last official day of class. After the seven (7) days, students will not have access to the course or *Course Commons* until next semester's financial registration is complete. If you have questions about work submitted on after course access is withdrawn, please contact the instructor directly.