



DOANE UNIVERSITY

SYLLABUS

COU 622 Counseling Practicum II

Course Content

<i>Course Number:</i>	COU 622
<i>Course Title:</i>	Counseling Practicum II
<i>Course Dates:</i>	March 13 – May 19, 2017
<i>Credit Hours:</i>	3 Credits
<i>Instructor:</i>	Jason Schmid, LIMHP, ABD Blake Sandusky, PhD, LIMHP, LPC, LMFT
<i>Office Email:</i>	jason.schmid@doane.edu blake.sandusky@doane.edu
<i>Office Hours:</i>	By Appointment
<i>Meeting Times:</i>	Tuesdays 4:00 pm-5:30 pm or 5:30 pm-7:00 pm Wednesdays 5:00 pm-6:30 pm or 6:30 pm-8:00 pm

Course Description

A supervised practicum experience which emphasizes the implementation and refinement of individual and group counseling skills. The practicum experience consists of a minimum of 100 hours that includes: (a) a minimum of 40 hours of direct service work with clients; (b) a minimum of one hour per week of individual supervision with the on-site supervisor; and (c) a minimum of one and a half hours per week of group supervision provided by a counselor education program faculty member. The practicum experience is designed to provide exposure to direct service work with clients as well as to other professional activities which are part of the daily operation of the practicum site. Students are limited to collecting a maximum of 20 hours of experience per week.

Prerequisite: 1) Successful completion of COU 621. **(Pass/Fail)**.

Course Objectives:

1. Students will understand how to apply interventions and techniques from a theoretical perspective to a counseling case. (CACREP 2.F.3.h) (CACREP 2.F.5.a) (CACREP 2.F.5.b) (CACREP 2.F.5.h) (CACREP 2.F.7.b) (CACRE 5.C.3.b)
2. Students will develop and demonstrate skills for case conceptualization. This includes at minimum: multicultural aspects, ethical implications, a theory driven perspective, referrals, safety planning and crisis situations, identifying presenting concerns, mental status exams, client medication history, etc. (CACREP 2.F.1.b) (CACREP 2.F.1.c) (CACREP 2.F.1.i) (CACREP 2.F.2.c) (CACREP 2.F.2.d) (CACREP 2.F.2.f) (CACREP 2.F.2.g) CACREP 2.F.5.g) (CACREP 5.C.1.c) (CACREP 5.C.2.a) (CACREP 5.F.2.f) (CACREP 5.F.2.h) (CACREP 5.C.2.j) (CACREP 5.C.3.a)
3. Students will learn to identify client symptoms to develop an accurate and complete diagnosis including accurate notations. (CACREP 5.C.2.b) (CACREP 5.C.2.d)
4. Student will learn to develop a full and clinically appropriate treatment plan based on identified symptoms and diagnosis including writing measurable outcome goals. (CACREP 2.F.5.h) (CACREP 2.F.5.i) (CACREP 2.F.5.j) (CACREP 5.C.2.m)
5. Students will identify areas for needed growth and development through discussion and acceptance of feedback from faculty supervisors, on-site supervisors, and other student colleagues. (CACREP 2.F.1.k) (CACREP 2.F.1.m) (CACREP 2.F.5.f) (CACREP 5.C.3.b)

REQUIRED TEXT:

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

CACREP Standards Addressed in this Course

Standard Identifier	Standard	Assessment
2.F.1.b	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational	Case Conceptualization Paper Treatment Plan Paper

	collaboration and consultation	
2.F.1.c	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Case Conceptualization Paper Treatment Plan Paper
2.F.1.i	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Case Conceptualization Paper Treatment Plan Paper
2.F.1.k	strategies for personal and professional self-evaluation and implications for practice	Case Conceptualization Paper Treatment Plan Paper
2.F.1.m	the role of counseling supervision in the profession	Case Conceptualization Paper Treatment Plan Paper
2.F.2.c	multicultural counseling competencies	Case Conceptualization Paper Treatment Plan Paper
2.F.2.d	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Case Conceptualization Paper Treatment Plan Paper
2.F.2.f	help-seeking behaviors of diverse clients	Case Conceptualization Paper

		Treatment Plan Paper
2.F.2.g	the impact of spiritual beliefs on clients' and counselors' worldviews	Case Conceptualization Paper Treatment Plan Paper
2.F.3.h	a general framework for understanding differing abilities and strategies for differentiated interventions	Case Conceptualization Paper Treatment Plan Paper
2.F.5.a	theories and models of counseling	Case Conceptualization Paper Treatment Plan Paper
2.F.5.b	a systems approach to conceptualizing clients	Case Conceptualization Paper
2.F.5.f	counselor characteristics and behaviors that influence the counseling process	Case Conceptualization Paper Treatment Plan Paper
2.F.5.g	essential interviewing, counseling, and case conceptualization skills	Case Conceptualization Paper Treatment Plan Paper
2.F.5.h	developmentally relevant counseling treatment or intervention plans	Case Conceptualization Paper Treatment Plan Paper
2.F.5.i	development of measurable outcomes for clients	Case Conceptualization Paper Treatment Plan Paper
2.F.5.j	evidence-based counseling strategies and techniques for prevention and intervention	Case Conceptualization Paper Treatment Plan Paper
2.F.7.b	methods of effectively preparing for and conducting initial	Case Conceptualization Paper

	assessment meetings	Treatment Plan Paper
3.A	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	Held in Student File
5.C.1.c	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Case Conceptualization Paper Treatment Plan Paper
5.C.2.a	roles and settings of clinical mental health counselors	Case Conceptualization Paper Treatment Plan Paper
5.C.2.b	etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Case Conceptualization Paper Treatment Plan Paper
5.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)	Case Conceptualization Paper Treatment Plan Paper
5.C.2.f	impact of crisis and trauma on individuals with mental health diagnoses	Case Conceptualization Paper Treatment Plan Paper
5.C.2.h	classifications, indications, and contraindications of	Case Conceptualization Paper

	commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	Treatment Plan Paper
5.C.2.j	cultural factors relevant to clinical mental health counseling	Case Conceptualization Paper Treatment Plan Paper
5.C.2.m	record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	Case Conceptualization Paper Treatment Plan Paper
5.C.3.a	intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Case Conceptualization Paper Treatment Plan Paper
5.C.3.b	techniques and interventions for prevention and treatment of a broad range of mental health issues	Case Conceptualization Paper Treatment Plan Paper
5.C.3.d	strategies for interfacing with integrated behavioral health care professionals	Case Conceptualization Paper Treatment Plan Paper

Measurement of Outcomes

Assignments (Direct): Case Conceptualization, Treatment Plan, Theories of Consultation Paper

Instructional Methods

The Learning Method of the Practicum involves many strategies, including *observation*, *listening* and *applying* assessment practices, case formulation, treatment planning and implementation of counseling strategies with clients, families and therapy groups ---as modeled-demonstrated by on-site supervisors. Initially, in Practicum I, emphasis is focused on learning *indirect practices*, such as case management, record keeping, work within agency or clinic structures, learning procedures to work with managed care companies and developing familiarity with the myriad of support activities necessary to effectively conduct counseling in various professional settings.

Gradually, in phases it is intended the Practicum/Internship student will be given increased responsibility and assigned to participate in activity *directly with clients, families or groups* when deemed appropriate by the on-site supervisor. As the student demonstrates increasing expertise and knowledge, the supervisor will move learning activity from observing to engaging wherein the student will join with the supervisor in the conduct of therapy with clients. Eventually, the supervisor will turn more of the counseling activity over to the student who, as he/she advances in Practicum II and Internship, to a condition where the student will conduct much or most of counseling with clients, under direct observation and supervision of the site-supervisor.

In addition, Practicum I, II, and Internship students must participate in *faculty supervision* and instruction that conducted through several mediums including weekly conferences. One conference, generally lasting one hour is held weekly on site with the practicum supervisor. The other conference, referred to as —faculty supervision is also conducted weekly and held on campus. In this latter —supervision session practicum students have the opportunity to gain valuable additional experience and skill development through several learning processes, two of which involve *faculty performance critiques* and *collegial consultation*.

The faculty supervisor will observe student performance and participation, including (as the student moves into the later phase of Practicum II) presentation of cases to classmates. Each presentation will be critiqued with respect to the quality of its content and the degree to which it adheres to professional standards of practice based on the case conceptualization and treatment plan rubric.

In the manner of a professional consultation, other practicum students and interns (colleagues) attending the session critique each other's presentation, agreeing with or offering alternative case analysis, treatment recommendations and counseling technique suggestions.

Suggestions for getting the most out of this Course

1. Ask questions! Ask questions about anything that you aren't sure about or are confused by (you won't be the only one wondering).
2. Participate, participate, participate! This class is designed to include discussion. The more that you are involved the more you will get out of the class.
3. Be willing to take a risk. Volunteer to role-play in class, this is a time in a safe place to apply and work with the different theories and techniques.
4. Be prepared to present on the day of your choosing. This includes having your presentation paper(s) ready and uploaded to LiveText.

Course Requirements

PRACTICUM POLICIES AND PERFORMANCE REQUIREMENTS:

The field of mental health is a challenging and rewarding profession. Like other healthcare occupations today, it is governed by a wide array of ethical as well as legal policies, laws and requirements. The Practicum student is governed by those policies and requirements in the same fashion as are any other professional who is engaged in the field of mental health practice.

Ethical Considerations:

It is always the professional obligation of the individual mental health practitioner in training, or ultimately as a fully licensed professional, to practice ethically. Internship students are required as a minimum to:

1. Follow and comply with all federal laws, rules and regulations and those of State of Nebraska and the Department of Health and Human Services Division of Regulation and Licensure.
2. Follow all of the principles and guidelines provided in the most current Code of Ethics as published by the American Counseling Association.
3. Inform your clients that you are a Doane College Master of Arts in Counseling intern-in-training, practicing under the supervision of (Name of) your on-site

- supervisor and Jason Schmidt (Tuesday Supervision) or Dr. Blake Sandusky (Wednesday Supervision) your Doane College faculty supervisor.
4. Safeguard confidentiality and right of privacy of your client.
 5. Become familiar with and proactively implement policies and practices enunciated in HIPPA, FERPA and other pertinent state and federal regulations.
 6. Practice within your scope of practice and level of competence, that is, as an intern-in-training under active supervision
 7. Familiarize yourself with and abide by the clinic or agency where you are interning, to include their policies and procedures.
 8. In accordance with the principle of —informed consent, obtain, in advance of your work with them approval of the client (i.e., an individual, couple, legal guardian) consent to observe their treatment and/or participate in or provide direct services.

Professional ---Collegial Consultation

Internship students are expected be able to discuss with site-supervisors and at supervision seminars clear, concise and relevant professional descriptions of what they are learning relevant to administrative and clinical work.

During supervision, internship students are expected to regard presentations by other students and interns as a situation in which there is an explicit request for their consultation. This means that when not presenting their own case or experience, the student is to assume the role of consultant colleagues. In this role one is expected to provide critical review, commentary and evaluation of the case work, critique comments, strategies and insights presented by others during the session. Consultation includes *active* (verbal) demonstration of:

1. An understanding of the presenter's case conceptualization and hypothesis: —Ask until you understand; confirm your understanding with the presenter to make certain you fully grasp their diagnostic hypothesis.
2. A professional critique of the assumptions, hypothesis and intervention strategy.
 1. Is this the most parsimonious and effective way to organize and understand the data?
 2. Does the assessment correctly identify problem conditions and influences? Do judgments make diagnostic sense?
 3. Are there *better* alternative conceptualizations or a better functional behavior analysis or differential diagnosis?
 4. Do the presenting intern's therapeutic interventions and strategies make sense; are they clearly identified, justified.
 5. Are counseling intervention therapy strategies and technique aligned with the case formulation and case dynamics?
 6. How does this strategy fit with the hypothesis? With best practices? With outcome based interventions? Can you offer a better fit?
 7. Outcomes: —Are these the most likely or relevant signs of progress?

Suspension or Restriction

Conditions under which a student may be suspended or restricted include, but are not limited to instances, where: a student fails to perform the responsibilities of their practicum/internship in a professional manner, performs inadequately or conducts themselves in a manner that by any common sense standard is inimical.

Suspension and restriction will also result when a Practicum/Internship student fails to adhere to the policies and standards outlined in this course syllabus such as those stipulated in the Standards for Practicum student Conduct, and includes instances when they do not follow oral and written directives which they are given by faculty and/or on-site supervisors.

Violation of Doane College standards and policies, as they are stated in the College Catalogue or Graduate Program publications such as the MAC Student Handbook, may also result in suspension or restriction.

Students that fail to adhere to professional standards of ethics and conduct, such as those stipulated in this Syllabus and those outlined by the American Counseling Association, or if an intern violates state or federal laws and regulations.

Other instances in which suspension or restriction will occur include those where student: (a) fails to adhere to attendance requirements, such as missing three or more weeks of campus or on-site supervision; (b) fails to work successfully at an approved practicum site, including ineffective or unsatisfactory work with clients, failure to adequately demonstrate professional competency, or poor interpersonal skills and behavior.

A Practicum/Intern student will be suspended if they: (1) have failed to register for the course; (2) do not have adequate liability insurance or if there is a limitation or discontinuation of liability insurance; (3) attempt to train under an unqualified or unapproved site supervisor; (d) undertake practicum at a clinic, site or agency that has not been approved.

Suspensions or restrictions will be determined on a case by case basis by the Doane College Director of Clinical Supervision.

While suspended a student may *not* represent themselves as a Doane College Practicum/Internship student or Counselor- In-Training, may not see clients or function as a Doane College student at any mental health treatment or counseling site.

To be reinstated the student must meet with the Director of Clinical Placement and present a written request for reinstatement. The suspended or restricted student will be required to satisfactorily explain the absence, conduct, or condition of concern, and/or take other action as determined by the Director to correct any the problem that led to suspension or limitation which in the view of the Director rendered the student's practice

inimical to a client, couple, family, themselves, the College, or to have been in contravention of professional standards, college or course policies.

Administrative:

1. A student must be *registered* in the appropriate practicum course *before* undertaking any work on site; a student may not record or receive credit for practicum hours before the first day of the term in which they are registered.
2. Students must provide a copy of *current* professional liability insurance in order to register for internship.
3. Students are expected to enroll in courses for each term in person during the —Formal Registration dates for that term, as posted on the Doane College calendar.
4. A student engaged in a practicum or internship must immediately notify the MAC program of any change in insurance status. Insurance coverage must remain in force during the time the student is engaged in practicum activity. Failure to maintain active coverage or failure to immediately notify the program of change or discontinuation of insurance results in immediate suspension from the practicum.
5. MAC students must have a written, signed agreement with an internship site supervisor, on file, *before* representing themselves an internship student or student in training, and *before* working with clients or recording practicum hours.
6. To engage in a practicum or internship experience, a student must have successfully completed academic course work as specified in the Prerequisites section of this syllabus. Course work must be documented and on file in the students MAC graduate program records.
7. Three types of records are required to be kept and submitted by practicum/internship students, including Site Agreement, Performance Appraisal and Log documenting hours engaged in appropriate training activity.:
 - a. Before beginning the Internship, the student must obtain a *Site Agreement*, signed by the Site Supervisor.
 - b. When advancing to the next level, i.e., moving from Practicum I to II or to internship, at the conclusion of each phase, the student is also responsible to obtain an original written *Appraisal* of their performance, signed by the site supervisor.
 - c. Time logs, documenting ---recording attendance and participation in the official activities of the practicum must be submitted, with an original site-supervisor signature verifying the accuracy of the log.

Original copies of Agreement and Appraisal documents and logs must be signed by the site supervisor and on file in a student's records before they will be permitted to engage in or continue clinical work.

8. Upon completion of each phase (Practicum I or II), a student must submit all documentation (see above) to the MAC secretary within *two weeks* of completing their practicum hours for which credit is being requested and documented.

Practicum and Internship Logs

1. Accurate Record Keeping:

Each student is to keep an accurate log of the time spent in the practicum. This record is to be submitted on the Doane University forms as illustrated in the Student Handbook and/or as specified by the MAC Assistant Dean. All time spent in practicum activity is to be recorded on the form.

At least 100 hours at each level, Practicum I and II, for a total of 200 hours is required for successful completion and advancement to the internship. A minimum of forty percent (40%), or 40 hours of each practica experience, must be direct contact mental health service with a client, couple or family. Direct contact at the practicum level may include work in observation of professional therapy methods as well as actually conducting counseling jointly with a supervisor.

In addition, Practicum students must document both direct and indirect hours to include: individual supervision with the on-site supervisor that averages a minimum of one (1) hour per week; and (c) faculty supervision with their assigned section of supervision that equals or may exceed one and one half (1 1/2) hours per week.

2. Definitions of Direct and Indirect Internship Training:

Direct Client Contact Hours are defined as those hours spent directly with clients. The purpose or goal of the client meeting is mental health counseling or psychotherapy. Each of the parties, the counselor- intraining (practicum student) and the client must understand the purpose of the meeting and that they intend to enter into a professional therapeutic relationship as defined and governed by the Ethical Code of the American Counseling Association. The student engages in *direct* meeting sessions only with and/or under supervision of a licensed practitioner.

The services provided in the client meeting are services defined and governed by Nebraska statutes which govern and regulate mental health counseling; they are services that require and can only be provided by a licensed mental health professional. Nebraska statutes regulate both the title and the practice of mental health counseling. Services that are called mental health counseling must be offered by a licensed professional, and the

practice or function of professional mental health counseling without appropriate licensure or certification, no matter what it is called, is prohibited.

If a type of service is such that it can be provided by individuals who are not licensed as mental health professionals they are *not* Direct Client Contact Hours. If the services can be provided by —well trained volunteers or by skilled teachers, community service workers or case managers, by family specialists or by family support workers, by the practicum site agency definition and by state law they are not mental health counseling services and are *not* Direct Client Contact Hours.

Indirect Practicum hours are those hours required by the site or site supervisor in order for the student to be prepared for or after having provided direct client services. Some examples of Indirect Hours are: chart notes and record keeping, case conferences or staffing, chart review, client reception or telephone coverage, agency orientation or training. These are all functions directly related to providing mental health counseling services to the clients of this agency or practice. **In-direct hours do not include hours spent at an elective training or workshop.**

3. Additional discussion about —direct and indirect activities:

The Master of Arts in Counseling Program is divided into two parts. The first part of the program consists largely of academic, in-class, independent and supervised study, and involves primarily study aimed at acquiring the basic knowledge and skills of the professional mental health counselor, and the development of a personal professional identity as a counselor. The MAC academic curriculum provides the students with a comprehensive and adequate exposure to the knowledge and skills of professional mental health counseling. However, this is only an initial and basic knowledge and skill set.

The second part of the program which occurs during the Practicum and Internship focuses on helping students successfully apply and practice the knowledge and skill gained from course instruction. This second part is intended to afford opportunity to operationalize one's identity and skill by experiencing and demonstrating a high degree of sound professional competency in the delivery of mental health counseling services.

It is expected that the professional mental health counselor will continue to pursue their own professional development throughout their career; in fact that continued pursuit is required by licensing laws in all states. There is always new research and more to learn. The pursuit of knowledge is encouraged and expected of the MAC student or graduate. However, during practicum, workshops and conferences taken independently while the student is in practicum, may occur in a time frame coinciding with the course, but if they are not a direct part of the prescribed on-site training or clinic activity and/or are not a part of the Doane curriculum ---they are regarded as a quest for knowledge and skill --- but *not* a part of the practicum. Such work is not credited to either indirect or direct practicum course hours.

Supervision Seminar

Study responsibility: There is a huge body of knowledge that you have explored throughout your academic course of study in the MAC program. Now, in the practicum, students have opportunity to effectively select and apply those theoretical concepts or techniques in direct work with clients and supervisors in the field, and through case presentation and consultation on campus during faculty supervised conference seminars. This professional collegial —grand rounds setting ---provides the opportunity to practice and refine and *demonstrate professional mastery* of the functions of a mental health counselor.

The on campus conference seminar is an essential element in the process. The faculty and college will carefully structure and teach within the context of the seminar, but learning and mastery is *the student's* responsibility. The opportunities afforded by cooperative collaborative consultation, with onsite supervisors, faculty and colleagues and participation in the on campus supervision session is important.

The seminar is a venue in which questions can be raised and addressed, theories analyzed, and advanced professional learning facilitated. From the perspective of the student:

You are *encouraged* to raise questions during the seminar so that inquiry will disclose where clarification is needed, and afford opportunity to add depth and resolve questions likely held by more than one person.

Your comments, personal-life experience, observations, and ideas *are* welcome and *beneficial* to everyone's learning. This is particularly true in this type seminar. However, when discussing mental health cases or individuals, whether you are referring to yourself, your family, acquaintances, or speaking about past or present cases do *not* identify who you are talking about.

It is important to recognize that the function of an informal advisor and that of a personal friend is based on personal life experience; but the function of the *professional* mental health therapist is based on —professional experience, training, extensive academic study and involves knowledge based on research, science and professional literature, not just opinion.

It is important a student be given personal attention. In addition to consultation by colleagues *during seminar* sessions, to resolve questions not clarified in seminar, or to address something that is of concern to a student, the faculty supervisor will be available after class. But because time is often congested after each session, therefore, a student may wish to make an appointment to visit with the supervisor at another time. Appointments are encouraged. If a student wishes to contact the supervisor, refer to the telephone numbers or email address listed on Page 1 of this Syllabus.

Seminar Scheduling and Cancellations

Because work at practicum sites does not follow the College academic schedule, the on-campus **faculty supervised conference seminar will be held on a continuous basis.** Except for holidays, **sessions will be held weekly during and between semesters.**

Should bad weather or unforeseen event cause an unexpected cancellation of a supervision session every attempt will be made to contact each student by email. Sessions can be made-up by simply attending an additional regular session in subsequent weeks. However, if it is determined that a make-up is necessary plans will be made to reschedule.

Official Contacts and Communication

Official correspondence and communication is sent to an intern's Doane College email address. Keep this address up-to-date, and most importantly...check your email frequently. Also you are advised to insure that the graduate office has a current phone number where you can be reached in case faculty or staff needs to contact you.

Time Limitation

You have selectively chosen the MAC program as the foundation for a professional career. The practicum is a rewarding, enjoyable part of your studies. It is a very challenging set of two similar courses intended to facilitate learning, professional growth and mastery. While students can work long hours and carry heavy loads of responsibility you cannot force growth. Growth happens with time, experience, thought and desire. Keep in mind that this is a professional course designed to facilitate your effectiveness as a counselor in the complex process of *identifying* and then successfully addressing the needs of *clients*.

For this reason thirty hours (30) per week is the maximum time students may spend at an internship site without becoming tired and wearing themselves out. It is usually the optimum length of time one can be engaged in intense case work and also continue to undertake collateral research and fulfill other family and academic commitments.

Evaluation Criteria

Final Grade

The final grade will be based on the following criteria:

Pass/Fail based on Case Conceptualization, Treatment Plan, and Theories of Consultation Paper.

Practicums are graded on a pass, fail basis. Successful completion of the practicum is based on *demonstrated mastery of academic knowledge and skills and professional*

competency. This mastery will be judged by the faculty instructor, both subjectively and objectively in a variety of ways, and will consider an student's:

Practicum occur in a demonstration of professional competency in the clinical setting working directly with clients and staff as evaluated by the on-site supervisor; performance as assessed by: observation, written and oral presentations, punctuality, attendance; quality of participation in supervision conferences and; compliance with guidelines and policy contained in this Syllabus and other instructions pertaining the internship.

I, II, and Internship students will receive —feedback regarding their performance. This will variety of ways; for example:

(1) during individual supervision sessions with on-site supervisors;

(2) in the form of seminar presentation critiques written and/or orally given to the intern by their faculty supervisor.

From time to time, formal as well as informal discussions will be held to appraise a student's performance, including strengths or concerns. These will be scheduled by the faculty supervisor and may occur during or after on-campus supervision sessions or through the medium of planned office visits. Written communication will also be a practical way to provide —feedback via memorandum, letter or email.

Expectations

Attendance; Supervision Seminars and On-site Supervision

To comply with accreditation, Doane University, and state requirements:

Practicum students are required to actively participate in a minimum of one (1) hour of supervision per week with their on-site supervisor.

Students are also required to engage in one and one half (1 1/2) hour each week of faculty supervision at Doane University through active participation in Practicum/Internship supervision seminar.

Practicum and Internship supervision seminars are held twice weekly: Tuesdays, from 4:00 to 5:30 pm, and 5:30 to 7:00 pm; and Wednesdays, from 5:00 to 6:30 pm, and 6:30 to 8:00 pm. Interns are *required* to attend one session (1) each week during their practicum and internship. Students are designated/assigned to a specific section of faculty supervision, and are expected to attend that session. In practical terms, each seminar is a meeting of professional colleagues reviewing and discussing case assessments, case

formulations and therapeutic interventions which they are conducting or have conducted with actual clients.

It is recognized that from time to time unforeseen events may prevent an intern from attending a seminar. In the event of any absences, the student will be expected to notify the counseling office and their faculty supervision supervisor. This absence is to be made up as soon as the intern can reasonably arrange to attend one of the other seminars, either the same week, or by attending two the following week. If an intern does not attend a seminar for more than three (3) consecutive weeks they are regarded as practicing without the appropriate supervision and are immediately suspended from their practicum or internship. Any student that is 15 minutes late (or more) for his or her scheduled faculty supervision session will be considered absent and will need to make up the session.

Writing Requirements

See the Clinical Supervision Presentation Guidelines for specific information about writing requirements.

All written assignments need to be submitted via LiveText **the same day as the student's presentation**. You will be assessed through your LiveText account as you present your case. Therefore, your **presentation paper(s) need to be uploaded BEFORE you enter class** the day of your presentation. If you are unable to upload your paper prior to your presentation date then you will need to reschedule your presentation date. The instructors and program personnel are not responsible for ensuring you have a date to present. It is in your best interest to be prepared to present on the date you sign-up for.

Doane University requires that all students adhere to the ethical principles of the counseling profession as set forth in: the American Counseling Association Code of Ethics; the regulations of the Nebraska Department of Health, Bureau of Examining Boards in accordance the Nebraska Mental Health Practice Certification Act; and the laws of the State of Nebraska and the United States of America.

Nebraska statutes prohibit independent practice in mental health by non-licensed individuals. Counselors-in-training (Practicum students and interns) must assure that they are practicing under adequate clinical and academic supervision.

Regardless of previous credentials, education or past experience when entering the MAC program, participation in a *counselor training program* indicates that the student is committed to developing a professional identity as a mental health counselor and is intent on developing professional knowledge and skills necessary to achieve expertise in this career field.

The development of this identity and specific professional competency occurs throughout graduate-level training. It is appropriate for students, whatever their previous experience, to view themselves as counselors-in-training. Engagement in any relevant professional activities should be done in such a way that reflects and respects these commitments and maintains professional integrity.

In addition:

1. The program requires the highest standards of professional and personal conduct from all students.
2. Doane University requires each student to abide by the policies and procedures of the program and to comply with the program's standards.
3. A Practicum/Intern student, or their immediate family, may not establish or continue a therapeutic relationship with any faculty member, on-site supervisor, site training agency, program or colleague while registered in this course.
4. A student may not represent themselves as Practicum student, Intern or as a counselor-in-training unless they are *registered* in the appropriate course, and have arranged for and are actively working under the operational faculty supervision of the Director of Clinical Placement and/or Dean of the MAC Program.
5. Failure to comply with these standards of conduct will result in disciplinary action and may lead to suspension or dismissal from the program.

Tentative Schedule

See presentation board in room 104

Course Declarations

LiveText/Blackboard Usage: LiveText and Blackboard will be utilized to collect various artifacts that can represent the student's body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. The online portfolio is maintained in the student's personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

Questions, Concerns, Grievances: Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Non-Discrimination Policy

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

Title IX Policy Statement

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

Academic Integrity

The faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

Access/Services for Students with Disabilities

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

1. Students interested in services related to a disability should notify the university of any special circumstances that would affect their ability to compete equally in the college environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.

3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

Changes in Syllabus: Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.