

CNS7011: Practicum IB (100 Clinical Hours) Syllabus

Instructor/Personal Pronouns	Quarter
Instructor Email	Class Days and Times
Instructor Phone	Course Location
Office Location	Office Hours
Technical Support: 866-848-5515	

COURSE DESCRIPTION In this second course, supervised field placement experience, the student is required to spend a minimum of 10 hours per week at the field placement site and to have a minimum of 40 direct contact (counseling) hours with clients, receive 10 hours of individual supervision, and receive 15 hours of group supervision during the academic term. During the practicum, the student will apply knowledge and skills learned throughout the curriculum in work with actual clients. This course is taken by students pursuing the Clinical Mental Health Counseling track and students pursuing the advanced training required to assess and treat serious problems as categorized in the standard diagnostic nomenclature in the state of South Carolina.

PREREQUISITES None; Quarter 5 in the 8 Quarter program or Quarter 7 in 10 Quarter program or Approval of the Program Director

COREQUISITES None

CREDIT HOURS 1

COURSE MATERIALS

Technological Requirements

Each student in the Clinical Mental Health Counseling program must have access to a reliable computer, internet connection and the required computer software and hardware. Cell phones and tablets are not acceptable computer or laptop replacements.

Requirements include:

- Computer with Windows 7 or higher or Mac OSX 10.7 or higher
- Microsoft Office 365 (available to all South University students)
- Adobe Acrobat Reader
- Browsers
 - For Windows users, Internet Explorer (latest 2 releases), Mozilla Firefox or Google Chrome
 - For Mac users, Apple Safari (2 latest releases), Mozilla Firefox or Google Chrome
- Virtual classes require access to a camera and microphone.

Required Textbooks

Hodges, S. (2015). *The counseling practicum and internship manual* (2nd ed.). Springer Publishing LLC.

Instructor's note: we will update to the 4th ed of this textbook in Spring 2024

Required Articles

Suggested/Supplemental Readings

Gokhan, A. T. I. K., & Atik, Z. E. (2019). Undergraduate counseling trainees' perceptions and experiences related to structured peer group supervision: A mixed method study. *Eurasian Journal of Educational Research, 19*(82), 101-120.

Rønnestad, M. H., Orlinsky, D. E., Schröder, T. A., Skovholt, T. M., & Willutzki, U. (2019). The professional development of counsellors and psychotherapists: Implications of empirical studies for supervision, training and practice. *Counselling and Psychotherapy Research, 19*(3), 214-230.

Villarreal-Davis, C., Sartor, T. A., & McLean, L. (2021). Utilizing creativity to foster connection in online counseling supervision. *Journal of Creativity in Mental Health, 16*(2), 244-257.

Required Materials

GRADING SCALE

- A = 90 – 100
- B = 80 – 89
- C = 70 – 79
- D = 60 – 69
- F = 69 or below

PROGRAM OVERVIEW/MISSION

The South University Master of Arts degree program in Clinical Mental Health Counseling is intended to meet the local and regional need for qualified counselors. The Master of Arts in Clinical Mental Health Counseling is designed to provide advanced and broad training for South University graduate students regarding theories, principles, and dynamic applications in the field. Students develop the skills necessary to engage in effective assessment and treatment practices, achieve competence for ethical, legal, and professional issues, and understand the significance and utility of research to the field. Faculty members are dedicated to maintaining high teaching standards, developing intellectual curiosity, advancing critical thinking, and engaging in service to the University, community, and profession.

Please Note: Successful completion of the MA CMHC program meets the requirements for licensure application in the state where the program is offered. Students considering relocation to another state are encouraged to review the licensure requirements for that state(s) in order to compare required coursework. Completion of the program does not guarantee licensure or certification.

Students enrolled in the Savannah virtual program are aligned to the licensure standards in Georgia.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO)s

PSLO 1	Professional Counseling Orientation and Ethical Practice: Demonstrate knowledge and application of all aspects of professional functioning, to include ethical standards, legal implications, advocacy and social justice, counselor roles, and professional credentialing.
PSLO 2	Social and Cultural Diversity: Demonstrate the ability to apply multicultural research and core theory to issues and relationships in the context of culturally competent counseling.

PSLO 3	Human Growth and Development Through the Lifespan: Apply research and core theory to the needs of diverse individuals across the lifespan, to include atypical personality and neurological development, addictive disorders, family and social relationships, and crisis response.
PSLO4	Lifestyle and Career Development: Demonstrate implementation of research and core theory related to the processes of decision-making in career development and planning in the context of the psychology of work.
PSLO5	Counseling and the Helping Relationship: Demonstrate knowledge and skill application of the major theories of change, consultation practices, diagnostic impressions, and evidence-based interventions to a diverse clientele for the delivery of effective and ethical treatment.
PSLO6	Group Dynamics and Group Work: Apply culturally appropriate group skills, techniques, and theory-based interventions in the context of group counseling dynamics while exploring effective facilitation styles.
PSLO7	Assessment and Appraisal: Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.
PSLO8	Research and Program Evaluation: Apply needs assessment, program evaluation, and research methods to ethical and effective practice and to add to the body of literature in the counseling profession.

**COURSE LEARNING OUTCOMES ALIGNMENT TO
PROGRAM STUDENT LEARNING OUTCOMES**

CLO1	Demonstrate an understanding of the counselor characteristics, behaviors, and attitudes that influence the establishment of effective helping relationships with culturally diverse clients.	PSLO - 1, 2, 5
CLO2	Demonstrate the effective use of basic assessment and interviewing skills.	PSLO - 5
CLO3	Demonstrate the effective use of listening and attending skills.	PSLO - 5
CLO4	Demonstrate an ability to apply and adhere to professional, ethical, and legal issues specifically related to the practice of clinical mental health counseling, including an understanding of the preparation and standards of professional organizations and credentialing bodies.	PSLO - 1, 5

CLO5	Demonstrate an awareness of multicultural diversity issues, including social and cultural factors related to the assessment, evaluation, diagnosis, and treatment of individuals, groups, and specific populations.	PSLO - 2, 3, 5, 6, 7
CLO6	Demonstrate an understanding of the process of therapeutic change and the establishment of counseling strategies and goals that reflect an orientation to wellness and prevention over the lifespan.	PSLO - 3
CLO7	Demonstrate an understanding of how to critically evaluate research relevant to the practice of clinical mental health counseling, including the ability to develop effective treatment plans that are culturally appropriate for diverse populations.	PSLO - 8
CLO8	Demonstrate knowledge of evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.	PSLO - 1, 2, 3, 5, 8
CLO9	Demonstrate an understanding of the impact of genetic, social, and environmental factors on the expression of psychopathology.	PSLO - 2, 3, 5, 7
CLO10	Demonstrate an ability to competently discuss and present case information regarding factors that affect both normal development and psychopathology.	PSLO - 3, 5, 7
CLO11	Demonstrate an understanding of professional roles and functions, and the importance of relationships with other human service providers, including strategies for interagency/interorganizational collaboration and communication.	PSLO - 1, 2, 3, 5
CLO12	Demonstrate an understanding of counseling supervision models, practices, and processes and a general framework for understanding and practicing consultation, including the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	PSLO - 1, 3, 5
CLO13	Demonstrate the effective use of self-care strategies appropriate to the counselor role.	PSLO - 1, 3, 5

CACREP STANDARDS/ASSIGNMENTS

CAREP STANDARD	ACTIVITY/ PSLO	CHAPTER/ READING	ASSIGNMENT
SECTION 5.C: CLINICAL MENTAL HEALTH COUNSELING STANDARDS			
3) PRACTICE			
a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	1,2,3,4,5,6,7,8	Ch. 4, 5	Case Presentations, Case Conceptualization , PIPEF
b. techniques and interventions for prevention and treatment of a broad range of mental health issues	2,3,4,5,6,7	Ch. 9	Case Presentations, Case Conceptualization, PIPEF
c. strategies for interfacing with the legal system regarding court-referred clients	1	Ch. 3, 10	Case Presentations, Case Conceptualization, PIPEF
d. strategies for interfacing with integrated behavioral health care professionals	1	Ch. 1-7	Case Presentations, Case Conceptualization, PIPEF
e. strategies to advocate for persons with mental health issues	1	Ch. 12	Case Presentations, Case Conceptualization, PIPEF

GRADUATION REQUIREMENTS

In order to graduate from the Master of Arts in Clinical Mental Health Counseling program, a student must:

1. Evidence a cumulative GPA of 3.0 (on a 4.0 scale) or greater for all academic work required for the degree.
2. Successfully pass the Comprehensive Examination.
3. Successfully remediate or repeat all courses in which a grade lower than a "C" was earned.
4. Successfully meet all conditions of a remediation plan(s) as provided by the Progress & Promotions Policy during periods of probation or suspension.

Note: Students with a CGPA that falls below 3.0 in any given quarter will need to earn a CGPA of 3.0 or higher in the next quarter to avoid receiving an automatic dismissal notification from the registrar. Students receiving a dismissal notification can appeal for reinstatement in the program. Please see the South University Academic Catalog for appeal processes.

COURSE REQUIREMENTS

COURSE ASSIGNMENTS AND SCHEDULE

Week	Topic(s)	Required Readings	Activities & Assessments	CACREP Standard
1			Syllabus Review	
2			Site Documents Due and Calendar	
3			Case Presentations	
4			Case Presentations	
5	Evaluation		Midterm Evaluations Due	
6			Case Presentations	
7			Case Presentations	
8			Case Presentations	
9			Case Presentations	

10			Case Presentations	
11	Final Folders Due		Final Folders Due 8/30/2022	

**Note: Changes in the course schedule may be made at the discretion of the instructor to accommodate time and material constraints.*

ASSIGNMENT WEIGHT

Assignment	Points	Weight %	Due Date
Case Presentations	200 x 3 points	60%	
Case Conceptualization Paper (KPI)	400 points	40%	
TOTAL	1,000 points	100%	

ASSIGNMENT DESCRIPTIONS

Clinical Case Presentation:

CASE Presentation. Each student will do a case conceptualization presentation to the class. The case must be presented to the class in a typed format (see attached). Student will provide feedback to each other during the class process. There is no “make-up” for case presentations. If students have accessibility to audio/video tapes, they may present a minimum of two (2) counseling sessions with clients. Note that obtaining tapes of counseling sessions requires written permission for taping from the respective clients (Consent forms are in the Clinical Handbook).

To supplement individual supervision and direct hours students will set-up one-on-one appointments with faculty to discuss opportunities for professional development and cases from previous quarters.

Case Conceptualization KPI:

Paper. In collaboration with your host (i.e., onsite) counselor, identify a client who exhibits some behaviors that are moderately dysfunctional and which in some ways disrupt the client’s life. Note that the client should not be one who is having major life difficulties or who exhibits behaviors that would be best treated through long-term therapy and/or medication. Next, develop an appropriate counseling intervention intended to enhance the client’s performance in life in general (i.e., that address the specific dysfunctional behaviors). Your counseling intervention must include collaborative activity(ies) with others (e.g., parents, spouse,

children, or siblings) in the client's life who have concern about the client's behaviors. Then, write a case conceptualization paper that describes your work with this client, and which describes the following sections in detail:

COMPLETE EACH SECTION

For each case, please answer each part in its entirety. Each section is worth 11 points except for the differential diagnosis which is worth 12 points each for a total of 100 points per case. Each part of the case conceptualization should be written in clear, concise, clinical language using full sentences. **You will need to layout your responses to the case in the following manner:**

Evaluation and Assessment

1. Identify precipitating problems or symptoms
2. Conduct a comprehensive biopsychosocial assessment/history
3. Identify individual and relationship functioning

Diagnosis and Treatment Planning

1. Integrate client assessment and observational data to form a conceptualization
2. Utilizing clinical judgment, formulate a differential diagnosis
3. Develop a treatment plan

Clinical Practice

1. Determine and identify other services that could meet the client's needs
2. Identify and discuss applicable ethical and legal issues
3. Discuss the scope of practice parameters and any foreseen limitations

Participation

All students are expected to participate in case discussion and provide clinical feedback to presenter.

ATTENDANCE

ATTENDANCE POLICY

University Attendance Policy

Note: Students receiving military education benefits should also see the VA Attendance Policy below.

South University maintains a course attendance policy to support the academic achievement of its students. Students are expected

to attend all scheduled class, laboratory, and examination periods each week. Students, whether present or absent from class, are responsible for knowing all that is announced, discussed, and/or lectured upon in class or laboratory, as well as for mastering all assigned reading. In addition, students are responsible for submitting on time all assignments and examinations as required in the class.

Students are expected to attend all scheduled activities that are part of the class, including those activities scheduled during class time and those scheduled outside of class time. An individual campus-based or online clinical programs may have specific policies (which in some cases may be more stringent than the general attendance requirements) as to the effect of attendance on class meetings, course assignments, off-campus activities, internships/externships, clinical and practicum activities, and other program requirements.

If the student misses 14 consecutive calendar days in a course, the student will be withdrawn from the course, unless the student provides official communication (communication directly from the student (letter or email) and the student provides supporting documentation for review) regarding extenuating circumstances (as outlined below) prior to violating the 14 consecutive days. The student must also provide the date the student will return into the current course. If the student fails to return on the scheduled return date the student will be withdrawn from the institution.

Note: Attendance policies for courses involving experiential learning, such as clinical fieldwork, rotations, practicum/internship and externship, are published in the programmatic handbooks (AA, CMHC, PA, Pharm, and PTA programs) and course syllabi.

Veterans Affairs Attendance Policy

Students who receive Veteran Affairs (VA) educational benefits must understand VA benefits, including tuition and fees, the monthly housing allowance, book stipend, and Yellow Ribbon benefits are based in whole or in part on the number of credit hours certified. The school is required to monitor and report enrollment status to the VA. Adjustments in enrollment will likely affect payment of

VA benefits. The school will report enrollment as follows:

- VA Students who officially withdraw, the actual last date of attendance (LDA) must be determined and reported for each course to the VA.
- VA students who are administratively withdrawn or stops attending without officially withdrawing, the actual last date of attendance (LDA) must be determined and reported for each course to the VA.
- VA students who complete a course and receive a “NCF” grade, the school will determine and report the actual last date of attendance for each course to the VA.

It is **strongly recommended** you attend every class session as true learning only occurs when one is actively engaged in learning within the classroom setting. Please see the university attendance policy in the Academic Catalog for more information.

TARDINESS

Please arrive ***on time***. Being late is disruptive and distracting to both your instructor and peers.

VIRTUAL/ONLINE NETIQUETTE

If a student is required to engage in a virtual session it must be private and free of distractions. Considerations should include the use of headphones, being alone in your meeting space, deidentifying client information, protecting written material from being read by others outside the class, and not discussing cases outside of class with colleagues, family members, friends, and classmates.

With the growth of telemental health services, students should be mindful of the importance of professional dress and demeanor during virtual instruction. All learning experiences must be treated "as if" you are in a live classroom or seated across from a future client. Therefore, if you would not wear it, eat it, or do it during a session, please refrain from doing so during your online class.

Finally, any interactions with colleagues online either via virtual meetings or written correspondence (e.g., emails, discussions) should be composed in a manner that is both professional and respectful. If you have any questions or concerns regarding this requirement, please discuss with the instructor during office hours.

Full Audio-Visual Functionality: It is the student's responsibility to have functioning audio and visual for the entirety of the class. You should check with IT Helpdesk support prior if necessary.

ACADEMIC INTEGRITY

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South University defines academic integrity as the complete, accurate, specific, and truthful representation of authorship, origin of ideas, mastery of material, and data, including access to and authorized use of resources. Students must maintain academic integrity in all activities, including observing and reporting academic integrity violations committed by others.

VIOLATIONS OF ACADEMIC INTEGRITY

- Cheating. Receiving unauthorized assistance on tests/examinations or other academic work. *Contract Cheating* is a form of cheating in which students get another to complete their coursework (paid or unpaid). Cheating also includes *collusion* in which students participate in unauthorized conspiring with another for work offered as credit.
- Plagiarism. The practice of taking someone else's work or ideas and passing them off as your own work or ideas. *Self-plagiarism* is a form of plagiarism in which students submit an identical or very similar work without receiving permission from the current faculty member prior to submission.
- Fabrication. Inventing or falsifying information or data.
- Sabotage. The willful attempt to hinder another student's work.
- Academic Misconduct. Includes the alteration of grades, involvement in the acquisition or distribution of un-administered tests, or failure to report integrity violations committed by others.

For emphasis, students are required to complete their assignments on their own unless involved in a team/group project with fellow students. This includes written papers, take home exams, and projects associated with the completion of required coursework. Students needing assistance with completing assignments, written work, or other areas associated with the completion of coursework should contact the instructor or the Academic Success Center.

All written work must be original; use minimal direct quotes; be sourced from credible sources including academic peer-reviewed journals; and must follow APA 7 guidelines.

ARTIFICIAL INTELLIGENCE POLICY

In this course, any element of a class assignment must be original and fully prepared by the student. The use of generative artificial intelligence (AI) tools (ex: chat GPT) for any part of your work will be treated as plagiarism and an honor code violation. At any time, the instructor reserves the right to request evidence that student work is authentic and original. They may do this in one or more of the following ways: requesting submission of first drafts of your work or drafts containing Track Changes showing the edits you made to your assignment as you completed it; an oral interview; and/or an additional written response. The format(s) of inquiry is up to the instructor's discretion and the professor will determine the method and timeline for the assessment of original work.

Instructors may require students to submit assignments via Brightspace using Turnitin. Assignments submitted outside of the instructor's submission policy will result in a zero. If you are struggling to upload the assignment, you can receive assistance from the campus Academic Success Coordinator or the instructor.

If you have questions about this policy, please contact the instructor.

ELECTRONIC RECORDINGS

Because class discussions and experiential activities often involve disclosure of a personal nature and because discussions often involve client cases, recording of classes (audio or video) is prohibited unless approved by South University Disability Services as a reasonable accommodation for students utilizing disability services. Taking pictures of exams or quizzes is also prohibited.

Students should refer to the South University Academic Integrity Policy in the Academic Catalog for all information regarding the Integrity Policy, Classification of Violations and Possible Penalties.

STUDENT SERVICES

DISABILITY SERVICES

South University Disability Services ensures students with disabilities equal access to the College's educational programs, opportunities and activities. Qualified students requesting reasonable and appropriate accommodations receive services to eliminate physical, programmatic and attitudinal barriers that may arise with disabilities.

Students who seek reasonable accommodations should notify the Dean of Student Affairs at their campus location. Students will be asked to submit medical documentation of the need for accommodation to the campus Dean of Student Affairs. Classroom accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the

instructor. Therefore, students are encouraged to request accommodations as early as during the Admissions process to allow for time to gather necessary documentation. If you have further questions, contact the **Dean of Student Affairs, insert name, email and phone number at the ^^^^^^^^^ campus.**

*Complaints will be handled in accordance with the school's Internal Grievance Procedure for Complaints of Discrimination and Harassment included in this section of the Academic Catalog.

CMHC DIVERSITY, INCLUSION, EQUITY, AND JUSTICE STATEMENT

The Clinical Mental Health Counseling program at South University attests to the common belief that diversity, equity, and inclusion are the essential foundation for cultivating a safe and productive learning environment. Instructors are expected to promote diversity, equity, and inclusion throughout all areas of student engagement. This includes, but is not limited to:

- a. representation of diversity in lived experience across course design;
- b. implementation of multicultural competencies throughout learning goals and objectives;
- c. modeling a practice of cultural humility;
- d. supporting student efforts toward empowerment and advocacy;
- e. facilitating open and respectful student discourse;
- f. building counselor efficacy from a strengths-based approach;
- g. and, preparing students to identify and navigate cultural differences and systemic barriers in the field;
- h. increase awareness of contemporary social justice issues;
- i. and develop skills for engaging in social justice and advocacy.

To ensure fidelity, students are highly encouraged to provide feedback regarding how they perceive these initiatives are being maintained within their course of study through end of course evaluations. As a result, it is the hope of the CMHC program that

students may find the freedom to conceptualize their professional identities from a clinical lens that is both authentic to their own experiences, as well as, inclusive of the lives of others.

HEALTH AND WELLNESS

Students of South University have access to our student assistance program, Be Well at South University, for counseling needs 24 hours a day, 7 days per week. You can access the service by calling **833-434-1217** or via application, **Telehealth**, or **in-person** counseling sessions with a local provider. These are available to you regardless of location, and no insurance is necessary.

The Wellness Hub includes articles and videos on mental health and wellness topics, including mental and emotional health, fitness and nutrition, academic performance, stress management, healthy relationships, and more. To access the Wellness Hub, go to bewellatsouth.com or download the CampusWell app at campuswell.com/get-the-app; the program is easy and confidential.

Be Well at South University Program licensed counselors are available to assist you with balancing school with work and other responsibilities, short-term counseling services, life, and career coaching, medical advocacy, and personal concierge services. Please contact the Dean of Student Affairs with any questions about this service.

WRITING SUPPORT

Students may utilize Tutor.com to help with writing support by submitting papers for review ahead of submitting them in class. It is important to plan ahead if you utilize this service as it may take up to 24 hours turnaround time.

<https://leo.tutor.com/Student/Index>

LIBRARY SERVICES

South University provides library facilities for its students at each of the main campus locations. Virtual support services are provided for all campuses, including branches. The libraries are easily accessible and house print collections consisting of general and reference books, periodicals, and other non-print media to support students in their studies. Campus library facilities offer students group and quiet study spaces. Campus libraries post their operating hours.

Electronic resources are available to all students, faculty, and staff through the Library's web site. Digital resources include e-books, journals, and video content. Electronic resources are available 24 hours a day/365 day a year. Virtual support services include email, text, and chat services. Chat hours are posted on the Library home page.

EQUAL OPPORTUNITY EDUCATION POLICY

South University, **campus** does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, disability, age, religion, genetic marker, or any other characteristic protected by state, local or federal law, in our programs and activities. South University provides reasonable accommodations to qualified individuals with disabilities. South University will not retaliate against persons bringing forward allegations of harassment or discrimination. The campus Dean of Student Affairs has been designated to handle inquiries and coordinate the campus' compliance efforts regarding the Non-Discrimination policy.

SAMPLE

Appendix A: Comprehensive Examination: Case Conceptualization Rubric

I. Evaluation & Assessment

a. Client Presentation Factors – predisposition, precipitants, patterns, and perpetuants

The Counselor-In-Training:

	Mastery (A-range)	Proficient (B-range)	Emerging (C-Range)	No Mastery (D/F range)	Total Points
Presentation Factors	assesses client concerns from a holistic lens and identifies all of the presentation factors in connection with the given problem while formulating the least severe diagnosis based on DSM-V criteria	identifies 3 of the four presenting factors and is able to formulate an accurate diagnosis based on DSM-V criteria	identifies at least 1-2 of the four presenting factors and is able to formulate an accurate diagnosis based on DSM-V criteria	demonstrates little to no capacity to identify any of the presentation factors and/or is unable to formulate an accurate diagnosis	

<p>Comprehensive Biopsychosocial</p>	<p>identifies and creates connections between relevant biological, psychological, social, and cultural factors while utilizing appropriate clinical language that is succinct and grammatically accurate</p>	<p>identifies biological, psychological, and social factors while utilizing appropriate clinical language that is succinct and grammatically accurate</p>	<p>identifies limited biological, psychological, and/or social factors while utilizing rudimentary clinical language</p>	<p>Demonstrates little to no capacity to identify any biological, psychological, and social factors and/or uses informal or inappropriate language</p>	
<p>Social-Emotional Functioning</p>	<p>identifies protective factors and systemic barriers that may impact the client's prognosis and demonstrates the capacity to utilize this information to help increase desired outcomes</p>	<p>identifies protective factors and systemic barriers that may impact the client's prognosis</p>	<p>identifies either protective factors or systemic barriers that may impact the client's prognosis</p>	<p>identifies neither protective factors or systemic barriers that may impact the client's prognosis</p>	

II. Diagnosis & Treatment Planning

The Counselor-In-Training:

	Mastery (A-range)	Proficient (B-range)	Emerging (C-range)	No Mastery (D/F range)	Total Points
Case Formulation	Includes all the given information provided in the case study to illustrate an accurate clinical picture and demonstrates fluidity when identifying connections between sections of the case conceptualization	Includes all the given information provided in the case study to illustrate an accurate clinical picture	Includes some of the given information provided in the case study to illustrate an accurate clinical picture	Includes limited or inaccurate information provided in the case study and/or demonstrates a lack of insight on how these concerns may be related	
Differential Diagnosis	identifies 2 alternative diagnoses that reflects the client's presenting concerns and provides support for why the alternatives are not the most viable diagnoses	identifies 2 alternative diagnoses that reflects the client's presenting concerns	identifies 1 alternative diagnosis that reflects the client's presenting concerns	identifies an alternative diagnosis that does not reflect the client's presenting concerns or does not provide any alternative diagnosis	

<p>Treatment Planning</p>	<p>develops an appropriate and realistic plan that includes at least: 2 goals with 2 corresponding objectives, 2 evidence-based interventions and 2 measurable outcomes</p>	<p>develops an appropriate and realistic plan that includes at least: 1 goal with 2 corresponding objectives, 1 evidence-based intervention and 1 measurable outcome</p>	<p>develops an appropriate and realistic plan that includes at least: 1 goal with 2 corresponding objectives, and 1 evidence-based intervention</p>	<p>develops a plan that is not realistic or is inappropriate and/or severely lacks details required of proficiency in treatment planning</p>	
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SAMPLE

III. Clinical Practice

The Counselor-In-Training:

	Mastery (A-range)	Proficient (B-range)	Emerging (C-range)	No Mastery (D/F range)	Total Points
Resourcing	describes more than 2 applicable community resources/services that are accessible to the client based on the given information, provides justification for each recommendation, and a plan for referral	describes 2 applicable community resources/services that are accessible to the client based on the given information, and either justification for at least one recommendation or a plan for referral	describes 1 community resource that could be applicable in providing the client with supplemental support	does not describe any community resources that could be applicable in providing the client with supplemental support	
Ethical & Legal Considerations	identifies more than 2 ethical and legal considerations that could impact the client's care and affect the counselor's professional standing, and includes a plan to mitigate risk factors	identifies 2 ethical and legal considerations that could impact the client's care and/or affect the counselor's professional standing	identifies 1 ethical or legal consideration that could impact the client's care	does not identify or misidentifies ethical and legal considerations that could impact the client's care	

<p>Clinical Scope & Treatment Barriers</p>	<p>demonstrates a clear understanding of appropriate clinical scope, demonstrates boundaries based on professional role and responsibilities, and plans for any foreseen limitations attributed to these parameters</p>	<p>demonstrates an understanding of appropriate clinical scope and can plan for any foreseen limitations attributed to professional role and responsibilities</p>	<p>demonstrates some understanding of appropriate clinical scope</p>	<p>demonstrates a lack of understanding of appropriate clinical scope and/or provides responses that are indicative of causing harm</p>	
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SAMPLE

Appendix B: Comprehensive Case Conceptualizations

Section 1: Evaluation & Assessment:

1. Identify precipitating problems or symptoms
Identify what brought a client into therapy. What was the presenting problem?
2. Pull out detailed salient points about the client that includes: age, sex, cultural background, childhood information, client's family and peers, education, work, their past psychological functioning, and any relevant life issue that is relevant to their expressed issues.
3. Identify individual and relationship functioning
Tease out client's individual functioning across life contexts: school, work, home, etc... and their relationships in the past and present. If there have been significant life changes or events that affect ability to function.

Section 2: Diagnosis & Treatment Planning (USING THE DSM 5):

1. Integrate client assessment and observational data with to formulate a conceptualization
Detail the diagnostic symptoms clients are displaying and support any diagnosis they are going to give the clients. Put this in a paragraph form and list the diagnostic symptoms of the client and back up the diagnosis in an "as evidenced by" meeting the following criteria of such diagnosis and over whatever period of time that client met the diagnostic requirement.
2. Utilizing clinical judgment, formulate a differential diagnosis using **Axis 1** and answering other clinical questions
 - Axis 1: Clinical Disorder (Justify and Explain why you chose this diagnosis).
 - Does this client have a personality disorder? If so, use the DSM code and explain.
 - Does this client have any medical issues that may impact their primary diagnosis?
 - Does this client have any psychosocial or environmental stressors that may play a role in the primary diagnosis?
 - How would you rate this clients' functioning at this point in time on a scale of 1 – 10, with 1 being the lowest and 10 being the highest?

3. Develop a treatment plan

Write a treatment plan in paragraph form in this section delineating the following: **Long term goals** are described as treatment outcomes desired; **short term goals** are described as stepping stones that meet the long term goals; begin next paragraph with addressing one goal at a time (usually taken from short term goals listing); describe the **objective (s)** used to meet these goals – objectives should be how are you going to address the goal in treatment; talk about the **intervention** used in the objectives: CBT, Gestalt, EMDR, relaxation techniques, Behavioral, etc; talk about the **strengths** of the clients that will help with the goal's success, and then talk about possible **barriers** the client's may face as well and need to be taken into consideration. Ultimately, with three goals addressed, objectives, interventions, strengths, and barriers should also be included. End the section with over what period of time the therapy may take place, how often the client will meet, and if the sessions are predominantly individual, couple, or family.

Section 3: Clinical Practice:

1. Determine and Identify other services that could address client needs

This section is to help our student identify supplemental services in the community that can be available to the clients. The students are given information on 211 and even the App for their phones. The students are asked to be aware of these outside services and support groups for their clients.

2. Identify and Discuss applicable ethical and legal issues for each case

Identify any possible ethical or legal issue that could evolve from the client's case. The students are pushed to think about complications that can arise when working with clients today. Abuse reporting, dual relationships, confidentiality and suicide, etc....

3. Understand scope of practice parameters and discuss any limitations you have as a practitioner.

This section is based around student's ability to look at themselves and their level of competency in the field. Should they even consider treating the client and if so, what parameters would they put into place in order to treat clients appropriately.