University Mission Statement
Lubbock Christian University is a Christ-centered, academic community of learners, transforming the hearts, minds, and hands of students for lives of purpose and service.

Course Syllabus

COU 5392 Internship I  
Spring 2018  
Practicum

Instructor Information
Shauna Frisbie, EdD  
Office Location: Behavioral Sciences Building, Room 111-E  
Office Hours: Mondays and Tuesdays, 11:30 – 4:30  
Phone: 806-720-7834  
Email: Shauna.Frisbie@lcu.edu

Course Description
Integration of didactic and clinical material in the supervised practice of individual, group, marital and family therapy. Weekly individual and group supervision sessions are required. Fee required.

Learning Outcomes
Upon completion of this course, students will demonstrate appropriate competency related to the following areas of the counseling profession based on an understanding of the following 2016 CACREP standards:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Core Category</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.F.1.f.</td>
<td>PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</td>
<td>Professional counseling organizations, including membership benefits, activities, services to members, and current issues</td>
</tr>
<tr>
<td>2.F.1.g.</td>
<td>PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</td>
<td>Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues</td>
</tr>
<tr>
<td>2.F.1.i.</td>
<td>PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</td>
<td>Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</td>
</tr>
<tr>
<td>2.F.1.j.</td>
<td>PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</td>
<td>Technology’s impact on the counseling profession</td>
</tr>
<tr>
<td>2.F.1.k.</td>
<td>PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</td>
<td>Self-care strategies appropriate to the counselor role</td>
</tr>
<tr>
<td>2.F.1.m.</td>
<td>PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</td>
<td>The role of counseling supervision in the profession</td>
</tr>
<tr>
<td>2.F.2.c.</td>
<td>SOCIAL AND CULTURAL DIVERSITY</td>
<td>Multicultural counseling competencies</td>
</tr>
<tr>
<td>2.F.5.e.</td>
<td>COUNSELING AND HELPING RELATIONSHIPS</td>
<td>The impact of technology on the counseling process</td>
</tr>
<tr>
<td>2.F.5.g.</td>
<td>COUNSELING AND HELPING RELATIONSHIPS</td>
<td>Essential interviewing, counseling, and case conceptualization skills</td>
</tr>
<tr>
<td>2.F.5.l.</td>
<td>COUNSELING AND HELPING RELATIONSHIPS</td>
<td>Suicide prevention models and strategies</td>
</tr>
<tr>
<td>5.C.2.k.</td>
<td>CONTEXTUAL DIMENSIONS</td>
<td>Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling</td>
</tr>
<tr>
<td>5.C.2.l.</td>
<td>CONTEXTUAL DIMENSIONS</td>
<td>Legal and ethical considerations specific to clinical mental health counseling</td>
</tr>
<tr>
<td>5.C.2.m.</td>
<td>CONTEXTUAL DIMENSIONS</td>
<td>Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling</td>
</tr>
<tr>
<td>5.C.3.a.</td>
<td>PRACTICE</td>
<td>Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</td>
</tr>
<tr>
<td>5.C.3.b.</td>
<td>PRACTICE</td>
<td>Techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
</tr>
<tr>
<td>5.C.3.d.</td>
<td>PRACTICE</td>
<td>Strategies for interfacing with integrated behavioral health care professionals</td>
</tr>
</tbody>
</table>

Please note: All concepts in this course are taught from a multi-cultural perspective emphasizing an understanding of diverse cultural experiences and how those can affect the choice in test selection and outcomes of counseling assessment.

Students and/or supervisors will meet the following CACREP standards for professional practice throughout Internship I and Internship II:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Core Category</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.A.</td>
<td>ENTRY-LEVEL PROFESSIONAL PRACTICE</td>
<td>Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.</td>
</tr>
<tr>
<td>3.C.</td>
<td>ENTRY-LEVEL PROFESSIONAL PRACTICE</td>
<td>Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship.</td>
</tr>
<tr>
<td>3.D.</td>
<td>ENTRY-LEVEL PROFESSIONAL PRACTICE</td>
<td>Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.</td>
</tr>
<tr>
<td>3.E.</td>
<td>ENTRY-LEVEL PROFESSIONAL PRACTICE</td>
<td>In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.</td>
</tr>
<tr>
<td>3.N.</td>
<td>SUPERVISOR QUALIFICATIONS</td>
<td>Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.</td>
</tr>
<tr>
<td>3.P.</td>
<td>SUPERVISOR QUALIFICATIONS</td>
<td>Site supervisors have (1) a minimum of a master’s degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.</td>
</tr>
<tr>
<td>3.T.</td>
<td>PRACTICUM AND INTERNSHIP COURSE LOADS</td>
<td>When individual/triadic supervision is provided by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member’s teaching load assignment.</td>
</tr>
<tr>
<td>3.U.</td>
<td>PRACTICUM AND INTERNSHIP COURSE LOADS</td>
<td>Group supervision of practicum and internship students should not exceed a 1:12 faculty:student ratio.</td>
</tr>
</tbody>
</table>

**Course Objectives**

1. Implement and integrate skills and knowledge acquired from previous coursework in course discussions, case conceptualizations, treatment plans and evidence based practices; 2.F.1.f., 2.F.1.g., 2.F.1.i., 2.F.1.j., 2.F.1.k., 2.F.1.m., 2.F.2.c., 2.F.5.e., 2.F.5.g., 2.F.5.l, 5.C.2.k., 5.C.2.l., 5.C.2.m., 5.C.3.a., 5.C.3.b., 5.C.3.d.
2. Understand advanced counseling competencies (e.g. advanced counseling techniques, evidence based practices) in course discussions, case conceptualizations, and treatment plans; 2.F.1.m., 2.F.2.c., 2.F.5.e., 2.F.5.g., 2.F.5.l, 5.C.3.b.
3. Accurately conceptualize client dynamics, treatment plans, and therapy goals in course discussions, case conceptualizations, treatment plans and evidence based practices; 2.F.5.g., 5.C.3.a., 5.C.3.b.
4. Articulate the theory and rationale for counseling interventions in course discussions, case conceptualizations, treatment plans and evidence based practices; 2.F.5.g., 5.C.3.a., 5.C.3.b.
5. Understand supervision and consultation and its role in counseling in course discussions; 2.F.1.m., 5.C.2.k., 5.C.3.d.
6. Apply relevant ethical and cultural knowledge, skills, and interventions in course discussions, case conceptualizations, treatment plans and evidence based practices; 2.F.1.i., 2.F.2.c., 5.C.2.l.
7. Interact professionally with peers, supervisors, agencies, and clients in course discussions and interactions through email, and online postings; 5.C.3.d.

**Counselor Education Technology Competencies**

1. Be able to use productivity software to develop web pages, word processing documents (letter, reports), basic databases, spreadsheets, and other forms of documentation or material applicable to practice.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.

3. Be able to acquire, use and develop multimedia software, (i.e., PowerPoint/Keynote presentations, animated graphics, digital audio, digital video) applicable to education, training and practice.

4. Be able to use email.

5. Be able to help clients search for and evaluate various types of counseling related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.

6. Be able to access and use counseling-related research databases.

_Please note:_ All concepts in this course are taught from a multi-cultural perspective emphasizing an understanding of diverse cultural experiences and how those can affect the choice in counseling techniques and outcomes of counseling.

**Teaching Methodology**
This course utilizes, but is not limited to, the following instructional methods: Lecture, online, readings, media, formal case conceptualizations and presentations, class discussion, role plays, research related to evidence-based treatment.

**Required Text and/or Materials**


*Another version of this treatment planner can be substituted if you are working in a setting with a specific population (e.g., children, adolescents).

All course textbooks can be purchased online through our Virtual Bookstore located at [http://chaplink.LCU.edu](http://chaplink.LCU.edu). Book buy back will occur for two days on campus at the end of each semester. An extended buy back time is available online also. For further questions, please call the LCU Chap Store at 720-7526.

**Other Resources and/or Suggested Readings**


Course Policies

Class Attendance and Participation

Regular class attendance/online engagement is expected of each graduate student and is a professional responsibility. The classroom experience is considered an integral part of the institution’s educational program and experience. You are encouraged to access online courses 3 to 5 times per week. By doing so you will be able to actively participate in the Discussion Forums, complete your assignments and access announcements in a timely manner. On-campus students may be dropped from classes, at the discretion of the professor, due to excessive absences (i.e., three absences in courses meeting once per week and absences for athletic or school-related participation exceeding 25% of the class meetings and/or laboratory sessions). All absences are included. For elaboration of the absence policy, see the current catalog.
Class Materials
All materials provided in class or recordings of lectures are copyright protected by Lubbock Christian University and the professor. Your use of these materials beyond preparation for this course (i.e., publishing to a website, distribution to others, etc.) may constitute copyright infringement.

Late Assignments
All assignments are due on the dates indicated online within the course, except in the case of significant illness (doctor’s note required) or major family emergency. For late assignments, 5 points each day will be deducted with a limit of 3 days allowed. You need to notify the instructor as soon as possible about the emergency, so that I can arrange a mutually agreed upon time for completion of the assignment.

Incompletes
PR – In Progress, is given at the discretion of the instructor, if requested by the student. It is the responsibility of the student to see that a PR is removed. A PR cannot be permanently left on the transcript. Students have one semester to remove the PR grade, but with instructor and academic dean permission, the period may extend one additional semester. When a PR is not removed, or extended at the end of one semester, the registrar must change the grade to F.

Tracking Grades
Students are responsible for tracking their academic progress in this class throughout the semester. Therefore, students with questions about grades are encouraged to contact the instructor. Final grades will be posted on LCU Self-Serve at the conclusion of the semester.

Department of Psychology and Counseling Writing Expectations
Student in graduate courses should demonstrate graduate-level writing skills. Students are expected to write complete sentences, use appropriate grammar, and spell words correctly. If you have difficulty in this area the Lubbock Christian University Writing Center is available to you at http://lib.lcu.edu/UWC. The department also has an online writing coach. Graduate students in the Department of Psychology and Counseling may access the Online Writing Center (OWC) via their Moodle home page (http://moodle.lcu.edu). These are great resources for you to use as needed.

Students who do not demonstrate graduate level writing skills may:
1. Have their ungraded paper returned to rewrite and/or
2. Receive feedback which must be followed for improvement or
3. Receive an inadequate grade which may result in failure of the course.

Plagiarism is unacceptable and will result in failure in the course and possible dismissal from the program.

Academic Integrity
LCU Department of Psychology and Counseling follows the University policy for academic integrity including plagiarism. The Code of Academic Integrity can be found here at https://lcu.edu/resources/student-handbook/code-of-academic-integrity/.

Standards of Student Conduct
With the goal to create a community that is Christ-centered, the university has established expectations for student behavior. As a member of the LCU community, each student has the responsibility to become familiar with the expectations that reflect the high standards of the university’s mission. These values include, but are not limited to:
1. Respect for one’s self and others within the campus and in the community.
2. Respect for the legacy, mission, and community Lubbock Christian University strives to maintain.
3. Respect for all the laws set forth by the government at local, state, and federal levels.
4. Respect of policy, procedure, discipline, and authority implemented by the institution to effectively manage all university activity.
5. Respect for the diversity (personality, race, religion, etc.) of students, faculty and staff who inhabit the LCU community.
6. Willingness to embrace the need to hold others in the LCU community accountable to the Christian standards that reflect the university’s mission.

7. Ability to communicate effectively and appropriately with instructors, staff, clients, supervisors, and fellow classmates--both in person and by email. We believe it is imperative that a student graduating into the mental health profession know to communicate thoughtfully, appropriately, and with care.

All policies regarding student conduct are available in the University Student Handbook (https://lcu.edu/resources/student-handbook). These policies apply to all graduate students on or off campus, regardless of whether school is in session.

Library Resources
Library services for distance students are borrowing privileges, research and reference assistance, library instruction and interlibrary loan mediation.

Information about services for distance students, access into academic databases and other library resources is available through the Lubbock Christian Library Website at http://lib.lcu.edu/home

You can access research how to’s and support at the LCU library at http://lib.lcu.edu/c.php?g=659240&p=4628344

For further information on any aspect of library resources and access please call or write the Lubbock Christian Library at 806.720.7326 or library@lcu.edu.

Services for Students with Disabilities
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Also, please contact the Disabilities Coordinator in the Office for Disability Services at 806.720.7156 in room 117 CAA to coordinate reasonable accommodations. Be advised accommodations will not be made prior to documentation with the Office of Disability Services.

All students are expected to fulfill essential course requirements. The University will not waive any essential skill or requirement of a course or degree program. You may find more information on Disability Services here at https://lcu.edu/resources/disability/services/.

Concerning Violence, Harassment or Stalking
Unlawful discrimination and harassment (and any related retaliation) is prohibited and will result in disciplinary action, up to and including dismissal or separation from the University. LCU affirms its commitment to protecting the right of each person to raise concerns about alleged discrimination free of fear of retaliation. The university will take prompt, decisive action to: investigate allegations of violence, harassment, and stalking; initiate the disciplinary process if appropriate; issue appropriate sanctions against any student found responsible for acts of violence whether the behavior occurred on campus or off campus; take steps designed to prevent recurrence; and protect against retaliation.

Students are encouraged to report any incidents related to this policy and pursue the matter through the state's civil and/or criminal systems as well as through the university. A student who in good faith reports being the victim of, or a witness to an incident of sexual harassment, sexual assault, dating violence, or stalking may not be subject to disciplinary action for violation(s) of the Code of Community Standards occurring at or near the time of the incident.

Pursuant to Title IX
Reports of sexual misconduct may be made to the Title IX Coordinator, Yvonne Harwood at 806.720.7497, yvonne.harwood@lcu.edu. For more information on what and who to report this information to see our webpage at https://lcu.edu/resources/title-ix/.

To schedule an appointment with the LCU Counseling Center, call 806.720.7158. If you prefer, you may also request an appointment via e-mail, sent directly to counseling@lcu.edu. The Center is located on the 2nd floor of the SUB, Room 202.
Course Requirements
This course is divided into 16 modules/weeks. Please follow the schedule as demonstrated in this syllabi and the due dates designated in your Moodle course.

I. Clinical Experience. Internship I is the second semester course in a three semester sequence of structured and supervised clinical experiences. Practicum provides an opportunity for students to perform, on a limited to an independent basis under supervision, some of the major professional activities of a professional counselor pertinent to the students’ program emphases. It includes:
1. a minimum of **150 hours of direct** service work with actual clients contributing to the development of counseling skills
2. a minimum of **150 hours** of guided participation in and observation of a variety of professional activities other than direct service (e.g., staff meetings, case conferences, coordination and administrative activities)
3. a minimum of one (1) hour per week of individual/triadic supervision on site with the site supervisor
4. weekly online synchronous class meetings for online students or on-campus group supervision class meetings consisting of 1.5 hours focusing on relevant counseling topics
5. a condition of completing and passing the final internship course is the completion of the Group Counseling Requirement Form. Each student must complete the following form: ([Link: Group Counseling Requirement Form]) upon meeting the requirement to lead or co-lead a minimum of one 1.5 hour psychoeducational or counseling group during the practicum or internship experience. The student, site supervisor, and instructor at the time of completion of the requirement must also sign the form. The experience and form may be completed in any of the practicum or internship courses, but the form must be submitted to the Internship II instructor to receive credit and pass the course.

II. Field Site Responsibilities. Students will participate in field site activities according to the mode of operation of the setting. During the practicum students are expected to perform, on a limited basis and under supervision, the principal professional activities of the setting.

The University delegates supervisory and administrative responsibility for field site activities to field site supervisors. University faculty instructors will communicate and collaborate with field site supervisors regularly and as necessary or desirable.

If special problems or concerns (clinical, supervisory, interpersonal, etc.) develop on site, the student is to first attempt to solve the matter by consulting the on-site supervisor. If a satisfactory resolution cannot be reached by student and site-supervisor, student will then contact the University supervisor. The University supervisor will contact the site-supervisor and attempt resolution. It is the responsibility of the University faculty instructor to work with field site supervisors and students to resolve special problems or concerns. If the site supervisor, student and University supervisor cannot come to a satisfactory agreement, then the student will be directed to withdraw ethically from the site and seek placement elsewhere immediately.

In case of a client emergency at the site and the site supervisor is unavailable, follow site emergency protocols and notify University supervisor as soon as possible.

At the end of the semester, site supervisors and faculty supervisors will complete evaluation forms, on which they assess students’ activities.

III. Documentation.
1. LOG: Students must maintain dated weekly documentation of all practicum and internship experiences and times via Dynamic Forms. Students will complete a hard copy of their weekly logs and present them to their site supervisors for signature during weekly supervision. Students will then scan and upload the signed logs into Dynamic Forms by Tuesday each week. Instructions for uploading logs into Dynamic Forms can be found in the
Pre-Prac Course on Moodle. Anytime student is behind more than 2 weeks in submitting logs, the student automatically fails the course.

2. **CUMULATIVE LOG**: Students will submit a cumulative log of all hours obtained in the practicum experience in the final week of the course via Dynamic Forms. Student must sign this log electronically to attest to their total semester hours.

**IV. Site Supervision.** Individual/Triadic Supervision: Students will meet with the site supervisor one hour each week for supervision of their counseling-related experiences. These meetings are arranged with the field supervisor according to the requirements of the field setting. Affiliation agreement and contract must be signed for field site(s) each semester and must be signed prior to the first day of class.

**V. Group Supervision.** Students will meet for group supervision with faculty for 1.5 hours per week. Class time/group supervision will be for review and discussion of pertinent issues and lecture and instruction in professional development skills. Class attendance is critical to success of the course. Students are expected to actively, respectfully and appropriately engage in class discussions during weekly class meetings. Students should come to class prepared to discuss that week’s assigned readings. **Students are not allowed to count any clinical hours during the week they are absent from class. When students miss 2 or more class periods, the student automatically fails this course.**

**VI. Ethical and Professional Conduct.** Any of the following actions are considered just cause for failure in practicum or internship and will be reported to the Graduate Behavioral Science program for possible dismissal from the program and Lubbock Christian University:

1. Dishonesty (cheating, plagiarism, etc.).
2. Disclosure of client confidential information with unauthorized individuals.
3. Negligence or misconduct.
4. Mistreatment of and/or disrespect for clients, fellow students, research participants, or faculty.
5. Abusing a client, fellow student, faculty member, or staff member, (including abusive language).
7. Willful submission of false information or alteration of any official records, counseling reports, papers, or examinations.
8. Willful conduct that may cause injury to self or others.
9. Unethical behavior as defined by ethical guidelines and practice (e.g., ACA).
10. Sexual harassment as defined by Lubbock Christian University

**VII. Case Conceptualization, Treatment Plan, and Case Review Assignment.** Students will be asked to conceptualize clients according to theory and present a formal case conceptualization and treatment plan in oral and written format (Power Point) as noted in the course schedule.

**Purpose**
Developing case conceptualizations and treatment plans are critical to effective counseling. The process of focusing on client characteristics to develop a theoretically driven conceptualization enables the counselor to tailor treatment for effective resolution of client issues. This assignment reflects the development process to provide the counselor in training an opportunity to conceptualize a client case and write a treatment plan that can be implemented in an outpatient setting. This semester you are required to implement theory into all aspects of the assignment. This will provide practice in utilizing theory in all stages of client assessment, planning, and counseling.

**Instructions**
Students will sign up for presentation dates and select a theory in the second week of the course. This will either be done in class or in the Moodle course for online students. Only one student will present each week and theories cannot be repeated.
Write a detailed case conceptualization for your chosen client based on the format in chapter one of the Berman text and on your selected theory. This assignment has three components, the case conceptualization, the treatment plan, and the class presentation.

The case conceptualization should include the following content: (a) premise with a topic sentence; (b) client strengths and weakness from the chosen theoretical perspective; (c) client prognosis; (d) supporting material (i.e., evidence to back up premise, in depth analysis of strengths and weaknesses, client past history, current circumstances and in session behavioral observations); (e) client diagnosis based on DSM-5 criteria; and (f) conclusions about overall level of functioning; (g) broad treatment goals with resources and barriers to meeting these goals.

The treatment plan should include the following content: (a) broad overview of how the plan will be implemented; (b) long-term goals; and (c) short-term goals. The treatment plan should reflect the chosen theoretical perspective. Refer to your treatment planner text for assistance in developing this portion.


*Another version of this treatment planner can be substituted if you are working in a setting with a specific population (e.g., children, adolescents).

For the class presentation you will provide a power-point overview of your case conceptualization and treatment plan to be viewed by the class as you give a verbal overview of this case. Have this file on your computer or on a thumb drive so you can show it to the class.

All students who are not presenting are responsible for reading the chapter in the Berman text that corresponds to the presenter’s theory and for coming to supervision each week prepared for questions, feedback, and discussion of the week’s theory application.

Submission Requirements

- Interns will complete a written case conceptualization/treatment plan following a theoretical perspective from their text (Berman, 2014).
- The paper should include the chosen theory as the running head (i.e., Cognitive Case Conceptualization and Treatment Plan). This paper will be presented to the class; feedback from peers and the instructor will be given in supervision. Paper will be turned to instructor at the end of class or submitted online in the Moodle course in the corresponding week for online students.
- The length of this assignment should be 3-5 pages.
- Short-term goals address each long-term goal.
- Goals match chosen theory.
- This presentation portion of the assignment is due in the supervision meeting of the week you are signed up. The supervision meeting will focus on your case so if you do not attend supervision that week or do not have your presentation ready to present you will be given a fail on this assignment. This can lead to failure of the internship class.
- For the presentation, you will provide a power-point overview of your case conceptualization and treatment plan to be viewed by the class as you give a verbal overview of this case. Questions and comments will follow your presentation.
- APA formatting and appropriate clinical writing skills are required for all written assignments.
- The assignment file must have a .doc or .docx extension; presentations should use PowerPoint.
- Failure to meet any of these requirements will result in a fail on this assignment.

VIII. EBP and Case Review Assignment.
Purpose
Evidence-based practice will be implemented with a chosen client throughout the semester to provide an opportunity to implement EBP with a current client based on DSM-5 diagnosis. Counselor interns select a current case and protocol from the Barlow (2014) text based on the client’s diagnosis. EBP strategies are to be implemented as the text instructs throughout the semester. Careful, detailed notes on procedures and the client’s reactions and progress across the semester facilitate analysis of the case based on the protocol and client goals.

Instructions
Students will sign up for presentation dates and select a theory in the third week of the course. This will either be done in class or in the Moodle course for online students. Only one student will present each week and theories cannot be repeated.

Write a detailed overview of the implementation of the EBP for your chosen client. This information will be summarized in an APA style paper with the diagnosis as the running head (i.e., Cognitive Therapy for Depression). This paper will be presented to the class; feedback from peers and the instructor will be given during supervision. This assignment has three components, the case overview, the evaluation of the treatment protocol for this client, and video presentation of this client.

The overview should include the following content: (a) brief case conceptualization; (b) client diagnosis based on DSM-5 criteria; (c) broad, long-term treatment goals; (d) detailed overview of how the plan was implemented; and (e) evaluation of the effectiveness of the treatment protocol (what went well, how client responded, how the protocol could be improved with this client).

For the class presentation, you will provide a power-point overview of your material to be viewed by the class as you give a verbal overview of this case.

All students who are not presenting are responsible for reading the chapter in the Barlow text that corresponds to the presenter’s protocol and for coming to supervision each week prepared for questions, feedback and discussion of the week’s protocol application.

Submission Requirements.
• The length of this assignment should be 3-5 pages.
• Identify the client diagnosis and corresponding chapter from the Barlow text as the running head on the paper.
• The paper and presentation must include (a) brief case conceptualization; (b) client diagnosis based on DSM-5 criteria; (c) broad, long-term treatment goals; (d) detailed overview of how the plan was implemented; and (e) evaluation of the effectiveness of the treatment protocol (what went well, how client responded, how the protocol could be improved with this client).
• This presentation assignment is due in the class meeting of the week a student presents. The class meeting that will focus on your case so if you do not attend virtual class that week or do not have your presentation ready to present you will be given a fail on this assignment. This can lead to failure of the practicum class.
• For the class presentation, you will provide a power-point overview presentation to be viewed by the class as you give a verbal overview of this case. Questions and comments will follow your presentation.
• Your assignment will be handed in to the instructor at the end of class or submitted in Moodle in the corresponding week for online students.
• APA formatting and appropriate clinical writing skills are required for all written assignments.
• The assignment file must have a .doc or .docx extension; presentations should use PowerPoint.
• Failure to meet any of these requirements will result in a fail on this assignment.
IX. **Readings.** Students are expected to read and consult previous course material and other written resources as part of their training and education in practicum, in addition to currently assigned material.

X. **Evaluation Sessions.** Students are required to submit all required evaluations when due and obtain required evaluations from site supervisors.

XI. **Professional Insurance.** Students must submit proof of professional insurance prior to the first day of practicum and prior to participation in practicum.

XII. **Statement of Understanding.** Students must submit a signed statement of understanding of limitations of supervision and professionalism prior to the first day of class.

XIII. **Completing Assignments.** Students must submit all assignments when due. Students must receive a grade of pass on all assignments in order to earn their point for the assignment. Any written assignments or discussions not submitted by due dates will result in failure for the course.

**Instructional and Outside Work Estimate**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Estimated time spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Contact and Individual Evaluation Meetings</td>
<td>30 hrs.</td>
</tr>
<tr>
<td>Class Preparation/Reading/Documentation</td>
<td>30 hrs.</td>
</tr>
<tr>
<td>Direct Hours</td>
<td>150 hrs.</td>
</tr>
<tr>
<td>Indirect Hours</td>
<td>150 hrs.</td>
</tr>
<tr>
<td><strong>Total time spent</strong></td>
<td><strong>360 hrs.</strong></td>
</tr>
</tbody>
</table>

**Tentative Schedule and/or Due Dates**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
<th>CACREP Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: Summary &amp; review of prior practicum experiences/learning Prepare for practicum experience including requirements, documentation, technical requirements and supervision. Review of confidentiality and case note format Overview of internship requirements/assignments Understand the role of internship in preparation for future licensure. Discuss the methods and importance of feedback in practicum group supervision.</td>
<td><strong>Assignments:</strong> Documentation for your internship site, Statement of Understanding and malpractice insurance face sheet is due. See course introduction for a list of these requirements. <strong>Readings:</strong> Refer to the DSM-5 and ACA Code of Ethics each week to develop fluency in diagnosing cases and adhering to ethical standards. Cameron, S. &amp; Turtle-Song, I. (2002). Learning to write case notes using the SOAP format. <em>Journal of Counseling and Development, 80,</em> 286-292. <a href="http://search.ebscohost.com.lcu.idm.oclc.org/login.aspx?direct=true&amp;db=a9h&amp;AN=7164780&amp;site=eds-live&amp;scope=site">http://search.ebscohost.com.lcu.idm.oclc.org/login.aspx?direct=true&amp;db=a9h&amp;AN=7164780&amp;site=eds-live&amp;scope=site</a></td>
<td>2.F.1.f. 2.F.1.g. 2.F.1.I. 2.F.1.j. 2.F.1.m. 2.F.5.e. 5.C.2.k. 5.C.2.m.</td>
</tr>
<tr>
<td>2</td>
<td>Structure for case conceptualization and treatment plans</td>
<td><strong>Assignments:</strong> Sign up this week for a presentation date and theory. Berman - Chapters 3-10 will be used to develop case conceptualization and treatment plan based on a case – to be presented to class. Week 1 logs are due.</td>
<td>2.F.5.g. 2.F.5.i. 5.C.3.a. 5.C.3.b.</td>
</tr>
</tbody>
</table>
| Introduction to Evidence-Based Practices (EBP) | **Readings:**  
Review Chapters 3-10 in Berman text. Chapters 1 & 2 were covered in practicum so review those if you are not familiar with this style. This text will be used to develop case conceptualization and treatment plan based on a case to be presented to class.  
American Counseling Association. (2011). Fact sheet #6, Suicide assessment  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review suicide assessment and intervention.</td>
<td></td>
</tr>
</tbody>
</table>
| 3 | **Assignments:**  
Week 2 logs are due.  
Sign up for an evidence based practice treatment protocol (EBP) this week. Review Barlow text topics in preparation.  
Read advocacy competencies and multicultural competencies posted in Moodle for class discussion.  
**Readings:**  
Read chosen chapter in Barlow text and begin implementing EBP protocol with selected client.  
| **Case Reviews**  
Beginning to implement EBP protocol |  |
| Advocacy competencies, multicultural competencies, social justice |  |
| 4 | **Assignments:**  
Week 3 logs are due.  
Presenter case conceptualization, treatment plan, power-point and video are due.  
Supervision group reading of Berman chapter corresponding to weekly presenter’s theory; prepare for questions and feedback.  
Student 1: ___________________________ 2.F.1.f. 2.F.1.g. 2.F.1.i. 2.F.1.j. 2.F.1.k. 2.F.1.m. 2.F.2.c. 2.F.5.e. 2.F.5.g. 2.F.5.l. 5.C.2.k. 5.C.2.l. 5.C.2.m. 5.C.3.a. 5.C.3.b. 5.C.3.d. |
| **Case Conceptualization, Treatment Planning, and Case Review**  
**Assignments:**  
Week 4 logs are due.  
Presenter case conceptualization, treatment plan, power-point and video are due.  
Supervision group reading of Berman chapter corresponding to weekly presenter’s theory; prepare for questions and feedback.  
Student 2: ___________________________ | 2.F.1.f. 2.F.1.g. 2.F.1.i. 2.F.1.j. 2.F.1.k. 2.F.1.m. 2.F.2.c. 2.F.5.e. 2.F.5.g. 2.F.5.l. 5.C.2.k. 5.C.2.l. 5.C.2.m. 5.C.3.a. 5.C.3.b. 5.C.3.d. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Case Conceptualization, Treatment Planning, and Case Review</th>
<th>Assignments:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td>Week 5 logs are due.</td>
<td>Presenter case conceptualization, treatment plan, power-point and video are due.</td>
<td>Supervision group reading of Berman chapter corresponding to weekly presenter’s theory; prepare for questions and feedback.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student 3: ______________________________________</td>
<td>2.F.1.f. 2.F.1.g. 2.F.1.i. 2.F.1.j. 2.F.1.k. 2.F.1.m. 2.F.2.c. 2.F.5.e. 2.F.5.g. 2.F.5.l. 5.C.2.k. 5.C.2.l. 5.C.2.m. 5.C.3.a. 5.C.3.b. 5.C.3.d.</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Week 6 logs are due.</td>
<td>Presenter case conceptualization, treatment plan, power-point and video are due.</td>
<td>Supervision group reading of Berman chapter corresponding to weekly presenter’s theory; prepare for questions and feedback.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student 4: ______________________________________</td>
<td>2.F.1.f. 2.F.1.g. 2.F.1.i. 2.F.1.j. 2.F.1.k. 2.F.1.m. 2.F.2.c. 2.F.5.e. 2.F.5.g. 2.F.5.l. 5.C.2.k. 5.C.2.l. 5.C.2.m. 5.C.3.a. 5.C.3.b. 5.C.3.d.</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Week 7 logs are due.</td>
<td>Presenter case conceptualization, treatment plan, power-point and video are due.</td>
<td>Supervision group reading of Berman chapter corresponding to weekly presenter’s theory; prepare for questions and feedback.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student 5: ______________________________________</td>
<td>Mid-term Evaluations due: -Self-Evaluation -Site Supervisor Evaluation</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Week 8 logs are due.</td>
<td>Presenter case conceptualization, treatment plan, power-point and video are due.</td>
<td>Supervision group reading of Berman chapter corresponding to weekly presenter’s theory; prepare for questions and feedback.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student 6: ______________________________________</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Evidence-Based Practice and Case Review</td>
<td>Week 9 logs are due.</td>
<td>Presenter EBP overview, power-point and video are due.</td>
<td>Supervision group reading of Barlow chapter corresponding to weekly presentation; prepare for questions and feedback.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student 1: ______________________________________</td>
<td>2.F.1.f. 2.F.1.g. 2.F.1.i. 2.F.1.j. 2.F.1.k. 2.F.1.m. 2.F.2.c. 2.F.5.e. 2.F.5.g. 2.F.5.l. 5.C.2.k. 5.C.2.l. 5.C.2.m. 5.C.3.a. 5.C.3.b. 5.C.3.d.</td>
</tr>
<tr>
<td>Week</td>
<td>Evidence-Based Practice and Case Review</td>
<td>Assignments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------</td>
<td>--------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td><strong>Week 10 logs are due.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presenter EBP overview, power-point and video are due.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervision group reading of Barlow chapter corresponding to weekly presentation; prepare for questions and feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student 2: ________________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td><strong>Week 11 logs are due.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presenter EBP overview, power-point and video are due.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervision group reading of Barlow chapter corresponding to weekly presentation; prepare for questions and feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student 3: ________________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td><strong>Week 12 logs are due.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presenter EBP overview, power-point and video are due.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervision group reading of Barlow chapter corresponding to weekly presentation; prepare for questions and feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student 4: ________________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td><strong>Week 13 logs are due.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presenter EBP overview, power-point and video are due.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervision group reading of Barlow chapter corresponding to weekly presentation; prepare for questions and feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student 5: ________________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td><strong>Week 14 logs are due.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presenter EBP overview, power-point and video are due.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervision group reading of Barlow chapter corresponding to weekly presentation; prepare for questions and feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student 6: ________________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Learning from Case Conceptualizations, Case Consultations, Treatment Planning, &amp; Providing Feedback; Wrap up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final class meeting. Discuss class case conceptualizations and wrap up.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Evaluations due:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Self-Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Site Supervisor Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Faculty Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Final Logs due</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Final Cumulative log due</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.F.5.e.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.F.5.g.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.C.2.m</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.C.3.b.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.C.3.d.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>