

CSD 6900 Supervised Clinical Experience Spring 2019

Instructor: Dr. Gloria Leitschuh (pronounced Lightshoe)

Office: 2115 Buzzard Hall Cell Phone & Text: 217-549-3206

E-Mail gleitschuh@eiu.edu

Office Hours: Monday: 11 – 1 & 3 – 4 P.M. Wednesday: 2 - 4 P.M

Tuesdays: By appointment and Internship site visits - Emails generally returned same day.

Course Description: The Supervised Clinical Experience (Internship) is a 900 hour supervised clinical course involving client-contact experiences and systematic feedback and reflection. This course provides students with the necessary practice and skills and conceptual preparation for entry into the profession.

The nature of this experience should be very much like that of a regular counseling position, however with closer supervision than is usually the case with the employed counselor. The Summary of Internship Guidelines describes the specific requirements and responsibilities of student, site, supervisors and is available on the CHE department website. All evaluation forms are also available on the department website.

Course Objectives: Upon completion of Internship students should be able to utilize/develop

1. Intake interview, mental status evaluation, bio-psychosocial history, mental health history, and psychological assessment for treatment and caseload management.
2. Techniques and interventions for prevention and treatment of a broad range of mental health issues for individuals, groups, and families.
3. Strategies for interfacing with the legal system regarding court referred clients.
4. Strategies for interfacing with integrated behavioral health care professionals.
5. Strategies to advocate for persons with mental health issues.
6. Use consultation skills and supervision for the benefit of the client.

Required Texts: Barlow, D. H. (Ed). (2018). Clinical handbook of psychological disorders (4nd ed.). New York: Guilford Press.

Bernard, J.M. & Goodyear, R.K. (2009). Fundamentals of clinical supervision. (4th ed.). Boston, MA: Allyn & Bacon. (If you choose to purchase earlier edition may be less expensive).

Teyber, E. (2010). Interpersonal Process in Therapy: An integrative Model. (6th ed.). Belmont, CA: Thomson Brooks/Cole.

Recommended for licensure: Rosenthal, Encyclopedia of Counseling. New York: Brunner-Routledge.

On line therapy worksheets are available at: www.get.gg/freedownloads2.htm
Center for Clinical Interventions.

For Licensure information: 217-782-0458 - Good luck. Be persistent. Practice tests are also available via internet.

Technological Competence: Students are expected to enhance their technological competence. Contact via email and D2L is necessary to receive attachments and be updated on course details.

Academic Integrity: Students are expected to maintain academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. Submitting the work of others as your own or plagiarism in any form will result in an "F" in the course. Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1).

Questions and Grievances: Please talk with me directly if there is a problem or misunderstanding, or if you have concerns. Formal grievance procedures are outlined in the Graduate Catalog.

Accommodations for Students: If you have a disability (physical, learning, psychiatric) that may require accommodations, please call the Office of Disability Services (581-6583) located on 9th Street Hall. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Informed Consent: As this class requires participation in a group, students will also be required to sign an informed consent that explains their rights and responsibilities.

Confidentiality Policy: The nature of this course requires that students be willing to hold themselves to the highest levels of integrity with regard to protecting the confidentiality of their classmates. Confidentiality will be discussed further prior to the beginning of groups. Students will be asked to sign a confidentiality agreement.

Grading Scale: The CHE Department uses the university grading scale. Please refer to the current Graduate School Catalog.

Course Outline: Sign up for case presentation date

On Campus scheduled meeting times Wednesdays @ 1 to 3:30 P.M.

January 9	Introductions & Consultation
January 23	Consultation
February 6	Consultation
February 27	Consultation
March 27	Consultation
April 3	Consultation – Termination Issues
April 17	Consultation
May 1	All materials due

Course Evaluation: For each assignment please note that one point is deducted for each grammar error. Be sure to have an objective person proof read your work. Please use APA style for all papers, (margins, font size, references if needed etc.). Late assignments are deducted one point for each day overdue.

Evaluation and Assignments

1. A. Case Summary/Assessment and Presentation (20) B. Analysis and use of skills (20)

Date: To be determined

A. Case Summary/Assessment and Presentation (20 points)

Responses to case summary are complete and written at the graduate level.

Please use the following medical model headings.

1. Identifying information

A. Demographics, referral source, educational level, occupation, living situation.

B. Observational data, physical appearance, affect information.

2. Presenting Problem What events brought them to treatment, symptoms reported.

3. Previous Disorders History of disorders, treatment, and results.

4. Present Life Situation Relationships, social and leisure activities.

5. Family Background Include family of origin, relationships, divorce, separations, abuse history, family history of mental disorders.

6. Developmental History Living conditions, abusive situations, educational experience, behavioral problems, sexual history, emotional or social economic concerns.

7. Medical History Previous illness, hospitalizations, medications prescribed.

8. Legal History

9. Plan This is separate from the treatment plan. This is a brief statement about immediate treatment recommendations, further testing, assessment, goals, etc

10. Sign and date

Diagnosis Use the DSM 5 and utilize your diagnostic skills to make a diagnosis. Describe the specific client behaviors for each diagnostic criteria. Match symptoms to criteria.

Treatment Plan – Use the format utilized at your site or another acceptable format as described in the Foundations course.

B. Analysis and use of skills (20 points)

Transcribe a 15 minute portion of the session. Print counselor statements in bold. (10 page maximum). Begin with a summary paragraph describing what you were trying to accomplish with the client. Include the number of sessions you have had with the client prior to the recording.

For each intervention include:

- 1) Identification of the theory, skill, technique, or method you employed **(5 points)**.
- 2) A response that you would like to have implemented or an alternative response **(5 points)**.
- 3) Your thoughts or intentions at particular moments of the session. Be sure to include any relevant cultural issues. You should demonstrate your ability to provide culturally appropriate responses for individual, couples, family, group and systems modalities for initiating, maintaining, and terminating counseling **(5 points)**.

Develop one or two consultation questions for class discussion.

*You will be evaluated on your ability to respond to analysis questions, demonstrate self-awareness, develop case consultation questions, as well as use of skills. **(5 points)**

Provide a transcript for each student in class. All written materials should be destroyed and should be erased by the close of the semester.

If you are placed in a site which **does not allow recording** please take notes and provide a 5-6 page summary of your responses. Reconstruct the session and provide client and counselor responses with your analyses. I have approved the sites which do not allow recording.

2. Submit one 10 minute transcript (no longer than 10 pages) with an analysis. (25 points)

A second transcript may be required in the event that the first one does not adequately demonstrate skills or does not respond to questions below.

Tape a counseling session after obtaining permission. B. Write a brief two paragraph description of the client and a summary of the client problem and include a diagnosis with relevant symptoms. Then describe what you were trying to accomplish. Also include the number of sessions you had with the client. C. Transcribe a fifteen minute segment.

Analyze each counselor response.

- 1) Identification of skill, technique or method you employed. **(5 points)**
- 2) A response that you would like to have implemented or an alternative response. **(5 points)**
- 3) Your thoughts or intentions at particular moments of the session. **(5 points)**
- 4) End the paper with a paragraph summary of what you were trying to accomplish. **(5 points)**

* Evaluation will also include your ability to demonstrate counseling skills and analyze your work. Be sure to note any culturally appropriate interventions and strategies. **(5 points)**

3. Training Workshop Development and Evaluation Due date: April 17 (25 Points)

Please develop and provide a professional training workshop of at least one hour in length for a professional group (another agency staff, group or conference). If you are presenting at ICA etc. you may choose this for your assignment. Assess the needs of another mental health agency or

organization to determine what training needs may be appropriate. This activity can be accomplished with another agency that also has an EIU intern, an inter-agency council, ministerial group, or teachers. Possible topics could range from cross-cultural counseling, domestic violence, substance abuse assessment, or personality disorders. Develop and advertisement using the format below. Once you have conducted the workshop, please use the approved department evaluation form, which the participants will complete. **Submit your advertisement sheet with the participant evaluations attached. Please do not submit power points or change the format below.**

One Page Advertisement should include:

Your Name:

What: Title of Program

When: Date and time of Program

Where: Location of Program

Intended Audience:

Workshop Description: A brief paragraph describing information to be presented. Include goals and objectives of the workshop.

Name and signature of supervisor:

One way we may proceed with this activity is as follows:

Each intern could survey their agency counselors and supervisors to determine the possible topics needed for training. At our second meeting describe the needs or topics of each agency. Each intern could then select which topic or agency they would like to present.

4. Client Case Consultation and Supervision Each week a discussion will occur regarding current client issues. While no written documentation is required, come to class prepared with client background information and a possible diagnosis. Please **formulate a consultation question** for each case you present. You will also be expected to participate in the discussion.

5. Summative Paper: (2 points for each section for a total of 10 points)

Type a six page, double spaced summative evaluation of your internship experience. Organize your paper into five sections and include the following topics to serve as headings, in APA style (12 point font and 1 inch margins). You should be able to 1)integrate and describe how you have used your current and previous course work and apply your learning to your internship, be as specific as possible and include the course titles. 2)include learning experiences, strengths and weaknesses, your goals for the future and any experiences that will be helpful to you in your career, 3)include anything you learned from your clients and/or supervisee about providing therapy, 4) analyze your stage of development as a counselor, as well as that of your supervisee utilizing the stages discussed in class, and 5) Identify the theoretical orientation of supervision used by your supervisor as well as yourself. Please use headings to denote each section.

6. Total Hours: Submit log of Service Hours (Complete/Incomplete). Be sure to add all of your indirect and direct hours and include total hours worked. Must be submitted by due date for successful completion of the course. Up to 40 hours of indirect hours may be forwarded. Please do not include additional hours if you have reached the 300 hours necessary.

7. University Supervision & Evaluation: Evaluation is based on your ability to demonstrate use of the core counseling skills, supervision skills, and familiarity with at least four theories or methods of counseling. Class participation is exemplified by being punctual, professional, and responding to appropriate feedback. Case consultation also involves your ability to conceptualize client case histories and to provide appropriate feedback to classmates. Your professor will attempt to make a scheduled visit to your intern site during the first semester and in some cases during the second semester.

8. Site Supervision & Evaluation: Students will be evaluated by the on-campus professor/supervisor in consultation with the on-site supervisor. You should review at least six taped client sessions with your on-site agency supervisor. In addition a mid-term and a final evaluation form for internship is available on the department web site. You will be expected to demonstrate effective use of core counseling skills throughout your internship experience.

- Professional dress does not include revealing cleavage or butt cracks ☺

Attendance: This course is taught with the case consultation method. In class participation will help me to evaluate your work. **If you miss a class** (even if it is an excused absence, e.g. birth of a child, surgery, divorce, death in the family, illness, travel, workshops, weather, ect.), please submit a written case summary/assessment, diagnosis, treatment plan, and a tape transcript with analysis so that I might evaluate your work in your absence. You may not end the semester early because of your life situation. If appropriate, you may take a medical leave of absence, an incomplete, or obtain the grade earned.

Your on-site supervisor will be advised of Internship class times so that **your work schedule should not prohibit you from attending class**. Please come to class prepared and on time. If for any reason course attendance becomes problematic, your grade could be lowered or you may have to repeat the experience.

EVALUATION:

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
Case Summary and Presentation	40	To be determined
Transcript and Analysis	25	February 27/March 27
Training Workshop	25	April 17
Consultation in class	C/I	Weekly
Summative Paper	10	April 17
Internship Hours	C/I	May 1
Site Supervisor's Evaluation of you	C/I	February 27/April 17
University Supervision & Evaluation	<u>C/I</u>	
	100	

Please submit the following by the end of April or May 1

1. Internship hours with totals for Direct, Indirect, Forwarded hours & Semester total.
Please do not forward hours if your total is 300.
2. Your **signed** supervisors evaluation of you, (also due at midterm for fall and spring classes).
3. Your **signed** evaluation of your supervisor. (no midterm, final only) Please do not submit without signatures.

4. Your evaluation of the site (no midterm, final only)
5. Third semester interns should also complete the final department evaluation online.

A= 90-100 B= 80-89 C= 70-79

All assignments must be completed in order to obtain a grade of “A”, “B” or “C”.

Late assignments will have points deducted, so please plan accordingly.

Please do not send faxes of more than two pages in length.