COUN 5720/5721: Internship in Counseling I & II
Course Syllabus
Fall 2021

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Time/place: Wednesdays 1:00-3:50pm, Language 317

Co-Instructor & Assistant Internship Coordinator
Torie Cunningham: torie.cunningham@unt.edu

Catalog Description
Supervised experience in counseling in schools, colleges or agencies. Requires a minimum of 300 total hours in counseling-related activities including a minimum of 120 direct client contact hours. This experience is designed to meet practicum requirements for Texas LPC and School Counselor Certification. 3 – 5 hours

Prerequisite(s)
COUN 5690. Counseling Program Policy requires that students earn grades of A or B on all degree-plan courses.

Course Description
Counseling Internship is designed to meet the CACREP accreditation standards. The program requires students to complete a clinically supervised internship of **300 clock hours (120 direct hours and 180 indirect hours) which is to be fulfilled in an academic semester.** Students should consider selecting internship sites that offer opportunities to engage in both individual counseling and group work. The internship provides an opportunity for the student to perform, under clinical supervision, a variety of professional counseling activities that a regularly employed staff member in the setting would be expected to perform.

- A minimum of **120 hours per semester** of direct counseling service with clients, of which it is preferred that at least 10 of these hours be in group work (i.e., leading or co-leading a counseling group, classroom guidance activities for students in the school counseling track, conducting a
psycho-educational group experience such as a stress management or substance abuse awareness group). The remaining **180 hours per semester** consists of indirect hours accrued performing other counseling-related duties including supervision.

- A minimum of **1 hour per week of individual or triadic supervision** throughout the internship by the on-site supervisor. **An additional two hours of group supervision** is required on site and can take the form of staff meetings, consultation, observation, etc. The on-site supervisor may be a certified school counselor (for school track), an LPC/LMFT/LCSW, or other licensed mental health professional (CMHC track).
- An average of **1.5 hours of group supervision per week** throughout the internship experience by the university supervisor.
- **A minimum of 3 school counseling observations** (individual counseling, small group guidance, and large group guidance) over the course of two semesters.
- The internship provides opportunity for the counselor-in-training to become familiar with a variety of professional activities other than direct service.
- The internship provides opportunity for the counselor-in-training to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research, and information and referral to appropriate agencies.
- A formal **mid-term and final evaluation** of the counselor’s-in-training performance during the internship will be completed by both the internship onsite/field supervisor and the university supervisor via Foliotek.

### Core Curricular Experiences Covered

Curricular experiences for this course include those covered by CACREP standards (listed in the first two columns of the 7 tables below – the complete standards can be found at the CACREP website). CACREP is the accreditation organization for our program and stands for Council for Accreditation of Counseling and Related Educational Programs. Also, see the Class Calendar on this syllabus for a content presentation schedule.

- **These identified student learning outcomes are assessed based on the identified assessments of this course.**
- **All assessments are designed to evaluate the cumulative knowledge and skills of the intern.**

Curricular experiences will provide an understanding of the following content areas:

<table>
<thead>
<tr>
<th>Professional Counseling Orientation and Ethical Practice</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
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</thead>
<tbody>
<tr>
<td>1. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation</td>
<td>2.F.1.b.</td>
<td>PCPE-Internship</td>
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<tr>
<td>2. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</td>
<td>2.F.1.e.</td>
<td>PCPE-Internship</td>
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<td>3.</td>
<td>professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues</td>
<td>2.F.1.g.</td>
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<td>4.</td>
<td>current labor market information relevant to opportunities for practice within the counseling profession</td>
<td>2.F.1.h.</td>
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<tr>
<td>5.</td>
<td>ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</td>
<td>2.F.1.i</td>
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<tr>
<td>6.</td>
<td>strategies for personal and professional self-evaluation and implications for practice</td>
<td>2.F.1.k.</td>
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<td>7.</td>
<td>self-care strategies appropriate to the counselor role</td>
<td>2.F.1.l.</td>
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<tr>
<td>8.</td>
<td>the role of counseling supervision in the profession</td>
<td>2.F.1.m.</td>
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**Social and Cultural Diversity**

**CACREP Standard Curriculum/Evaluation Outcomes**

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<td>1.</td>
<td>multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</td>
<td>2.F.2.a.</td>
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<td>2.</td>
<td>multicultural counseling competencies</td>
<td>2.F.2.c.</td>
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<td>3.</td>
<td>the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others</td>
<td>2.F.2.d.</td>
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<td>4.</td>
<td>the effects of power and privilege for counselors and clients</td>
<td>2.F.2.e.</td>
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<td>5.</td>
<td>help-seeking behaviors of diverse clients</td>
<td>2.F.2.f.</td>
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<td>6.</td>
<td>the impact of spiritual beliefs on clients’ and counselors’ worldviews</td>
<td>2.F.2.g.</td>
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<tr>
<td>7.</td>
<td>strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</td>
<td>2.F.2.h.</td>
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**Human Growth and Development**

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<tbody>
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<td>1.</td>
<td>a general framework for understanding differing abilities and strategies for differentiated interventions</td>
<td>2.F.3.h.</td>
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<tr>
<td>2.</td>
<td>ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</td>
<td>2.F.3.i.</td>
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**Counseling and Helping Relationships**

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<td>1.</td>
<td>theories and models of counseling</td>
<td>2.F.5.a.</td>
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<td>2.</td>
<td>a systems approach to conceptualizing clients</td>
<td>2.F.5.b.</td>
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<td>3.</td>
<td>ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</td>
<td>2.F.5.d.</td>
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<td>4.</td>
<td>counselor characteristics and behaviors that influence the counseling process</td>
<td>2.F.5.f.</td>
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<td>5.</td>
<td>essential interviewing, counseling, and case conceptualization skills</td>
<td>2.F.5.g.</td>
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<td>6.</td>
<td>developmentally relevant counseling treatment or intervention plans</td>
<td>2.F.5.h.</td>
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<td>7.</td>
<td>evidence-based counseling strategies and techniques for prevention and intervention</td>
<td>2.F.5.j.</td>
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<td>8.</td>
<td>strategies to promote client understanding of and access to a variety of community-based resources</td>
<td>2.F.5.k.</td>
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<td>9.</td>
<td>processes for aiding students in developing a personal model of counseling</td>
<td>2.F.5.n.</td>
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<td><strong>Group Counseling and Group Work</strong></td>
<td><strong>CACREP Standard</strong></td>
<td><strong>Curriculum/Evaluation Outcomes</strong></td>
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<td>1.</td>
<td>approaches to group formation, including recruiting, screening, and selecting members</td>
<td>2.F.6.e</td>
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<td><strong>Assessment and Testing</strong></td>
<td><strong>CACREP Standard</strong></td>
<td><strong>Curriculum/Evaluation Outcomes</strong></td>
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<td>1.</td>
<td>methods of effectively preparing for and conducting initial assessment meetings</td>
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<td>2.</td>
<td>procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide</td>
<td>2.F.7.c.</td>
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<tr>
<td>3.</td>
<td>procedures for identifying trauma and abuse and for reporting abuse</td>
<td>2.F.7.d.</td>
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<td>4.</td>
<td>use of assessments for diagnostic and intervention planning purposes</td>
<td>2.F.7.e.</td>
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<tr>
<td>5.</td>
<td>use of assessments relevant to academic/educational, career, personal, and social development</td>
<td>2.F.7.i.</td>
</tr>
<tr>
<td>6.</td>
<td>use of symptom checklists, and personality and psychological testing</td>
<td>2.F.7.k.</td>
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<td>7.</td>
<td>use of assessment results to diagnose developmental, behavioral, and mental disorders</td>
<td>2.F.7.l.</td>
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<td>8.</td>
<td>ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results</td>
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<td><strong>Research and Program Evaluation</strong></td>
<td><strong>CACREP Standard</strong></td>
<td><strong>Curriculum/Evaluation Outcomes</strong></td>
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<td>1.</td>
<td>analysis and use of data in counseling</td>
<td>2.F.8.i</td>
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<td>Clinical Mental Health Counseling</td>
<td>CACREP Standard</td>
<td>Curriculum/Evaluation Outcomes</td>
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<tr>
<td>1. theories and models related to clinical mental health counseling</td>
<td>CMHC C.1.b.</td>
<td>PCPE-Internship (KPI)</td>
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<tr>
<td>2. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</td>
<td>CMHC C.1.c.</td>
<td>PCPE-Internship</td>
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<tr>
<td>3. psychological tests and assessments specific to clinical mental health counseling</td>
<td>CMHC C.1.e.</td>
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<td>4. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders</td>
<td>CMHC C.2.b.</td>
<td>PCPE-Internship</td>
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<td>5. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)</td>
<td>CMHC C.2.d.</td>
<td>PCPE-Internship (KPI)</td>
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<td>6. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders</td>
<td>CMHC C.2.e.</td>
<td>PCPE-Internship (KPI)</td>
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<td>7. impact of crisis and trauma on individuals with mental health diagnoses</td>
<td>CMHC C.2.f.</td>
<td>PCPE-Internship (KPI)</td>
</tr>
<tr>
<td>8. cultural factors relevant to clinical mental health counseling</td>
<td>CMHC C.2.j.</td>
<td>PCPE-Internship (KPI)</td>
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<td>9. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling</td>
<td>CMHC C.2.k.</td>
<td>PCPE-Internship</td>
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<td>10. legal and ethical considerations specific to clinical mental health counseling</td>
<td>CMHC C.2.l.</td>
<td>PCPE-Internship (KPI)</td>
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<td>11. techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td>CMHC C.3.b.</td>
<td>PCPE-Internship (KPI)</td>
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<tr>
<td>12. strategies to advocate for persons with mental health issues</td>
<td>CMHC C.3.e.</td>
<td>PCPE-Internship (KPI)</td>
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<tr>
<th>School Counseling</th>
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<td>1. models of school counseling programs</td>
<td>SC G.1.b.</td>
<td>PCPE-Internship (KPI)</td>
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<td>2. assessments specific to P-12 education</td>
<td>SC G.1.e.</td>
<td>PCPE-Internship (KPI)</td>
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<td>3. competencies to advocate for school counseling roles</td>
<td>SC G.2.f.</td>
<td>PCPE-Internship (KPI)</td>
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<tr>
<td>4. community resources and referral sources</td>
<td>SC G.2.k.</td>
<td>PCPE-Internship (KPI)</td>
</tr>
<tr>
<td>5. legal and ethical considerations specific to school counseling</td>
<td>SC G.2.n.</td>
<td>PCPE-Internship (KPI)</td>
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<td>6. design and evaluation of school counseling programs</td>
<td>SC G.3.b.</td>
<td>PCPE-Internship (KPI)</td>
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<td>7.</td>
<td>interventions to promote academic development</td>
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<td>8.</td>
<td>techniques of personal/social counseling in school settings</td>
<td>SC G.3.f.</td>
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<td>9.</td>
<td>strategies to facilitate school and postsecondary transitions</td>
<td>SC G.3.g.</td>
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<tr>
<td>10.</td>
<td>interventions to promote college and career readiness</td>
<td>SC G.3.j.</td>
</tr>
<tr>
<td>11.</td>
<td>techniques to foster collaboration and teamwork within schools</td>
<td>SC G.3.l.</td>
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<tr>
<td>12.</td>
<td>strategies for implementing and coordinating peer intervention programs</td>
<td>SC G.3.m.</td>
</tr>
<tr>
<td>13.</td>
<td>use of accountability data to inform decision making</td>
<td>SC G.3.n.</td>
</tr>
<tr>
<td>14.</td>
<td>use of data to advocate for programs and students</td>
<td>SC G.3.o.</td>
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Note: KPI=Key Performance Indicator

**Course Objectives**

Students will:

1. expand upon clinical skills developed during prerequisite courses,
2. integrate identified counseling theory into practice with intention,
3. articulate and evaluate their professional growth and specific career goals,
4. consult with appropriate individuals regarding professional and personal development as impacting their role as a professional counselor-in-training,
5. gain increased understanding of the relationship of administrative functions to the counselor role,
6. acquire greater knowledge of and experience in the application of a variety of intervention strategies,
7. gain an understanding and appreciation of professional, ethical, and legal issues and behavior,
8. gain deeper understanding and application of multicultural and diversity issues and needs,
9. expand knowledge and application of technology in counseling and assisting clients/students, and
10. function fully as a professional counselor-in-training in an approved clinical or school setting.

**PLEASE NOTE: INTERNSHIP STUDENTS ARE REQUIRED TO READ AND BE WITH THE INTERNSHIP HANDBOOK (SCHOOL OR CMHC). YOU MAY DOWNLOAD IT FROM THE COUNSELING PROGRAM SITE ON CANVAS.**

**Methods of Instruction**

This course is intended to be a seminar-style, discussion-based supervision experience designed to offer interns the opportunities to discuss specific cases and internship experiences with a UNT identified instructor/supervisor and peers. Interns are expected and encouraged to actively participate in this learning experience. The goal is to utilize skill building, seminar-style class discussion, case presentations, and other experiential methods designed to monitor and facilitate the growth of the intern’s self-awareness, professionalism, and the integration of academic and clinical practice.
Recommended Reading


(You are highly encouraged to use your internship experience to read about specific topics of interest. Two or three books per semester would be a graduate level objective.)

Function of the Intern

Internship students should participate in and experience as many of the following functions as is appropriate or feasible at the site selected as an Internship setting.

**Professional School Counselors:**
- **Students/ Clients:** academic planning, vocational/occupational counseling, family/peer relationships, provide classroom guidance activities, individual/group counseling
- **Parents/Client’s Family:** appraisal in the areas of academic, social, home and family, personal, vocational/occupational, etc.
- **Research, Evaluation, and Record Keeping:** staff in-service and evaluation, other research as relevant, periodic journal review, maintaining adequate notes on student/client counseling sessions, treatment plans, and termination
- **Other agency contact:** act as a resource person to provide information and referral when deemed appropriate and necessary for medical, mental health, and Department of Human Resources

**Professional Counselors:**
- **Clients:** individual/group counseling, psychological assessment, vocational/occupational counseling, family/peer relationships
- **Parents/Client’s Family:** appraisal in the areas of social, home and family, personal, vocational/occupational, etc.
- **Research, Evaluation, and Record Keeping:** staff in-service and evaluation, other research as relevant, periodic journal review, maintaining adequate notes on client intakes, counseling sessions, treatment plans, and termination
- **Other agency contact:** act as a resource personal for interdisciplinary teams. Provide information and referral when deemed appropriate or necessary.

Assessment

Foliotek (COE policy): This course requires assignments that will be uploaded and assessed in the UNT Foliotek System.

**Evaluation Criteria:** The final grade will be determined by your Internship Instructor/University Supervisor based on the following:
• meeting the Academic, Professional, and Personal standards as identified by the program (consult the program handbook review and retention information);
• punctual and consistent attendance;
• timely completion of all assignments as requested and required;
• evidence of effort to communicate experience and needs appropriately;
• completion of required number of clock hours;
• formal PCPE evaluations by Site Supervisor in collaboration with the University Supervisor. PCPE –Internship are designated as Key Performance Indicators (KPI)

Students are strongly encouraged to confirm with their site supervisor that they will be able to complete all requirements by the end of the semester BEFORE deciding on an internship site. Incompletes will only be given under extreme circumstances. In accordance with University policy, all incompletes must be completed in the semester following the one in which they are received.

**Attendance: Mandatory.** Supervision meetings will be held at UNT every other week which amounts to eight (8) meetings. Absences will affect your grade and could result in failure of the course. If you miss a meeting for any reason, it is your responsibility to attend another meeting. Additionally, you must submit a class substitution form.

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

**Remote instruction:**
Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn.

**Face Covering:**
UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

**Paperwork:** Submit all necessary paperwork via Foliotek. **Incomplete paperwork may affect your grade and number of hours logged.** Keep copies of ALL materials for your own records. All forms
and documents are found in the internship handbook that can be downloaded from our program site on Canvas.

**Due Now:** Submit via Foliotek the following paperwork immediately: 1) Student Data Sheet, 2) Supervision Agreement, 3) Internship Contract, 4) Internship Guidelines, 5) Ethical Guidelines, 6) Release of Information, 7) Proof of insurance, 8) Learning Plan, and Telehealth Approval form.

**Proof of insurance and all documents identified above must be reviewed by the UNT supervisor prior to seeing your first client. By month & date corresponding on the syllabus, complete and turn in the 1) Internship Evaluation Form, 2) supervisee’s Evaluation of Supervisor, 3) Internship Site Supervisor’s Evaluation of Program, and your 4) Clock Hours Summary.** On the Clock Hours Summary, be sure that your clinical and total hours are clearly marked. **PLEASE MAKE COPIES OF EVERYTHING.**

**Meeting Format:** Be prepared to discuss your internship experience in class. This may consist of offering feedback to others, informally staffing cases, discussing your own process, addressing ethical concerns, job hunting, self-care, stress/burnout, asking questions about the discipline in general, and other related topics. All I ask is that you bring energy and curiosity, and come prepared to fully participate. I’ll do my best to assist in your growth in every way that I can. We will generally open the class with a check-in and any pending concerns or information, and then move directly into case presentation and review. *Each intern is expected to informally present cases via recorded sessions each course meeting. Instructor reserves the right to request additional recorded videos to be shared in an individual meeting (with instructor and/or co-instructor) if necessary for you clinical growth and development.*

**Process Logs:** You are required to submit process logs to your UNT supervisor via Foliotek. Please adhere to HIPAA and ethical standards. Please do not discuss any identifying information about the client (i.e., names, addresses, place of employment, etc.). Not adhering to confidentiality is an ethical violation. These process logs are due the weeks that you do not meet for on-campus group supervision. Logs should be about 1-2 pgs., double-spaced with a 12-point font. You will attach your log as a word file to Canvas & Foliotek. In your process logs, address any current clinical concerns, but focus more on your intrapersonal experience and process rather than clinical details. Format is irrelevant, but please use conventional spelling and punctuation. I encourage you to put careful thought into this assignment, as it is one of the major means for understanding and evaluating your progress. Some potential questions for reflection may include:

1. How is the overall experience for you?
2. How has your training prepared you/not prepared you for the experience?
3. How do you care for yourself in this process?
4. What cases/situations do you react positively toward? Negatively?
5. What is most difficult about your internship?
6. How does this experience tie in with your overall career goals?
7. What do you like about your supervision? What do you not like? What do you need from your supervisor or me?
8. Based on your experience, what should be different about the counseling program at UNT?
9. In light of this experience, how do you plan to develop and change to make yourself a better counselor? Personal therapy, continuing education, etc.?
10. What is most rewarding about your work? Is it what you thought it would be?

**Agency Profile/Internship Site Report:** Students are expected to be familiar with their internship site’s philosophy on providing counseling services, basic administrative responsibilities such as hiring process, funding, and available resources for employees and clients. Be prepared to discuss these issues in class.

*By our second meeting, September 8 please complete and submit to the university supervisor a profile of your internship placement. Please follow the format (as closely as possible) on page 11 of this syllabus.*

**3-Video Submissions to Teams:**

**Case Conceptualization & Video Presentation:** Each intern will be responsible for preparing one formal case conceptualization. I suggest that you choose a case that is the most personally/professionally challenging to you. A written case conceptualization with a diagnosis and treatment plan is required. Use the format from the advanced counseling skills course, practicum, or a format preferred by your site. (Find a possible format on pages 14 & 15 of this syllabus). Consult with me if you have any questions. Students must maintain confidentiality in the case conceptualization. Please do not discuss any identifying information about the client (i.e., names, addresses, place of employment, etc.). Not adhering to confidentiality is an ethical violation. Please use language such as client, sibling, partner when discussing the details of the client and their case. On the day of your presentation, please submit your video to the HIPAA complaint Teams drive and upload your de-identified case conceptualization to Canvas. When you present your video, you will have 1-5 minutes to introduce the video. Following the introduction, please show an 8-10 minute clip displaying your area of strength and another 8-10 minutes showing an area of challenge/need for growth. We will discuss and provide feedback after the video. **Assigned due dates for the case conceptualization will be done on the 1st day of class.**

**Informal Presentations:**

**Informal Presentation & Video:** Each intern is expected to sign up to informally present a video in class. The videos must be submitted to Teams prior to the informal presentation date. For informal presentations, interns will have up to 15 minutes to show a video clip and receive feedback from the class. If due to class timing the intern is unable to present as scheduled, the instructor will use review the intern’s video on Teams and provide individual feedback outside of class time.

**Informal Presentation:** Each intern will submit a video of their choosing to Teams for the instructor to review and provide feedback outside of class time.

**Please note:** Videos utilized for assignments should be recent and relevant to the current semester

**Site Visit:** CACREP (and best practice) require that I visit your internship site. I will start to visit sites for interns in 5721 after our initial class meeting. After mid-term, I will visit 5720 internship sites. You,
your site supervisor, and I will meet together. The purpose of this visit is to ensure a quality internship experience and my accurate understanding of your experience.

**The Final Paper:** The Final Paper for school and clinical mental health interns allows the intern a final opportunity to describe and analyze their internship experience. Graduating interns will submit the Final Paper in lieu of process log #8. [COUN 5720 interns will submit the final process log as usual.]

A 3-5 page final report includes the following elements:

a. A brief review of the occupational significance to you of your specific internship setting as supported by your internship experience, investigation, and research. Describe counseling and how it can make a difference in people’s lives.

b. Your view of the future trends in school, college, and clinical mental health counseling based not only on your investigation/research, but also on your personal experiences in the Internship.

c. A reconciliation of your life’s goals, values, and employment opportunities in relation to current status and future trends in the school, college, and clinical mental health counseling. What are your plans for the next 5 years? For the next 10 years?

**Evaluations:** The onsite/field supervisor will complete an evaluation on the internship student both at midterm and final on a standard PCPE evaluation form emailed to them. PCPE – Internship are designated as Key Performance Indicators. **Midterm evaluation & Hour Log Due: 10/08/2021**

**Final evaluation:** 12/3/2021 & Final Signed Hour Log due: 12/10/2021.

**Grading:**

**Academic**

<table>
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<tr>
<th>Component</th>
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<tr>
<td>Process Logs &amp; Final Paper (8 at 3 points)</td>
<td>24%</td>
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<tr>
<td>Agency Profile</td>
<td>10%</td>
</tr>
<tr>
<td>Case Conceptualization &amp; Video</td>
<td>35%</td>
</tr>
<tr>
<td>Informal Presentations &amp; Videos</td>
<td>10%</td>
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<td>Participation</td>
<td>21%</td>
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**Clinical**

<table>
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<tr>
<td>Midterm Eval &amp; Hour Log</td>
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</tr>
<tr>
<td>Final Eval &amp; Hour Log</td>
<td>50%</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

**Academic Evaluation:**

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

**Clinical Evaluation (Avg of PCPE; 50 pts each):**

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

**Final Course Grade*:**

A= Letter Grade of A on Academic **AND** Clinical Evaluation (No Letter Grades of B or C)

B= Letter Grade of B on Academic **OR** Clinical Evaluation (One or more Letter Grades of B; No Letter Grades of C)
C = Letter Grade of C on Academic OR Clinical Evaluation (One or more Letter Grades of C; No Letter Grades of F)
F = Letter Grade of F on Academic OR Clinical Evaluation/One or more Letter Grades of F

*CAVEAT: This class is competency-based. Even if you receive an “A” on academic assignments, you must receive a final PCPE of “B”/satisfactory or higher to pass the course. Even if you receive an overall average PCPE score of “B”/satisfactory or higher, you will NOT be allowed to proceed in Internship if it becomes clear that you are unable to practice within established professional competencies. Students who are assessed to need remediation; additional training or other support will be notified as soon as possible. *If you receive a final course grade of C or F, you will be required to re-take the course and your hours will be voided.

Expectations:

Students are expected to turn in assignments on the day and time they are due. Extensions will be granted at the discretion of the instructor PRIOR to the due date of the assignment. No extensions will be granted the day an assignment is due or after the due date. Late assignments will be penalized 5% for each day they are late. Assignments turned in more than 1 week past the due date will not be accepted for credit. Cell phones and communication devices must be silenced during class for the respectful learning of all, unless otherwise requested. If you need to respond to an emergency call, please leave the class with minimal disruption.

Guidelines for the Counselor Intern

Since the counseling internship is a joint enterprise, there must be a high level of understanding and cooperation among the participants, including the intern. The purpose of this section is to give expression to some of the specific responsibilities. The listing of responsibilities as indicated is not necessarily complete in scope or detail. Among the things expected of the intern are the following:

1. The importance of internship duties and responsibilities, and the acceptance of duties assigned.
2. Striving to exemplify the attitudes and actions of a professional counselor rather than those of a student.
3. Conforming to school/agency regulations and policies and to local standards of behavior.
4. Reporting for all assignments and duties on schedule for school/agency site.
5. Planning all work and discussing work and cases with the designated site supervisor.
6. Participating with on-site/field supervisors and developing a working relationship that helps the intern and the client create an effective therapeutic alliance.
7. Adhering to the ACA Ethical Codes (2014), being especially mindful of confidentiality issues, state reporting laws, and rights of minors.
8. Making any unfavorable remarks about the college program, the cooperating site, the site supervisor, or the community ONLY to appropriate officials.
9. Having an appreciative attitude toward all services rendered on their behalf.
10. Dressing appropriately and in keeping with the school/agency standards.
11. Endeavoring continuously to discover and correct needed areas of growth.
12. Striving for personal and professional growth through continued study and effort.
13. Keeping any and all records required by the site. In addition, the intern must complete all forms and records required by the internship instructor by the identified due date.
14. ALWAYS identifying oneself as a COUNSELING INTERN during the internship experience.

Fall 2021
Format Guidelines
Unless otherwise indicated, all assignments should be written in accordance with APA style 7th Edition. Specifically, assignments should:

- Contain an APA-style cover page (abstracts are not required).
- Be printed on one side of the paper.
- Be typed, double-spaced, with 1” margins, and in 12-point Times New Roman Font.
- Contain citations and references formatted according to the APA Publication Manual (6th ed.) guidelines.
- Adhere to page length, formatting, and content required by instructor.
- Demonstrate the student’s professional writing (correct sentence format, spelling, grammar, and organization).

Graduation: If this is your final semester, you will need to complete a COE Completer Survey the final week of the semester be found on your myunt.edu portal.

Suggestions for Getting the Most from this Experience:
1. Read the contents of this syllabus and the Internship Handbook. Do your best to ask necessary questions the first part of class or as they come to you, rather than later.
2. You are responsible for maintaining weekly and summary logs of activities and contact hours. You are also responsible for notifying your Site Supervisor of dates for evaluations and providing them with the necessary forms in a timely manner.
3. Each Group Supervision meeting has an agenda, part of which is to process site problems or professional issues that are beneficial to discuss in a group setting. Please arrange individual university supervisor consultation as needed. Your university supervisor can usually arrange to get to your site if warranted. Your first line of resource is the Site Supervisor, of course, but the key to a positive field experience is communication and early response.

I encourage each of you get as much as you can out of your internship experience. If you have any concerns, questions, issues, etc., please feel free to contact me at any time. I am here to support you!

SYLLABUS ADDENDUM

Succeed at UNT:
- Show Up
- Find Support
- Take Control
- Be Prepared
- Get Involved
- Be Persistent

Academic Integrity and Academic Dishonesty
Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: http://vpaa.unt.edu/academic-integrity.htm.

Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

Disability Access

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Access website at https://disability.unt.edu/. You may also contact them by phone at 940.565.4323.

EagleConnect

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

Emergency Notifications and Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**Observation of Religious Holy Days**

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students’ records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy.

**Sexual Discrimination, Harassment, & Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you.

UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

**Survivor Advocacy**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-5652648.

**Student Perceptions of Teaching (SPOT)**
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu.

Student Support Services

Mental Health
UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- UNT Care Team (https://studentaffairs.unt.edu/care)
- Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Chosen Names
A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

Pronouns
Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns. You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person’s pronouns?
- How do I correct myself or others when the wrong pronoun is used?
Additional Student Support Services
- Registrar (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
- Career Center (https://studentaffairs.unt.edu/career-center)
- Multicultural Center (https://edo.unt.edu/multicultural-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- Pride Alliance (https://edo.unt.edu/pridealliance)
- UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services
- Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
- Academic Success Center (https://success.unt.edu/asc)
- UNT Libraries (https://library.unt.edu/)
- Writing Lab (http://writingcenter.unt.edu/)

Plagiarism and Academic Misconduct
Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. The term ‘plagiarism’ includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledge. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of research papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or the entire course and or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal. (The full policy (18.1.16) is available online at policy.unt.edu where it can be located by searching for either title or number). UNT counseling program students should be prepared to submit all written work electronically via Canvas so that the instructor can use anti-plagiarism software to validate the originality of the students’ work.

Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the APA Manual. Some general guidelines from the 7th edition include:
1. Always cite the source of a quote or paraphrase,
2. When quoting:
   - Copy the original material word for word,
   - If quotation is less than 40 words, place quotation marks around it, if it is 40 or more words, indent the quote as a block, double space all text,
   - Follow the conclusion of a quotation immediately with the citation of author, year of publication or year of creation if original material is unpublished and page number for direct quotes,
3. When paraphrasing:
   - Restate concepts in substantially different words than the original material,
   - Immediately after paraphrased material cite author(s) and year of publication.
Plagiarism of any sort will not be tolerated and will result in a minimum of failing grade on the assignment; plagiarism may jeopardize your standing in the program.

Meeting with Counseling Program Faculty Members in Welch Street Complex 2
The Counseling Program faculty welcomes undergraduate and master’s students to meet with them. Best times are during office hours or by appointment – but students are welcomed to take their chances by coming by at any time during regular business hours. To meet with a faculty member in Welch Street Complex 2, do not enter the faculty office suite via the door between the CHDC and the suite. Instead, always enter through the main entrance on Welch Street, and tell a front office staff member which faculty member you would like to see.

**Campus Carry Notification**

The class meets in a UNT facility in which the legal carrying of a concealed firearm by an LTC permit holder is prohibited. Please refer to campuscarry.unt.edu for more information.

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**Course Schedule: Fall 2021**

*Course Content and Schedule Subject to Change*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Possible Topics</th>
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<tbody>
<tr>
<td>Aug. 25</td>
<td>Introductions and Site Descriptions&lt;br&gt;Semester Goals and Paperwork&lt;br&gt;Group Supervision</td>
</tr>
<tr>
<td>Sept. 1</td>
<td>OFF WEEK: NO CLASS&lt;br&gt;<em>Process Log 1 Due</em></td>
</tr>
<tr>
<td>Sept. 8</td>
<td>Suicide and Crisis&lt;br&gt;Group Supervision&lt;br&gt;Case Presentations&lt;br&gt;<em>Agency Profile Due</em></td>
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<td>Sept. 15</td>
<td>OFF WEEK: NO CLASS&lt;br&gt;<em>Process Log 2 Due</em></td>
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<tr>
<td>Sept. 22</td>
<td>Advanced Theories and Techniques&lt;br&gt;Group Supervision&lt;br&gt;Case Presentations</td>
</tr>
<tr>
<td>Sept. 29</td>
<td>OFF WEEK: NO CLASS&lt;br&gt;<em>Process Log 3 Due</em>&lt;br&gt;- Site supervisor midterm evaluation due on 10/8/21 by 11:59pm via Foliotek link emailed to them&lt;br&gt;- Midterm hour log due via Canvas &amp; Foliotek&lt;br&gt;Remind your site supervisor about upcoming midterm evaluation due on 10/8/2021</td>
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<tr>
<td>Oct. 6</td>
<td>Wellness/Self-Care&lt;br&gt;Group Supervision&lt;br&gt;Case Presentations</td>
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<td>Oct. 13</td>
<td>OFF WEEK: NO CLASS</td>
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<tr>
<td>Oct. 20</td>
<td>Expressive Arts Group Supervision Case Presentations</td>
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<tr>
<td>Oct. 27</td>
<td>OFF WEEK: NO CLASS</td>
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<tr>
<td>Nov. 3</td>
<td>Termination Processes/ Client After care Group Supervision Case Presentations</td>
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<tr>
<td>Nov. 10</td>
<td>OFF WEEK: NO CLASS</td>
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<td>Nov. 17</td>
<td>Group Supervision Case Presentations Post-Graduation and Job Hunting</td>
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<td>Nov. 24</td>
<td>OFF WEEK: NO CLASS</td>
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<td>Dec. 1</td>
<td>Group Supervision Case Presentation Graduation Celebration &amp; Closure</td>
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<td><strong>Final site supervisor evaluation due on 12/3/2021 by 11:59pm via Foliotek link</strong></td>
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<td></td>
<td><strong>Process log 8 (internship I students, see syllabus) or final paper (Internship II students, see syllabus)</strong></td>
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<tr>
<td>Dec. 8</td>
<td>No class meeting unless needed to meet course objectives</td>
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<td></td>
<td><strong>Signed (by Site Sup) Final Hour Log (Internship I &amp; II) due by December 10 at 11:59pm via Foliotek &amp; Canvas</strong></td>
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<td></td>
<td><strong>Site Supervisor evaluation of program (Internship II only): Your site supervisor can complete the evaluation via <a href="https://forms.gle/3cZDWVzpmUKJiATnQ">https://forms.gle/3cZDWVzpmUKJiATnQ</a> by December 10</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Supervisee evaluation of supervisor &amp; COUN intern evaluation of site (Internship II only): You will complete this one and upload it under internship</strong></td>
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</table>
Agency Profile/Internship Site Report

1. Basic Information
   a. Name of agency, address
   b. Total number of staff

2. Agency mission or goals
   a. What is your agency’s mission?
   b. Does this agency have a philosophy of counseling?
   c. What can you share with me regarding the agency’s strategic plan?
   d. Review documents – mission statement, brochures, etc.

3. Clientele served by the agency

4. Description of the services provided by the agency

5. Administrative structure
   a. Review documents – copies of organizational charts, policies, procedures, and budgets
   b. Observe – what is the physical location and layout? Resources? First impressions?
   c. What internal and external political forces and pressures affect this agency?
   d. What changes have been noted in this type of agency in recent years?
   e. What are the types and numbers, what is the training (degrees), and what are the average salaries of the agency’s direct service personnel?
   f. What is the nature of the agency’s funding?
   g. What are the agency’s methods for securing clients?
   h. How does the agency assess the needs of the community and of prospective clients?
   i. How does the agency know if it has been successful? What quality control measures has it instituted?
   j. Do the policy and procedure statements match what actually happens in the agency?
k. How does the agency address ethical concerns such as confidentiality, counselor training and competence, duty to warn, etc.?

l. How does the agency address professional mandates for multicultural competency?

6. Role of counselors
   a. What theoretical, ethical, legal responsibilities do counselors adhere to in their role?

7. Description of referral procedures

8. Your specific responsibilities

**Formal Case Conceptualization Outline**

If presenting to the group: The purpose of case presentations is to provide opportunities for interactive group feedback. Prior to our course meeting, organize information about the selected client and your experiences using the format below. You will upload your outline to Canvas by the designated date you signed up for and prepared to screenshare the outline if needed during the presentation. You will first provide a brief introduction/review of the session. After the introduction, you will show a 8-10 minute segment showing an area of strength and 8-10 minute clip showing an area of growth/challenge. Following the two clips will be a time for group feedback and discussion. Each presentation will be evaluated on how thoroughly the supervisee covers the areas below, openness to feedback, self-awareness, and clinical skills. Please include the following information in your written case presentation:

**CONFIDENTIAL**

Case Conceptualization

Client:
Counselor:
Date of first session:
Date of last session:
Total number of sessions:

**Demographic/Personal Client Data**
Age, race/ethnicity, level of acculturation, gender, etc.
Family information/background
Education/employment
How client presents him/herself (for example, typical mood, dysphoric)
Client's strengths
What led the client to seek counseling at this time?
Presenting concern(s)
Additional data pertinent to working with this client: Was there a precipitating set of circumstances? How long has the concern(s) persisted? Has this concern occurred before? What were the circumstances at the time?

**Interpersonal Style**
This section should include a description of the client’s orientation towards others in their environment: Is there an overall posture he/she takes towards others? What is the nature of their relationships? Is there a tendency toward one or the other polarity of dominance vs. submission, love vs. hate?

How is the client’s interpersonal stance manifested specifically within the therapeutic dyad? What is the client’s interpersonal orientation toward the counselor?

**Environmental Factors**

This section should include:

- Elements in the environment which functions as stressors to the client, both those centrally related to the concern and more peripheral stressors.
- Elements in the environment which function as support of the client; friends, family, living accommodations, recreational activities, financial situation.

**Multicultural Factors**

Necessary for understanding the client’s individual experience, this section emphasizes any parts of the client’s culture that may be affecting their condition. This may include effects of age, gender, race/ethnicity, cultural group, SES, family relations, etc. Consider these carefully—they are one of the most important tools you have for understanding the client. Additional research may be necessary to ensure that your cultural findings are valid, especially if you are not familiar with the client’s culture.

**Personality Dynamics**

**Cognitive factors.** This section will include any data relevant to thinking and mental processes such as: intelligence, mental alertness, persistence of negative cognitions, nature and content of fantasy life, level of insight – client’s psychological mindedness and ability to be aware and observant of changes in feeling state and behaviors in some interpretive scheme and to consider hypotheses about their own and other’s behavior, and capacity for judgment. Client’s ability to make decisions and carry out the practical affairs of daily living.

**Emotional Factors.** Typical or most common emotional states, mood during interview, appropriateness of affect, range of emotions the client has the capacity to display, cyclical aspects of the client’s emotional life.

**Behavioral Factors.** Psychological symptoms, other physical related symptoms, existence of persistent habits or mannerisms, sexual functioning, eating patterns, sleeping patterns.

**Counselor’s Conceptualization**

A brief case conceptualization (What are your hypotheses? Use theoretically specific language/concepts); include a summary of your view of the client’s concerns. Include only the most central and core dynamics of the client’s personality and note in particular the interrelationships between the major dynamics. What are the common themes? What ties it all together? This is the synthesis of all the above data and the essences of the conceptualization.

**DSM-5 Diagnosis (if applicable).**

**Treatment Plan - Approaches used so far; Counselor’s goal for client.**

**Solicit Specific Feedback**
What concerns do you have about this case/client?
What kind of help/feedback would you like from the group?

***Please be prepared to share your screen of a brief written outline or narrative summary of the above information.***