



USD CLINICAL MENTAL HEALTH COUNSELING PROGRAM

CLINICAL INSTRUCTION MANUAL

**FOR COURSES:
PRACTICUM I: COUN 587P
PRACTICUM II: COUN 597F
PRACTICUM III: COUN 598F**

FALL 2011 UPDATE

Table of Contents

Clinical Mental Health Counseling (CMHC) Specialization Overview.....	4
CMHC Clinical Instruction Overview	5
CMHC Practicum I Overview	5
Course Prerequisites for Enrollment in CMHC Practicum I.....	5
CMHC Practicum II/III Overview	6
Prerequisites for Enrollment in Practicum II/III Courses.....	7
Required Core Courses to be completed before enrollment in Practicum II/III:.....	7
Previous or Concurrent Enrollment is required for the following courses:.....	7
Previous or Concurrent Enrollment is suggested for the following courses:	7
CMHC Subspecialty Requirement	8
CMHC Clinical Experience Assessment.....	9
CACREP Standards and the CMHC Specialization	9
Practicum and Practicum II/III Enrollment Application Process	9
Seven Points for Successfully Completing Clinical Instruction Requirements.....	10
ACA Ethical Standards	10
AMHCA Ethical Standards – Preamble.....	11
Endorsement Policy	11
CMHC Faculty, Supervisor and Student Responsibilities.....	12
CMHC Program Director.....	12
Director of Field Experiences	12
CMHC Faculty Advisor	13
On-site Clinical Supervisors	13
CMHC Students Enrolled in Practicum I, II and III Courses	14
APPENDIX A: Practicum II/III/Practicum Site Assignment.....	16
APPENDIX B: On-site Supervisor Agreement.....	17
APPENDIX C: Clinical Mental Health Counseling (CMHC) Program Site Contract	18
APPENDIX D: Consent to be Observed or Tape Recorded	19
APPENDIX E: Self-Rating by the Clinical Counselor Trainee.....	20
APPENDIX F: Weekly Summary of Clinical Hours.....	22
APPENDIX G: CMHC Semester Summary Log.....	23
APPENDIX H: CMHC Individual & Group Counseling Supervision Log	24
APPENDIX I: Clinical Instruction Site Evaluation Form.....	25
APPENDIX J: CLINICAL SUPERVISOR EVALUATION.....	26
APPENDIX K: CMHC Program Trainee Assessment for Clinical Instruction	28
APPENDIX L: CACREP Learning Outcomes	32
APPENDIX M: CMHC Program Technology Competencies for the CMHC Program.....	35

APPENDIX N: Summary of the Requirements as a Licensed Professional Clinical Counselor (LPCC) in California..... 36
APPENDIX O: IMPORTANT SOLES CONTACT INFORMATION FOR CMHC STUDENTS..... 37

This document is the 2011 Fall Update CMHC Clinical Instruction Manual which contains the most current clinical training information and documentation requirements for CMHC students enrolling in Practicum I, II, and III courses beginning in Fall 2011. The regulations for the California License for Licensed Professional Clinical Counselor (LPCC) went into effect in August 2011, and will require changes in the program, such as the titles of clinical instruction courses and of CMHC students engaged in supervised clinical experiences. The CMHC program reserves the right to revise this document and requirements as needed during the academic year. Students are responsible for keeping abreast of the changes in requirements and documentation and to check with the Program Director and Director of Fieldwork Experiences for updates or revisions. Also, students are encouraged to read the Counseling Program Handbook which they received upon entering the program since it provides important information about the CMHC program requirements.

Clinical Mental Health Counseling (CMHC) Specialization Overview

The USD CMHC specialization prepares students to become Licensed Professional Clinical Counselors (LPCC) in the state of California or licensed counselors in other states. All states have academic as well as clinical instruction hour requirements for licensure. The licensure requirements in most states also involve passing various tests that could include the NCE, NCMHE, jurisprudence or other exams. The Clinical Mental Health Counseling specialization meets the academic and clinical experience requirements for Licensed Professional Clinical Counselor (LPCC) in California. The regulations for this license and the application process for grandfathering and intern registration went into effect in January 2011. Information on LPCC licensing can be found at www.bbs.ca.org and at www.caccl.org. Students who anticipate moving outside of California after graduation from the program are responsible for becoming informed about the licensure requirements of the relocation state since requirements vary across states and often change.

More information about the Counseling profession is found at the American Counseling Association's (ACA) Web site at www.counseling.org. The National Standards for the Clinical Practice of Mental Health Counseling (1999) were developed by the American Mental Health Counseling Association (AMHCA) which is a division of ACA. Visit www.amcha.org for more information about mental health counseling.

The Specialization in Clinical Mental Health Counseling (CMHC) is a 60 semester-unit graduate program providing comprehensive training at the master's level that prepares graduates for independent clinical counseling practice in mental health agencies, rehabilitation facilities, correctional institutions, schools and universities, religious organizations, community centers, business and EAP settings and private practice. Clinical Mental Health Counselors work with people of all ages, races, cultural backgrounds, and circumstances to help them maximize their potential, make positive changes in their lives, and achieve their goals. Students learn individual and group counseling techniques, as well as clinical consultation skills found to be effective with a variety of mental health issues ranging from life adjustment problems to serious mental illnesses. Students are trained to be culturally responsive. The program uses a research-based clinical practice approach in coursework and Practicum II/III trainees develop competencies and professional identity as clinical mental health counselors.

CMHC Clinical Instruction Overview

The CMHC specialization is oriented towards state requirements for licensure in a wide variety of states. Clinical instruction refers to Pre-practicum, Practicum II/III and any mental health experience where CMHC students are exercising various counseling-related skills under USD approved supervision.

State-recognized board certification and licensure represent the highest credentials for independent mental health practice. The qualifications of the clinical supervisor are critical to the development of mental health practitioners. Toward that end, the USD CMHC specialization requires that the supervisor of record must have a valid mental health credential from the state of California and training in supervision of clinical experiences. This board certified or licensed supervisor requirement means that a student's clinical instruction hours accrued at the masters level will be accepted by the state of California and most likely would be accepted by other states.

CMHC Practicum I Overview

The CMHC practicum experience represents a major benchmark in the master's-level clinical training of students, as it is their first supervised clinical experience providing direct services to clients. Before being assigned to a practicum site the student completes the Clinical Instruction Benchmark Assessment (CIBA), an in-depth evaluation of their readiness for practicum including a review of instructor and self-evaluations from their clinical experience practice in pre-practicum, the student's reflection on his or her perceived readiness for practicum and an interview with their program advisor which focuses on the knowledge, skills and attitudes the student has developed that will make them effective in delivering direct services to clients.

COUN 587P Practicum in CMHC is a 3-unit course taken upon completion of two semesters of CMHC coursework. The practicum is oriented towards providing relevant clinical counseling and training experiences in mental health settings.

Course Prerequisites for Enrollment in CMHC Practicum I

COUN 504 - Pre-practicum in Counseling Techniques

COUN 520 - Counseling Psychology: Theory and Practice

COUN 548 - Forensic, Ethical-Legal Issues in CMHC

COUN 543 - Foundations of Mental Health Counseling (Can be taken concurrently)

All USD Clinical Counseling Trainee's (Trainee's) must maintain continuous proof of valid malpractice insurance during their Clinical Experience courses while they are providing direct service to clients at their site. Proof of insurance must be obtained before Practicum assignments begin and submitted with the CIBA documents.

Practicum assignments are made by the Director of Field Experiences in consultation with the CMHC faculty and the trainee. The typical practicum experience has the trainee present at their assigned site one or two days a week with the trainee providing 4-5 hours of direct service to site clients under supervision, additional indirect service hours at a site and participation in one hour of individual or triadic supervision and two hours of group supervision with a university assigned supervisor during a scheduled three hour class meeting held at the site or at the university. Prior to beginning accumulation of hours, trainees must participate in and document that a comprehensive orientation session took place at the assigned practicum site. An orientation is essential for a

smooth transition into practicum sites. It is important for trainees to know the policies and procedures of the site, the key staff with whom the trainee will be working, and the overall culture of the organizational or institutional setting within which the trainee will work.

USD's CMHC clinical instruction assignments and hours requirements for direct and indirect hours and supervision meet the legislated requirements for a practicum experience contained in the bill that defines the requirements for the first practicum experience for persons preparing for licensing as Licensed Professional Clinical Counselors (LPCC) in California. Regulations for this license came into effect on January 1, 2011. Our requirements also meet the requirements for Clinical Mental Health Specialization students defined by the Council for Accreditation of Counseling and Related Education Programs (CACREP).

Clinical Instruction CMHC Practicum Hours	
Practicum: Direct Service Hours Required:	40
Practicum: Indirect Service Hours Required:	60
Total CMHC Practicum Hours Required:	100

CMHC Practicum II/III Overview

COUN 597F and 598F are 3 unit courses usually taken during the last two semesters of the CMHC Program. CMHC practicum II/III is intended to provide in-depth counseling and training experiences in settings similar to those where the trainee anticipates obtaining employment after graduation. These courses are designed to provide the Clinical Counselor Trainee (trainee) with experiences enhancing knowledge, skills and dispositions in the USD's counseling program's ten learning outcomes: diversity, professional identity, ethics, developmental and career/life planning, individual and group counseling, research and analytical skills, leadership and advocacy, assessment, consultation and conflict resolution, and technology. The Trainees are expected to demonstrate competencies of the highest caliber. Total number of practicum II/III hours required is 600 hrs. Of these a minimum of 240 hours must be direct service hours with clients. Students are required to enroll twice, once in either COUN 597F or COUN 598F to meet the requirements. Approved hours may only be accrued while officially enrolled in CMHC practicum II/III.

During a semester of enrollment in COUN 597F or COUN 598F the trainee will complete a minimum of 200 clock hours at an approved CMHC practicum II/III site. Some trainees divide their time at two approved CMHC sites but the Director of Field Experiences must approve this request. Trainees are encouraged to devote all their hours to one site during their first practicum II/III experience. It is possible to continue to work at your practicum II/III site during the intersession break when you are not enrolled in a Practicum II/III class and to count hours if the site is providing the required amount of individual or group supervision for the number of direct hours you are providing. Permission must be obtained from the Director of Field Experiences before making this arrangement at your site. The trainee needs to only enroll in 3 units of Practicum II/III during any one semester. On-site supervision will be the direct responsibility of the designated clinical supervisor at the site. The on-site supervisor should possess a valid California license in a mental health area, have been licensed for at least the past two years, and have completed training in supervision of clinical experience. A trainee must obtain one hour of individual supervision or two hours of group supervision in a group of eight or less trainees for every 5 hours of direct service to clients.

At least one hour of supervision must be documented weekly for any hours to be counted for that week. The practicum II/III seminar class also provides group supervision hours that can be applied to this ratio of supervision to direct hours.

Prerequisites for Enrollment in Practicum II/III Courses

Required Core Courses to be completed before enrollment in practicum II/III:

COUN 503 – Professional Orientation and Ethics in Counseling
COUN 504 – Pre-practicum in Counseling Techniques
COUN 515 – Multicultural Counseling
COUN 520 – Counseling Psychology: Theory and Practice
COUN 525 – Group Dynamics
COUN 543 – Foundations of CMHC
COUN 547 – Risk Assessment and Trauma Intervention for CMHC
COUN 548 – Ethical, Forensic, and Legal Issues in CMHC
COUN 587P – Practicum in CMHC

Previous or concurrent enrollment is required for the following courses:

COUN 505 – Human Development
COUN 530 – Assessment Techniques in Counseling
COUN 541 – Advanced Counseling: Diagnosis and Treatment Planning
COUN 545 – Substance Abuse Counseling
COUN 546 – Human Sexuality

Previous or Concurrent Enrollment is suggested for the following courses:

COUN 508 – Research Methods in Counseling
COUN 510 – Career Development across the Lifespan
COUN 544 – Family Counseling
COUN 549 – Psychopharmacology with culturally diverse clients in CMHC

USD's CMHC clinical instruction assignments and hours requirements for direct and indirect hours and supervision meet the legislated requirements for a practicum II/III experience contained in the bill that defines the requirements for pre-degree clinical experience for persons preparing for licensing as Licensed Professional Clinical Counselors (LPCC) in California. Regulations for this license came into effect on January 1, 2011. Our requirements also meet the requirements for Clinical Mental Health Specialization students defined by the Council for Accreditation of Counseling and Related Education Programs (CACREP).

CACREP requires 600 clock hours of supervised practicum II/III over two semesters begun after successful completion of the practicum. The practicum II/III is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area and consistent with CACREP standards and the proposed California LPCC licensing requirements effective January 1, 2011, all whose elements follow:

1. At least 240 clock hours of direct service during the two semesters of practicum II/III with a minimum of 120 direct hours per term, including experience in leading groups.
2. Trainees must receive - at the site - one hour of individual supervision or two hours of group supervision in a group of less than 8 trainees for every five hours of direct service they provide. This supervision must be provided weekly and is usually performed by the on-site supervisor. No direct hours can be counted in a week where no supervision occurs.

3. An average of 1 1/2 hours per week of group supervision is provided on a regular schedule throughout the Practicum II/III class the trainee enrolls in through the university and is performed by a program faculty member.
4. Trainees will have to document that the correct number of supervision hours has been received for the number of direct service hours provided.
5. The opportunity for the trainee to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
6. The opportunity for the trainee to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
7. Evaluation of the trainee's counseling performance throughout the Practicum II/III, including documentation of a formal evaluation after the trainee completes the Practicum II/III by a program faculty member in consultation with the site supervisor.

Clinical Instruction CMHC Practicum II/III Hours	
Practicum II/III: Direct Service Hours Required:	240
Practicum II/III: Indirect Service Hours Required:	360
Total CMHC Practicum II/III hours required:	600

Please note that a list of approved clinical instruction sites for Practicum II/III is available from the Director of Field Experiences.

CMHC Subspecialty Requirement

During the first semester of study, CMHC students must craft a clinical subspecialty contract that outlines their plan to develop additional in-depth and advanced clinical expertise in an area of interest. The plan can include coursework, conference and workshop attendance, class projects, volunteer experiences and interviews or other contacts with mental health professionals in the sub-specialty area. The sub-specialty contract must be approved by the student's CMHC advisor and is usually completed as part of the previously mentioned Clinical Instruction Benchmark Assessment (CIBA). All students are required to explain in writing how portions of their subspecialty contract will be fulfilled during the Practicum and Practicum II/III.

CMHC Clinical Experience Assessment

The USD CMHC specialization utilizes ongoing assessment of CMHC students' knowledge, skills, and professional identity development. Specialization assessment tools and stages are based on a developmental framework for professional counseling. That is, the assessment process facilitates clinical mental health counselor development as students progress toward mastery of CACREP and other clinical mental health standards associated with professional competence and increasingly complex professional responsibilities. Students are evaluated by the course instructor and complete a self-evaluation during the Pre-practicum course COUN 504. Before being allowed to enroll in the first practicum course the student completes the Clinical Instruction Benchmark Assessment (CIBA), an in-depth evaluation of their readiness for practicum including an instructor review and self-evaluations from their clinical experience practice in pre-practicum, the student's reflection on his or her perceived readiness for practicum and an interview with their program advisor. The interview focuses on the knowledge, skills and attitudes the student has developed that will increase effectiveness in delivering direct services to clients. A review is also made of the student's record of completion of 15 of the 25 required personal counseling hours. The student is also required to present proof of liability insurance. The program advisor signs off on the form that indicated readiness for placement in practicum when the CIBA process is completed and the form is sent to the Director of Field Experiences. At the completion of the first practicum course both the student and the practicum instructor complete an evaluation of the practicum experience.

The student is again evaluated for readiness for placement at a Practicum II/III site through an interview with their program advisor which includes a review of the Practicum evaluations, a check that prerequisite and concurrent courses for Practicum II/III are completed or scheduled, a check to be sure that the student has completed 25 hours of required personal counseling and a review of how the proposed Practicum II/III site will fit with the student's subspecialty preparation. If the student is deemed ready for placement at a Practicum II/III site the program advisor then signs off on the form that indicates readiness for placement at a Practicum II/III site.

CACREP Standards and the CMHC Specialization

The CMHC is designed in accordance with the standards set forth by CACREP and with the licensing legislation for the Licensed Professional Clinical Counselor (LPCC) in California. As such, the specialization requirements and assessment system are integrated with these standards.

Practicum and Practicum II/III Enrollment Application Process

CMHC students must submit an application to enroll in Practicum and Practicum II/III after written approval has been obtained from their advisor. The application is submitted to the Director of Field Experiences. Practicum applications are due the semester before the student plans to enroll in practicum. The deadline for applying for Practicum and Practicum II/III is the second Friday of the first month of the fall and spring semesters for enrollment in the following semester. CMHC Practicum II/III must be completed in consecutive academic terms. Practicum II/III usually start in the fall but may begin in the summer only if there is a minimum of three CMHC students enrolled with written permission from the coordinator of clinical mental health. Practicum II/III starting in the summer are extremely rare. Any summer student must also commit in writing their intention to extend their Practicum II/III enrollment into the fall semester (until December). Keep in mind, some clinical mental health sites require a longer time commitment and may not allow summer starts. USD may also drop a summer Practicum II/III class if the enrollment does not meet a specified ratio requirement. Students are expected to remain at Practicum and Practicum II/III assignments, and are only

allowed to switch from an assigned site under extreme hardship circumstances. In such instances, written approval from the coordinator of the clinical mental health specialization must be obtained.

Seven Points for Successfully Completing Clinical Instruction Requirements

1. You are required to attend the Practicum II/III Information Session during the semester prior to the one in which your Practicum II/III will begin. The process for placement will be discussed. You then visit and interview professional mental health professionals at sites recommended by your advisor and the Director of Field Experiences. A letter of introduction may be useful for these visits. When you have completed Practicum II/III site selection, you must submit an Application for Counseling Practicum II/III to Peggy Hetherington, Director of Field Experiences. When you are informed that your site selection has been approved, you then submit Clinical supervisor Agreement and Site Contract to your assigned University Supervisor.
2. Remember that it is your responsibility to keep copies of all documents related to your clinical instruction. Failure to do so can result in delays or other problems related to your graduation and eligibility for post-graduate clinical work and licensure.
3. **Weekly Summary of Clinical Hours:** This is essentially a legal document in which you keep a record of your hours and activities at the site. This document is to be reviewed and signed monthly by your clinical supervisor. At the end of the Practicum II/III semester, turn in your Weekly Summary of Clinical Hours. This is signed by your on-site supervisor and placed in your permanent folder.
4. **Group and Individual Supervision Log:** This is the form that will be signed **each time** you receive supervision from any clinical supervisor, either at USD or at your practicum site.
5. **Final Evaluations:** The Director of Field of Experiences will provide you with the forms, which you and your clinical supervisor must complete.
6. **Site Hours:** Your on-duty hours are arranged between you and your clinical supervisor. These hours should then be available in your file in the USD counseling program office. It is possible that the CMHC faculty or other supervisor may "drop in" but usually an appointment is made in advance and site visits are scheduled several weeks in advance.
7. **Student's Initial Visit to Practicum Site:** At least three weeks prior to starting at your site be sure you are introduced to the site administrators, mental health professionals, and other personnel with whom you will be working. Upon completion of your placement, it is appropriate to send a note of thanks to the relevant personnel. Make sure the office assistants are aware that you are a practicum student or trainee at the site and can refer calls and visitors to you.
8. Inform the clinical supervisor and appropriate site staff ten business days before final day at the site.

ACA Ethical Standards

The American Counseling Association is an educational, scientific and professional organization whose members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity in our society and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of each individual.

The specification of a code of ethics enables the association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members. As the code of ethics of the association, this document established principles that define the ethical behavior of association members. All members of the American Counseling Association are required to adhere to the Code of Ethics, which will serve as the basis for processing ethical complaints initiated against members of the association. A

complete copy of the American Counseling Association (ACA) Code of Ethics is available at www.counseling.org.

*It is the responsibility of all clinical instruction participants; Clinical Supervisor, Director of Fieldwork Experiences, university supervisors, on-site supervisors, seminar instructors and USD CMHC students to abide by recognized mental health associations, Ethical Standards and to ensure the client's confidentiality and legal rights are protected. These procedures will be reinforced in the seminar classes and during the on-site visits by the university supervisors.

AMHCA Ethical Standards – Preamble

Mental health counselors believe in the dignity and worth of the individual. They are committed to increasing knowledge of human behavior and understanding of themselves and others. While pursuing these endeavors, they make every reasonable effort to protect the welfare of those who seek their services, or of any subject that may be the object of study. They use their skills only for purposes consistent with these values and do not knowingly permit their misuse by others. While demanding for themselves freedom of inquiry and community, mental health counselors accept the responsibility this freedom confers: competence, objectivity in the application of skills, and concern for the best interest of clients, colleagues, and society in general. In the pursuit of these ideals, mental health counselors subscribe to the following principles:

Principle 1 Welfare of the Consumer

Principle 2 Clients' Rights

Principle 3 Confidentiality

Principle 4 Utilization of Assessment Techniques

Principle 5 Pursuit of Research Activities

Principle 6 Consulting

Principle 7 Competence

Principle 8 Professional Relationships

Principle 9 Supervisee, Student & Employee Relationships

Principle 10 Moral and Legal Standards

Principle 11 Professional Responsibility

Principle 12 Private Practice

Principle 13 Public Statements

Principle 14 Internet On-Line Counseling

Principle 15 Resolution of Ethical Problems

Go to www.amhca.org for more information.

Endorsement Policy

At various times students require an endorsement (verbal or written recommendation) from their program in order to gain employment or credentials. A graduate will be endorsed by counseling faculty only for a position or credential for which the graduate has been prepared. Practicum II/III site supervisors also are urged to follow this policy.

Students should be aware of this policy and seek endorsement only for employment and credentials that are appropriate given the student's training, coursework and supervised experience. As a faculty we will endorse that upon completion of the 60 unit masters in counseling degree, all graduates, regardless of their specialization area will possess entry level clinical counseling skills, ethical decision making skills, and a theoretical orientation on which to base their work as clinical mental health counselors.

We will endorse students for positions within their specialization areas based on our knowledge of their skills. We do, however, reserve the right to withhold endorsement within a specialization if we do not feel the student has had adequate experience with a given population (e.g., if a student has no experience in an elementary school, we would not endorse them as having skills with elementary students).

We may not endorse a student for a position outside their specialization area unless we have knowledge of their proficiency within that area. Proficiency may be demonstrated by work, Practicum II/III, volunteer or other supervised experience within or outside the counseling program.

CMHC Faculty, Supervisor and Student Responsibilities

CMHC Program Director

- Be responsible for the coordination of all clinical experiences in the CMHC specialization
- Review and sign all clinical instruction documents received by clinical instruction faculty
- Meet individually, when needed, with the clinical supervisors, students and university supervisors and the Director of Field Experiences to:
 - Answer specific questions regarding placement
 - Suggest methods for meeting clinical instruction requirements at sites
 - Address concerns with student progress and suggest clinical strategies for improvement
- Meet with all CMHC students enrolled in clinical instruction courses once a semester in a group setting
- Enforce the ACA and other mental health and applicable Ethical-Legal Standards
- Facilitate experiences aimed at developing competencies for securing counseling licensure

Director of Field Experiences

- Assign and assist trainee in arranging an appropriate practicum II/III site.
- Develop new CMHC practicum II/III sites, maintain relationships with approved clinical instruction and practicum sites that are approved by the CMHC Program Director
- Develop MOU agreements for all CMHC clinical instruction sites and submit a list of those MOU each semester to the CMCH Program Director
- Review required paperwork verifying acceptance of the practicum II/III site.
- Communicate regularly with trainee and clinical supervisors to review progress during the clinical instruction experiences.
- Verify that valid malpractice insurance is on file in the counseling office and provide a list of CMHC students enrolled in all clinical instruction courses with documentation of the status of their coverage.
- Be the first line of contact to facilitate a discussion between the trainee and supervisors should conflicts surface.
- Organize an ongoing required seminar course to review learning outcomes, review tapes of case studies, and share concerns, successes, resources during the clinical instruction experience.
- Facilitate group trainings for supervisors during the year.

- Remain abreast of licensure requirements for California.

CMHC Faculty Advisor

- Meet each semester with CMHC advisee. Complete a sequencing form for the student and document and revise the student's record of coursework regularly. Discuss the student's progress toward readiness to enroll in the clinical instruction courses including the development of their subspecialty area and their completion of the required counseling hours before enrollment in the Practicum and Practicum II/III courses.
- Advise student each semester on the prerequisite and concurrent course requirements for enrollment in the Practicum and Practicum II/III courses.
- Complete the required assessment of the student's readiness for placement in the first practicum course. Forward the required signed paperwork for students approved for placement in practicum to the Director of Field Experiences by the required date.
- Complete the required assessment of the student's readiness for placement at a practicum II/III site. Forward the required signed paperwork for students approved for placement at a practicum II/III site to the Director of Field Experiences by the required date.

On-site Clinical Supervisors

- Orient the clinical counselor trainee (trainee) to roles and responsibilities and support him/her in his/her transition to the clinical site and environment.
- Assist the trainee in experiencing as many aspects of the position as possible, undertaking the activities and roles performed by the other counseling professionals at your site. At the beginning of the clinical instruction allow the trainee to shadow the clinical supervisor as he/she performs duties, attends meetings or provides services.
- Address and document any problematic behaviors (e.g., attendance, dispositional, potential unethical issues) associated with a trainee.
- Introduce the trainee to the philosophy, policies, administration and other professionals at the facility.
- Maintain regular contact with the CMHC Director and Director of Field Experiences should any problematic issues surface.
- Is available to address concerns that may arise as the trainee performs various clinical instruction duties.
- Provide opportunities for the trainee to engage in a broad and diverse range of activities as appropriate.
- Supervise the trainee by providing a minimum of one hour a week of direct face-to-face supervision. Review videotapes of the trainee's work at least once a semester with the trainee.
- Provide ongoing feedback to the trainee about their performance and complete all paperwork required by USD in a timely manner. A final assessment form will be provided for all assigned CMHC students.
- Keep site administrator and university supervisor informed of the progress of the trainee.
- Promotes compliance with the ACA, AMHCA, and other mental health ethical-legal standards.
- Performs individual, small group, and didactic supervision sessions for assigned trainees.

- Promotes the development of clinical mental health skills as required. For example, the CMHC practicum I experience emphasizes clinical-diagnostic interviewing and Practicum II/III includes the broad range of skills associated with licensed professional clinical counseling (LPCC).
- Functions as a clinical mentor for all assigned trainees.
- Provide ongoing review and feedback of student clinical work such as videotaped sessions, case notes, and written documentation/reports.
- Review, discuss and sign trainee's Clinical Hours Summary and Supervision Log each month.
- Inform the trainee of unique training situations or events which would enrich their counseling experience such as meetings, conferences, and organizational and outreach activities.

Further, the Clinical Supervisor, will provide or meet the following criteria:

1. Possess the appropriate mental health clinical licensure and supervisory credentials as well as the time, interest and client populations during the semester to assist in teaching the trainee.
2. Provide many and varied opportunities for the trainee to engage in a range of clinical mental health counseling activities under supervision and for evaluating the trainee's performance.
3. Provide the trainee with adequate space, telephone, computer, office supplies and staff to conduct professional activities.
4. Provide supervisory contact that involves some review of trainee's clinical mental health work including videotapes/CDs, audiotapes, observation and live supervision.
5. Provide written evaluation of the trainee based on criteria established by the USD's CMHC Program.

CMHC Students Enrolled in Practicum I, II and III Courses

- Review and adhere to the policies, standards and practice of the practicum II/III site. Assume a professional stance in following the regulations.
- Become personally and professionally involved in the process of becoming a professional counselor. Develop a professional attitude and skills toward counseling advocacy.
- Show evidence of professional enthusiasm, personal maturity and becoming adept at integrating theory and practice.
- Increase skills in developing effective human relationships with your clients, colleagues and with the public.
- Be flexible, be a team player, take initiative and be willing to extend your comfort zone.
- Develop and demonstrate an understanding, appreciation and sensitivity toward the cultural heritage, community values and individual differences of diverse clients.
- Become acquainted with your clients, study their records and develop an ethical sense of keeping information confidential.
- Familiarize yourself and develop a personal plan to complete the competencies required under the Counseling Department learning outcomes.
- Be prepared to discuss cases and clinical issues and to review your progress during supervision with your on-site clinical supervisor and USD clinical supervisor.
- Abide by the ACA & AMCHA Ethical Standards and ensure the client's confidentiality and legal rights are protected.

- Be open-minded toward constructive feedback, be interested in improving through the acceptance of suggestions, and honestly strive to incorporate these ideas.
- Keep accurate and current clinical hours and activities logs, and supervision logs. Submit them to the Director of Field Experiences at the end of the semester.
- Evaluate your own personal goals and commitment to the ethics of the profession.
- Facilitate mandated reporting contacts and documentation.
- Review and abide by the USD Student Code of Rights and Responsibilities.

APPENDIX A: Practicum II/III/Practicum Site Assignment

I. Semester: _____ Year: _____ Assignment Site: _____

II. Candidate's Name: _____ Ms., Mrs., Miss, Mr.

(Last Name, First Name)

Phone (W) _____ Preferred hours to phone _____

Phone (H) _____ Preferred hours to phone _____

III. On-site Supervisor: _____ Dr., Ms., Mrs., Miss, Mr.

Supervisor's Title, Educational Background and Credentials

Site Address: _____
Street City Zip

Phone (W) _____ Preferred hours to phone _____

Phone (H) _____ Preferred hours to phone _____

On-site Supervisor e-mail: _____

IV. Trainee's/Practicum student's office address (where you can be found):

Street City Zip

Days/Hours on Duty: _____

V. Round trip mileage from USD to your site: _____

VI. On the back, please place a map from USD to a parking space at your site.

VII. State below any information or problems the DIRECTOR OF FIELD EXPERIENCES should be aware of in your assignment. (Continue on the back if necessary.)

APPENDIX B: On-site Supervisor Agreement

I will serve as the On-site Supervisor for _____ during
the _____ Semester 20____.
(Student's Name)

Name (please print): _____

Signature: _____

Phone/Fax: _____

Email: _____

Mental Health License/Certification Held: _____

Issue Date: _____ License Number: _____

Supervision Training or Coursework completed _____

Site Name: _____

Site Address: _____
Street City Zip

Phone: _____

APPENDIX C: Clinical Mental Health Counseling (CMHC) Program Site Contract

This agreement is made on _____ by and between _____ and _____
(Date) (Site name)

The University of San Diego CMHC Program. The agreement will be effective from

_____ to _____ for _____ per week for _____.
(Date) (Date) (# Hours) (Clinical Counselor Trainee name)

Requirements to Include: The Clinical Counselor Trainee (Trainee) needs to see a minimum of 15 clients. The Trainee must see a minimum of five clients for a minimum of 4 sessions so that the Trainee can demonstrate the ability to diagnose a client problem or concern, design appropriate assessment interviews, conduct testing, interventions and reach the goal set for the treatment. A minimum of 100 hours of Practicum I is required for all CMHC students. A minimum of 40 of the CMHC practicum hours must be direct service. The Practicum II/III requires a minimum of 600 hours with 240 of those hours in direct service. The remaining hours may be a combination of direct or indirect hours but the specialization recommends acquiring as many direct service hours as possible.

1. The Trainee should deliver a 4-6 session small group intervention with a minimum of 3 clients. The student may deliver this intervention with a co-facilitator.
2. The Trainee/practicum student must plan, deliver and evaluate at least one large group training or presentation.
3. The interventions the Trainee/practicum student plans should meet the unique needs of the organization and its clients, students or employees.
4. The Trainee/practicum student needs to fulfill the requirements of the contract before credit for the completion of practicum II/III can be awarded.
5. Other requirements:
 - The Trainee/practicum student needs to inform clients that he/she is a graduate Trainee/practicum student;
 - The Trainee/practicum student needs to be able to videotape at least 3 client sessions per semester and needs to obtain the client's written permission to do this;
 - The Trainee/practicum student needs to receive one hour per week of individual supervision or two hours per week of group supervision from the Clinical Supervisor.

On-site Supervisor: Date:

Student: Date:

CMHC Director Date:

APPENDIX D: Consent to be Observed or Tape Recorded

I, _____, give _____,
(Client or Client's Parent or Guardian) (Clinical Counselor Trainee)

a student in the Clinical Mental Health Counseling Program (CMHC) at the University of San Diego (USD), permission to audio/video tape our counseling sessions, and/or have visual records and observations of me. The contents of the tapes may be reviewed with a USD clinical supervisor, CMHC faculty and supervision group. These materials are considered confidential, and will be destroyed after supervisory viewing.

I am in agreement that the primary use for these recordings and observations is to increase the effectiveness of the student's counseling by providing clinical instruction and feedback. I understand that my name shall not be used in connection with these recordings and cannot and will not be used for any purpose other than those specified above. Recording and/or utilization of materials under the terms of this signed consent shall not be subject to legal action.

I understand that my counselor is a graduate student in CMHC, is not yet licensed and is under the supervision of a qualified supervisor at the practicum site and the University of San Diego.

The term "client" as used herein refers to any person receiving services including students, parents, teachers, or patients. Clients have the right to confidentiality. Information revealed will remain within the professional setting. There are, however, legal exceptions to this right; information must be divulged: (a) when ordered by the court, or (b) when the counselor and his or her supervisor determine that an individual may present a threat to self to others. *California law requires the report of any known or suspected instance of child or adult abuse or neglect.* It is understood that all information disclosed within these sessions will otherwise be kept confidential and will not be released to anyone outside of the agency without written permission, except where disclosure is required by law.

Client Signature

Clinical Counselor Trainee Signature

Signature of Parent or Guardian if Client is a Minor

Date: _____

NOTE: A signed and dated consent form MUST be obtained for each client on and off site, prior to any taping (audio or video).

APPENDIX E: Self-Rating by the Student Counselor

SUGGESTED USE: The student counselor or trainee may complete this self-evaluation after a counseling session.

Date: _____ Student
Trainee/Practicum Name: _____ Client
Name: _____

DIRECTIONS: The student counselor following a counseling session is to answer each question. The questions serve as a self-rating initiator and may enable the student counselor to determine means for improvement in his/her counseling.

Preparation for the Interview

- ___ Yes ___ No 1. Was I in physically good condition and mentally alert?
- ___ Yes ___ No 2. Did I schedule sufficient time for the interview?
- ___ Yes ___ No 3. Was provision made for privacy and reasonable freedom from interruption?
- ___ Yes ___ No 4. Did I have the physical space arranged where we met so as to suggest a welcome atmosphere, conducive to counseling?
- ___ Yes ___ No 5. Did I have a background of available data about the client that would help me to understand him/her better in the interview but would not prejudice me?
- ___ Yes ___ No 6. Did I have and understand information so as to personalize information processes with the client?
- ___ Yes ___ No 7. Had I previously established a reputation for seeing the client's point of view, being genuinely helpful, and not disclosing confidence?

Comments:

Beginning the Interview

- ___ Yes ___ No 1. Was I sensitive to the client and did I use an appropriate approach?
- ___ Yes ___ No 2. Was I able to create a psychological atmosphere in which the client was stimulated to take the responsibility of thinking through the situation?
- ___ Yes ___ No 3. Was I successful in maintaining open communication between us?

Comments:

Development of the Interview

- Yes No 1. Did the client feel freedom to express negative feelings?
- Yes No 2. Did the client have the opportunity to release tension?
- Yes No 3. Was my attitude one of deflecting objectivity while expressing caring?
- Yes No 4. Was I sincere and did I show genuine respect for the client?
- Yes No 5. Was my own attitude, so far as I know, free from bias?
- Yes No 6. Did I follow the leads suggested by the client?
- Yes No 7. Did I help the client to clarify and expand positive feelings?
- Yes No 8. Did the client establish a more forward-looking, positive, hopeful attitude during the interview or series of interviews?
- Yes No 9. Was I able to assist in information processing by the client?
- Yes No 10. Was information provided in a manner that caused the client to move forward realistically in his/her thinking?

Comments:

Planning for Next Session

- Yes No 1. Was I able to identify areas with which to follow through for the next session?
- Yes No 2. Was I able to help client gain a clear view of what might be done in the next session?
- Yes No 3. Did I establish with the client a definite meeting time and place for the next session?
- Yes No 4. Have I identified techniques that might be considered for the next session?
- Yes No 5. Have I identified the materials and/or preparation I will need for the next session?

Comments:

APPENDIX F: Weekly Summary of Clinical Hours

Name _____ For the Week of _____ to _____

*Please round to nearest 15 minute increment

Direct Service	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Total
Advocacy for Clinical Issue								
Assessment, Intake/Interview or Testing								
Consultation								
Career Planning for Clinical Issue								
Conflict Mediation								
Group Counseling or Facilitation								
Family, Couples, Child Counseling								
Individual Counseling								
Large Group Presentation/Psychoeducation								
Technology-based Counseling								
Workshop/Training								
Other (specify):								Total
Total Direct Services								

Indirect Services	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Total
Case Management								
Clinical Observation & Informal Assessment								
Planning/Program Development								
Professional Development								
Report Writing								
Test Interpretation and Scoring								
Clinical Case Presentation								
Proctoring Exams								
Group Supervision								
Individual Supervision								
Other (specify):								Total
Total Indirect Services								

Total Weekly Hours: _____

Total Service Hours to Date:		Service Hours Working with Racially/Ethnically Diverse Clients to Date:		Group Supervision Hours to Date:		Individual Supervision Hours to Date:	
Direct:		This Week:		This Week:		Individual:	
Indirect:						Group:	
Total Service Hours:		Total Service Hours:		Total Service Hours:		Total Hours:	

Student Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

APPENDIX G: CMHC Semester Summary Log

Semester _____ (Please check) Practicum I ____ Practicum II ____ Practicum III ____

Student Name _____

Clinical Instruction Location _____

Total Number of Direct Hours for the Semester: _____

Total Number of Non-Direct Hours for the Semester: _____

Total Number of Direct and Non-Direct Hours for the Semester: _____

Total Number of Racially/Ethnically Diverse Clients: _____

Total Number of Group Supervision Hours: _____

Total Number of Individual Supervision Hours: _____

Required Signatures:

Student _____ Date _____

On-site Supervisor _____ Date _____

USD Supervisor _____ Date _____

CMHC Director _____ Date _____

APPENDIX I: Clinical Instruction Site Evaluation Form

Name: _____ Phone# of site: _____ E-Mail: _____
Date: _____ Semester: _____
Site: _____ Clinical Supervisor: _____

Total number of hours completed: _____

1. What did you like about the clinical instruction experience at this site?

2. What did you not like about this site?

3. What did you like about working with your clinical supervisor?

4. Was there anything you did not like about your clinical supervisor?

5. Did you feel you got enough supervision at this site? And how was it arranged?
(Weekly meetings? Informal consultation?)

6. What could have been done to improve your experience?

7. Any comments or suggestions for future trainees who might want to work at this site?

8. On a scale of 1-10, how would you rate your overall experience and why?
(1 = poor, 10 = excellent)

APPENDIX J: CLINICAL SUPERVISOR EVALUATION

Please note: An electronic version of this form will be made available later this semester.

Directions: At the end of the semester, each student is required to complete an evaluation of their site supervisor.

Site Supervisor _____ Semester/Year _____ / _____

Agency/School _____ / _____

Please evaluate your supervisor using the following code:

SA	A	D	SD	NO
Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion

Please circle your response.

1. My supervisor was genuinely interested in my growth as a professional counselor.

SA A D SD NO

2. My supervisor was very professional in his/her dealings with me.

SA A D SD NO

3. My supervisor made suggestions regarding my taped sessions that were beneficial.

SA A D SD NO

4. My supervisor created a setting of support.

SA A D SD NO

5. I was treated as a professional by my supervisor.

SA A D SD NO

6. My supervisor was dependable regarding his/her supervision meetings with me.

SA A D SD NO

7. My supervisor offered me constructive criticism that assisted in improving my counseling skills.

SA A D SD NO

8. The requirements made of me by my supervisor were fair and challenging.

SA A D SD NO

PLEASE COMMENT ON THE FOLLOWING:

What do you feel you gained as a result of working with your supervisor?

What could your supervisor have done differently to make your experience more beneficial?

If you were grading your experience with your supervisor, how would you grade it?

____ A ____ B ____ C ____ D ____ F

Were the physical facilities at your site appropriate? Please be specific regarding strengths or problems.

YES NO

How would you grade the site?

____ A ____ B ____ C ____ D ____ F

Additional Comments:

APPENDIX K: CMHC Program Trainee Assessment for Clinical Instruction

Trainee: _____ Date: _____

Site: _____

Site Supervisor: _____

TERM: Fall ___ Spring ___ Summer ___ Year _____

Self-Assessment ___ Practicum Instructor ___ On-site Supervisor ___

COURSE: PRACTICUM I ___ PRACTICUM II ___ PRACTICUM III ___

TRAINEES, PRACTICUM INSTRUCTORS OR SITE SUPERVISORS:

This evaluation consists of three (3) parts: Evaluation of Clinical Counselor Trainee's Clinical skills, Counseling Specialization Competencies, and Professional Conduct. All professions charge their members with the responsibility of monitoring potential members of the profession. This monitoring involves not only evaluation of potential new members' cognitive academic abilities, but also their personal and professional behaviors.

All clinical instruction participants are asked to complete an evaluation relative to the trainee's performance two times; once at mid-term and again at the close of the Practicum II/III. It is requested that you review assessment results with the trainee at mid-term and utilize the data to set appropriate goals for the remaining Practicum II/III experience. It is anticipated that most trainees will require skill development in several areas. Please be sure to give the trainee very specific feedback about those areas in need of strengthening. In completing all sections of this evaluation, please assess the trainee's demonstrated skills and behaviors in your setting. If you have any questions or need clarification about the evaluation process, please contact Peggy Hetherington, Director of Field Experiences, at: (619) 260-8804 or via email at peggyh@sandiego.edu.

USD THANKS YOU FOR YOUR TIME AND EFFORT IN TRAINING OUR CMHC STUDENTS!

Important Notes for the following assessment:

- A score of **4 or 5** indicates the student has demonstrated a competency level for that skill that is *equal to that of an effectively functioning clinical mental health counselor*. A score of **N/O** indicates you were *not able to observe* the trainee demonstrating this competency.
- Please see the following pages to complete the assessment.

EVALUATION OF CLINICAL SKILLS

	RELATIONSHIP/ATTENDING SKILLS	1				5	Not
		LOW				HIGH	Observed
1	Listens carefully and communicates an understanding of the client.	1	2	3	4	5	N/O
2	Is genuine and warm with client	1	2	3	4	5	N/O
3	Is immediate with the client.	1	2	3	4	5	N/O
4	Is respectful of, and validates, the client.	1	2	3	4	5	N/O
5	Is appropriate regarding the cultural context of the client.	1	2	3	4	5	N/O
6	Is appropriate regarding the developmental context of the client.	1	2	3	4	5	N/O
7	Uses interpersonal strengths appropriately, including humor and self-disclosure.	1	2	3	4	5	N/O
8	Is comfortable with a variety of feelings and/or issues shared by the client.	1	2	3	4	5	N/O
9	Provides support to the client when appropriate.	1	2	3	4	5	N/O
10	Challenges the client when appropriate.	1	2	3	4	5	N/O
11	Tracks the main issues presented by the client.	1	2	3	4	5	N/O

	CLINICAL ASSESSMENT SKILLS	1				5	Not
		LOW				HIGH	Observed
12	Is able to organize session data into meaningful frameworks	1	2	3	4	5	N/O
13	Appreciates cultural and/or developmental issues that may affect clinical assessment.	1	2	3	4	5	N/O
14	Is able to recognize normative from problematic behavior during assessment and incorporate appropriate testing.	1	2	3	4	5	N/O
15	Can assist the client in considering different components and sequences that make up and sustain problems.	1	2	3	4	5	N/O
16	Is able to identify cognitive components of client issues.	1	2	3	4	5	N/O
17	Is able to identify affective components of client issues.	1	2	3	4	5	N/O
18	Is able to identify behavioral components of client issues.	1	2	3	4	5	N/O
19	Is able to identify systemic components of client issues.	1	2	3	4	5	N/O
20	Identifies appropriate process clinical goals.	1	2	3	4	5	N/O
21	Can assist client/student in translating clinical problems into realistic outcome goals.	1	2	3	4	5	N/O
22	Maintains an appropriate pace during sessions	1	2	3	4	5	N/O
23	Uses clinical questions skillfully.	1	2	3	4	5	N/O
24	Uses clinical interventions skillfully.	1	2	3	4	5	N/O
25	Can direct the session in a meaningful manner.	1	2	3	4	5	N/O
26	Can deliver appropriate confrontations.	1	2	3	4	5	N/O
27	Can demonstrate an appropriate use of affective interventions.	1	2	3	4	5	N/O
28	Can demonstrate an appropriate use of cognitive interventions.	1	2	3	4	5	N/O
29	Can demonstrate an appropriate use of behavioral interventions.	1	2	3	4	5	N/O
30	Can demonstrate an appropriate use of systemic interventions.	1	2	3	4	5	N/O
31	Appropriately manages clinical case load & psychopathology	1	2	3	4	5	N/O

	PROFESSIONAL SKILLS	1				5	Not
		LOW				HIGH	Observed
32	Is aware of personal issues (counter-transference/parallel processes) that might impact counseling).	1	2	3	4	5	N/O
33	Demonstrates receptiveness to and use of supervision.	1	2	3	4	5	N/O
34	Appreciates own limits without overreacting or becoming defensive	1	2	3	4	5	N/O

	CMHC COUNSELING-RELEVANT COMPETENCIES	1			5	Not	
		LOW			HIGH	Observed	
35	Demonstrates awareness of current issues and trends in clinical mental health counseling	1	2	3	4	5	N/O
36	Demonstrates professional commitment by membership and participation in professional organizations for CMHC	1	2	3	4	5	N/O
37	Demonstrates knowledge of theories of CMHC and applies them to clinical work where appropriate	1	2	3	4	5	N/O
38	Shows knowledge of diagnostic interviewing, MSE, and clinical assessment	1	2	3	4	5	N/O
39	Demonstrates knowledge of psychopathology and treatment planning	1	2	3	4	5	N/O
40	Demonstrates understanding of cultural and ethnic diversity in and the influence of diverse cultural backgrounds on CMHC work	1	2	3	4	5	N/O
41	Demonstrate knowledge of the ethical standards, forensic issues, policies, laws and regulations relevant to CMHC	1	2	3	4	5	N/O
42	Demonstrates knowledge of developmental tasks appropriate to different age groups as well as theories of development	1	2	3	4	5	N/O
43	Demonstrates knowledge of a full range of intervention strategies for various clinical clients	1	2	3	4	5	N/O
44	Organizes, leads, and evaluates group counseling experiences	1	2	3	4	5	N/O
45	Demonstrates knowledge of assessment techniques applicable to higher education environments	1	2	3	4	5	N/O
46	Conducts appropriate clinical assessments	1	2	3	4	5	N/O
47	Demonstrates knowledge of issues that affect development and functioning of clinical client (ADHD, disabilities, stress, drug/alcohol abuse, sexual abuse, trauma, risk assessment, etc.)	1	2	3	4	5	N/O
48	Demonstrates skills in designing preventive and remedial interventions for the range of various developmental issues	1	2	3	4	5	N/O
49	Demonstrates knowledge and application of procedures to ensure clinical growth in clients seen	1	2	3	4	5	N/O
50	Demonstrates knowledge and application of various evaluation steps used in the licensure process for CMHC	1	2	3	4	5	N/O
51	Demonstrates knowledge of consultation theories and clinical strategies	1	2	3	4	5	N/O
52	Demonstrates knowledge and the CMHC licensure tests	1	2	3	4	5	N/O
53	Knowledge and application of assessment and case conceptualization and concepts of psychopathology that lead to diagnosis and appropriate clinical counseling interventions.	1	2	3	4	5	N/O
54	Demonstrates the skill to assess whether a client needs a referral to additional mental health and other available resources and to complete the referral	1	2	3	4	5	N/O
55	Demonstrates knowledge of methods, including use of appropriate technological resources, for implementing and evaluating services	1	2	3	4	5	N/O
56	Demonstrates ability to design, deliver and evaluate programs for services delivered in a clinical setting	1	2	3	4	5	N/O

	PROFESSIONAL BEHAVIOR	1			5	Not Observed	
		LOW			HIGH		
57	Behaves professionally (e.g., demeanor, dress, language, etc.)	1	2	3	4	5	N/O
58	Has Regular and prompt attendance	1	2	3	4	5	N/O
59	Willingly assumes responsibility	1	2	3	4	5	N/O
60	Manages time well.	1	2	3	4	5	N/O
61	Shows commitment to providing service at site.	1	2	3	4	5	N/O
62	Follows through on professional commitments.	1	2	3	4	5	N/O
63	Maintains confidentiality of all personally identifiable information of clients and colleagues, except if disclosure is needed to provide professional service or comply with the law	1	2	3	4	5	N/O
64	Demonstrates respect for clients, coworkers and supervisory staff regardless of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background	1	2	3	4	5	N/O
65	Shares weaknesses with staff in order to improve and is aware of skill and/or ability limitations.	1	2	3	4	5	N/O
66	Accurately evaluates own counseling session performance.	1	2	3	4	5	N/O

SUMMARY:

Student Strengths:

Student Clinical Strengths:

Areas for Growth:

Final Semester Evaluation (Please underline): My signature indicates I believe the trainee has developed both the professional behaviors and the counseling competencies to perform (serve) as an effective clinical mental health counselor relative to the term of Practicum I/II/III or Practicum they are completing.

Clinical Supervisor Signature

Date

CMHC Program Director Signature

Date

APPENDIX L: CACREP Learning Outcomes

The CMHC program, and the USD individual and group supervisions address the CACREP learning outcomes listed below. Please note that the evaluation forms to assess each of these competencies are under review.

Learning Outcome #1: Diversity. Students will possess the knowledge, skills and disposition needed to provide effective counseling and developmental services to clients diverse in age, gender, race, ethnicity, socioeconomic status, and sexual orientation. Students will gain an understanding of counseling practice in a global environment and are able to work effectively with international clients in the United States and to assist clients and counseling professionals with transitions to global career locations. **(2009 CACREP IIG 2)**

- a. Provide a description of the diversity of clients at the site. Statistics related to actual clients seen by the trainee is to be documented on the weekly summary of clinical hours.
- b. Develop a written plan as to how you would address the needs of clients from the largest ethnic or racial groups at your site.
- c. Describe an interaction with a client of a different ethnicity than you. Reflect on whether any educational policies, programs and/or practices have been developed, adapted or modified to be culturally congruent with the needs of this client and their family.

Learning Outcome #2: Professional Identity. Students will acquire sound identities as professional counselors with a commitment to continued life-long learning and professional development. Graduates will be actively involved in professional associations and possess effective networking skills. **(2009 CACREP IIG 1)**

- a. Provide a specific list of professional organizations to which you belong and list any professional growth activity you've attended at the local, state or national level during your graduate work at USD. (This information is also to be included in your professional identity portfolio.)
- b. As you enter into the profession of counseling, describe the value of participation in professional organizations.
- c. Write a review of a book, journal article or professional material that you have used as a tool to enhance your commitment to professional development. How has this material provided a valuable resource during your practicum II/III experiences?

Learning Outcome #3: Ethics. Students will be knowledgeable of the ethical guidelines developed by the American Counseling Association, the American Psychological Association, AMCHA, the American School Counselors Association, the American College Personnel Association, and other relevant professional organizations. Students will demonstrate their knowledge and use of at least one ethical decision-making model as they apply it to cases involving various professional domains. **(2009 CACREP II G 1)**

- a. Provide at least one example of an application of the ethical decision-making model as it applies to one case at your professional site.
- b. Review the legal mandates for working with your population (i.e. child abuse reporting, client confidentiality, attendance and truancy laws, special education policies) and write a summary of the implications of these mandates.

Learning Outcome #4: Developmental and Career/Life Planning. Students will possess the knowledge of career, developmental, and life planning processes as well as the skills needed to provide individual counseling, assessment, and other training to facilitate decision-making and developmental life transitions. **(2009 CACREP IIG 3, 4)**

- a. Explain how you integrated developmental and counseling theory into a counseling case. (Describe any assessment tool you employed.)
- b. Describe a situation when you applied developmental stages to an appropriate clinical intervention.

- c. Describe a life transition in which you helped a client create a plan of action for change.

Learning Outcome #5: Individual and Group Counseling Skills. Students acquiring competencies in individual and group counseling will be able to demonstrate their knowledge and skills related to several of the more commonly recognized counseling theories, including psychodynamic, person-centered, reality therapy, Gestalt, Adlerian, cognitive-behavioral, and others.

(2009 CACREP IIG 5, 6)

- a. Log the number of clients seen individually by the number of sessions. Do not report actual client names. Describe the 3 most challenging clients and how you consulted with supervisors and professional colleagues to enhance your quality of practice.
- b. Write a theory and technique statement. Provide a clear conceptualization and rationale on how you will integrate this statement into your client work.
- d. Provide a specific description of a small group activity including the number of sessions, profile of participants, goals for each session and description of activities. Discuss the effectiveness of the small group process.
- d. Provide a specific description of a large group presentation including audience and lesson goals. Discuss the effectiveness of the presentation including data from the participant evaluation, if possible.

Learning Outcome #6: Research and Analytic Skills. Students will demonstrate knowledge, skills and dispositions associated with conducting and interpreting social science research. Specifically, students will demonstrate their abilities of developing research and evaluation questions and selecting and using appropriate methods for data collection and analysis. Students will also show their ability to apply existing theory and research to the practice of counseling. **(2009 CACREP IIG 8)**

- a. Describe one use of data collected for evaluation by yourself or others. Describe how the interpretation of this data was useful for the program or individual assessment.
- b. Identify at least three research studies that you believe have significantly impacted your professional identity and practice as a counselor.

Learning Outcome #7: Leadership and Advocacy. Students will demonstrate their ability to go beyond the conventional practice of providing individual and group counseling and to take leadership in advocating for clients and for systemic change to improve counseling and developmental services and programs. Graduates will be able to work collaboratively with others and to lead teams of professionals in delivering innovative approaches and methods in the field of counseling. Moreover, they will internalize and demonstrate the value of client advocacy. **(2009 CACREP IIG 1, 5)**

- a. Provide an example of where you performed or you observed someone performing a leadership role at your site. Describe the strengths of the leadership role.
- b. Describe an example of an effective client advocacy process you delivered or observed.

Learning Outcome #8: Assessment. Students will have the ability to gather, interpret, and utilize a variety of assessment data. This will include the ability to select, administer, and interpret appropriate standardized tests for individual and group assessment of client needs and to complete program evaluations. **(2009 CACREP IIG 7)**

- a. Keep a list of any assessments you have administered, observed and/or interpreted. Write about how you have used the assessment data to work more effectively with your clients.
- b. Conduct or review at least one assessment with a write-up for a client or a group you have seen at your site.

Learning Outcome #9: Consultation and Conflict Resolution. Students will demonstrate the ability to apply consultation models when they work with colleagues, teachers, administrators and managers, parents and community members. Students have knowledge of conflict resolution, mediation, and violence prevention programs that can be used in a variety of settings with diverse populations of clients. **(2009 CACREP IIG 5)**

- a. Identify the types of program models and resources available at your site for violence prevention and/or conflict mediation.
- b. Conduct or participate in a conflict mediation at your site and describe the methods you used to help resolve the conflict.

Learning Outcome #10: Technology. Students will possess the knowledge and skills to utilize technological resources in professional practice and in research and to understand the application of ethical practice to the use of Web-based counseling, assessment and information management tools. **(2009 CACREP F)**

- a. Maintain a list of technological tools in which you are proficient. (Refer to Appendix M.)
- b. Describe how you utilized the data information system at your site in your role as a counselor.

APPENDIX M: CMHC Program Technology Competencies for the CMHC Program

The practicum seminar, group supervision and clinical requirements of the field require students to be technologically competent. These expectations are consistent the CACREP learning outcomes (2009 CACREP F), are assessed in the CMHC program, and are identified below.

Areas for development:

1. Ability to use electronic hardware and software effectively including:
 - Competent in document preparation, document sharing
 - Participates appropriately in professional listservs
 - Can perform an evaluation of professional websites
 - Can use one or more Web Browser applications effectively
 - Can discuss applications and ethics of social networking sites for professional development or client services
2. Ability to utilize online library and research data bases including:
 - Familiar with online databases from USD library
 - Can conduct an online search and find abstracts and full text articles relevant to a paper topic
 - Utilizes online sources effectively in papers including proper citing of these references
 - Can describe a system they use to prevent plagiarism when working with online references
3. Ability to use technology in professional presentations
 - Can construct and deliver a basic PowerPoint presentation
 - Can construct and deliver an advanced PowerPoint presentation with embedded links or video streaming
 - Are familiar with other training strategies like webinars, conferencing software
4. Ability to participate effectively in an online course classroom environment
 - Can describe the components of an online environment with possible applications with clients
 - Can utilize all aspects of an online classroom
 - Competent in document sharing in the online environment
5. Ability to use technology in professional practice
 - Can name programs used at trainee and work sites and their purposes
 - Can utilize the computer programs used at trainee and work sites with clients and in preparing reports
 - Can utilize career search sites for personal or client use
 - Can identify useful sites for assessment information
 - Can discuss the strengths and weaknesses of using the Internet to deliver counseling services
6. Ability to use technology in research and data analysis
 - Can use SPSS or other data analysis package to run data analysis and present output
7. Ability to apply ethical practice codes to use of technology in delivering services to clients:
 - Knowledge of ACA and NBCC Standards for Internet On-line Counseling
 - Knowledge of NCDA Guidelines for the use of the Internet in providing career information and planning services

APPENDIX N: Summary of the Requirements as a Licensed Professional Clinical Counselor (LPCC) in California

Please note that these guidelines apply for candidates who begin graduate study BEFORE AUGUST 1, 2012 and complete that study on or before December 31, 2018. **Students are responsible for being informed of the current regulations posted on the California Board of Behavioral Sciences (BBS) website at www.bbs.ca.gov.**

Program Requirements: A 48-unit master's or doctoral degree from an accredited or approved institution, which is counseling or psychotherapy in content, includes 6 semester units of supervised practicum, and contains at least 3 semester units of coursework in 7 the following 9 core content areas, all of which must be completed before licensure.

- (A) Counseling and psychotherapeutic theories and techniques (includes counseling theories, selection of counseling interventions, orientation to wellness and prevention, etc.)
- (B) Human growth and development across the lifespan (includes psychopathology, normal and abnormal behavior, developmental crises)
- (C) Career development theories and techniques
- (D) Group counseling theories and techniques
- (E) Assessment, appraisal and testing
- (F) Multicultural counseling theories and techniques
- (G) Principles of diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior
- (H) Research and evaluation
- (I) Professional orientation, ethics and law in counseling

In addition to the course requirements described above, a minimum of 12 semester units of advanced coursework to develop knowledge of specific treatment issues, special populations, application of counseling constructs, assessment and treatment planning, clinical interventions, therapeutic relationships, psychopathology or other clinical topics.

In addition to or as part of the graduate degree, instruction in each of the following content areas must be completed prior to licensure:

- (1) Minimum of 15 contact hours of instruction in alcoholism and other chemical substance dependency
- (2) Minimum of 10 contact hours of instruction in human sexuality
- (3) Two semester units (or three quarter-units) of a survey course in psychopharmacology
- (4) Minimum of 15 contact hours of instruction in spousal or partner abuse
- (5) Minimum of seven contact hours of instruction in child abuse assessment & reporting
- (6) Minimum of 18 contact hours of instruction in California law and professional ethics, if not included in required core content area
- (7) Minimum of 10 contact hours of instruction in aging and long-term care
- (8) Minimum of 15 contact hours of instruction in crisis/trauma counseling

Please note that counselors who plan to treat families and couples must complete a minimum of two graduate courses (6 semester hours) in Family, Couples and Child Counseling and 500 supervised pre- and post-degree clinical hours with these populations.

Clinical Experience and Supervision Requirement: A minimum of 3,000 post-degree hours of supervised experience, by a LPCC, LMFT, LCSW, licensed psychologist or licensed psychiatrist, over a period of not less than two years. This includes not less than 1,750 hours of direct counseling with individuals or groups in a clinical mental health counseling setting and 150 hours in a hospital or community mental health setting.

Examination: Passing score on examinations approved by the board, likely the NCE and the NCMHCE, and a CA jurisprudence and ethics exam.

For further information refer to www.caccl.org.

APPENDIX O: IMPORTANT SOLES CONTACT INFORMATION FOR CMHC STUDENTS

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