# CHD 688 Internship – Clinical Mental Health Counseling

# Spring 2017

**Professor:** Sandra Loew, Ph.D. **Office:** 413 Stevens Hall

**Phone:**  765-4912 **E-mail:** saloew@una.edu

**Address:** Box 5157, UNA, Florence, AL 35632

**Office Hours:** T: 1:30 – 4:30, W: 3:30 – 4:30, R: 3:00 – 6:00, M/F: By appointment

**Note:** Additional hours are available by appointment. Occasionally, other obligations (i.e., committee meetings) may impose upon stated office hours.

**Revised: 8/2014**

**Course Description**

Supervised experience in a community setting under the cooperative direction of a certified or licensed counselor and the university instructor (faculty supervisor). Experiences to include individual and group counseling, consultation, assessment, and other typical counselor duties as practiced at the placement site (enrollment with the approval of instructor only). A total of 300 hours participation in site counseling activities is required for this course (CHD 688). The internship site will be in a setting consistent with the student's career plans and the activities will be consistent with the responsibilities assigned to the site counselor.

**Referenced Standards**

CACREP-2009.3.G The program requires completion of a supervised internship in the student’s designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student’s internship includes all of the following (3.G.1-3.G.6)

CACREP-2009.3.G.1 At least 240 clock hours of direct service, including experience leading groups.

CACREP-2009.3.G.2 Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.

CACREP-2009.3.G.3 An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.

CACREP-2009.3.G.4 The opportunity for the student 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).

CACREP-2009.3.G.5 The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.

CACREP-2009.3.G.6 Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

CACREP- 2009. F. Evidence exists of the use and infusion of technology in program delivery and technology’s impact on the counseling profession.

CACREP-2009.2.G.1.b. Understand the professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications.

CACREP-2009.2.G.1.d .Understands the self-care strategies appropriate to the counselor role.

CACREP-2009.G.1.j Understands the ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

CACREP-2009.G.2.b Understands the attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients.

CACREP-2009.2.G.5.c. Knows essential interviewing and counseling skills.

CACREP – 2009.2.G.6.a. Understands the principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work.

CACREP – 2009.2.G.6.b. Understands group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles.

CACREP – 2009.2.G.6.c. Understands theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.

CACREP – 2009.2.G.6.d. Understands group counseling methods, including group counseling orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.

CACREP-2009.CMHC.A.2 Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.

CACREP-2009.CMHC.A.3 Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.

CACREP-2009.CMHC.B.1 Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

CACREP-2009.CMHC.B.2 Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

CACREP-2009.CMHC.C.3 Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).

CACREP-2009.CMHC.C.5 Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.

CACREP-2009.CMHC.C.8 Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

CACREP-2009.CMHC.D.1 Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.

CACREP-2009.CMHC.D.2 Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.

CACREP-2009.CMHC.D.3 Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

CACREP-2009.CMHC.D.4 Applies effective strategies to promote client understanding of and access to a variety of community resources.

CACREP-2009.CMHC.D.5 Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

CACREP-2009.6.CMHC.6 Demonstrates the ability to use procedures for assessing and managing suicide risk.

CACREP-2009.CMHC.D.7 Applies current record-keeping standards related to clinical mental health counseling.

CACREP-2009.CMHC.D.8 Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

CACREP-2009.CMHC.D.9 Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

CACREP-2009.CMHC.E.2 Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.

CACREP-2009.CMHC.E.4 Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.

CACREP-2009.CMHC.F.1 Maintains information regarding community resources to make appropriate referrals.

CACREP-2009.CMHC.F.2 Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.

CACREP-2009.CMHC.F.3 Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

CACREP-2009.CMHC.G.1 Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.

CACREP-2009.CMHC.G.3 Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

CACREP-2009.CMHC.H.1 Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

CACREP-2009.CMHC.H.2 Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

CACREP-2009.CMHC.H.3 Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.

CACREP-2009.CMHC.J.3 Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

CACREP-2009.CMHC.K.5 Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

CACREP-2009.CMHC.L.1 Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.

CACREP-2009.CMHC.L.3 Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

**Prerequisites**

CHD 600, 602, 606, 608, 678

### Required Text

**Tk20**

Tk20 is the official assessment management system of the University of North Alabama’s College of Education and Human Sciences.  All undergraduate and graduate programs leading to educator certification; undergraduate programs in Exercise Science, Fitness Management, Health Promotion, Recreation, and Sport Management; and all CACREP accredited programs require key assessments, projects, work samples, applications, professional testing and certification recommendations that will be collected, processed, and archived through the Tk20 system.    
It is the responsibility of each student pursuing any degree or certification in the programs mentioned above to pay the one-time COEHS Assessment Fee, which will be billed through the student’s University account.  The fee will allow the student access to Tk20, and may be utilized for ten years from the activation date. Students with Assessment Fee billing issues should contact Dr. Katie Kinney, Tk20 Administrator at [tk20@una.edu](mailto:tk20@una.edu).

**Instructional Modalities**

Supervised practical application, small group discussion, higher order questioning, cooperative learning, experiential exercises

**Student Knowledge and Skill Outcomes and Course Competencies**

1. The objectives are designed to meet the CACREP standards by requiring an opportunity for the student to perform all the activities that a regularly employed staff member in the setting would be expected to perform. (CACREP 3.G, 3.G.1-3.G.6)
2. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. (CACREP-2009.G.1.j, CACREP-2009.CMHC.A.2, CACREP-2009.CMHC.B.1)
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (CACREP-2009.2.G.5.c, CACREP-2009.CMHC.F.3)
4. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (CACREP-2009.2.G.5.c, CACREP-2009.CMHC.C.8, CACREP-2009.CMHC.D.5)
5. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. (CACREP-2009.2.G.5.c, CACREP-2009.CMHC.D.1, CACREP-2009.CMHC.K.5, CACREP-2009.CMHC.L.1)
6. Demonstrates knowledge of the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans. (CACREP-2009.CMHC.G.1, CACREP-2009.CMHC.H.2)
7. Screens for addictions and provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders. (CACREP-2009.CMHC.D.8, CACREP-2009.CMHC.H.3)
8. Applies multicultural competencies to clinical mental health counseling involving assessment, case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. (CACREP-2009.CMHC.D.2; CACREP-2009.CMHC.H.1)
9. Demonstrates an understanding of attitudes, beliefs, understandings, and acculturative experiences through experiential learning activities designed to foster students’ understanding of self and culturally diverse clients. (CACREP-2009.2.G.2.b)
10. Demonstrates the ability to use procedures for assessing and managing crisis and traumatic situations, including suicide risk. (CACREP-2009.CMHC.D.6, CACREP-2009.CMHC.H.3, CACREP-2009.CMHC.K.5, CACREP-2009.CMHC.L.3)
11. Demonstrates an understanding of the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client. (CACREP-2009.CMHC.E.2)
12. Understands the principles of group dynamics, group theories, group leadership, and appropriate methods for evaluating group processes. (CACREP – 2009.2.G.6.a, CACREP – 2009.2.G.6.b, CACREP – 2009.2.G.6.c, CACREP – 2009.2.G.6.d.)
13. Applies effective strategies to promote client understanding of and access to a variety of community resources. (CACREP-2009.CMHC.D.4, CACREP-2009.CMHC.F.1)
14. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling. (CACREP-2009.CMHC.E.4)
15. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients. (CACREP-2009.CMHC.F.2)
16. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified. (CACREP-2009.CMHC.G.3)
17. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling. (CACREP-2009.CMHC.B.2)
18. Demonstrates knowledge of the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help). (CACREP-2009.CMHC.C.3)
19. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network. (CACREP-2009.CMHC.C.5)
20. Demonstrates an understanding of the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. (CACREP-2009.2.G.1.b, CACREP-2009.CMHC.A.3)
21. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities. (CACREP-2009.CMHC.D.3)
22. Applies current record-keeping standards related to clinical mental health counseling. (CACREP-2009.CMHC.D.7)
23. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs. (CACREP-2009.CMHC.J.3)
24. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. (CACREP-2009.CMHC.D.9)
25. Understands and practices self-care strategies appropriate to the counselor role. (CACREP-2009.2.G.1.d)
26. Evidence exists of the use and infusion of technology in program delivery and technology’s impact on the counseling profession. (CACREP- 2009. 2.F)

### Evaluation

**Course Requirements Outcomes & Competencies**

Minimum Requirements 1 -26

Observations, Performance Assessment, Session Notes 3, 4, 5, 6, 12

Referral Sources Project 13, 15, 19, 20

Ethical & Legal Considerations Project 2

Diversity Report 3, 9, 11

Psychopharmacological Medications Report 16

Technology Project 26

Supervision/evaluation at the site will include on-going direction and consultation for the intern. The faculty supervisor will provide a formal evaluation of the student's performance based on quality of course assignments, class participation, and consultation with the site supervisor. Both the site and faculty supervisors will provide progress evaluations for the intern. The faculty supervisor will assume primary responsibility for assigning the final grade; however, the site supervisor will be asked to evaluate the student's performance. The site supervisor's evaluation will be considered in determining the final grade and will, with the site supervisor's permission, become a part of the student's file kept by the Counselor Education Department at UNA. (CACREP-2009.3.G.6)  
To receive an "A" as the final grade in this course, students must receive an “A” on at least four of the five written assignments (i.e., Referral Sources Project, Ethical & Legal Considerations Report, Diversity Report, Psychopharmacological Medications Report, and Technology Report ) and no grade below a “B” on these written assignments. Additionally, students must receive a majority of "target" ratings and no “unacceptable” ratings on Session Observation ratings and Final Evaluation of their performance on the site.  
  
To receive a "B" as the final grade in this course, students will need to receive at least a “B” on all five written assignments (i.e., Referral Sources Project, Ethical & Legal Considerations Report, Diversity Report, Psychopharmacological Medications Report, and Technology Report). Additionally, students must receive no “unacceptable” ratings on any portion of the Session Observation ratings and Final Evaluation of their performance on the site.  
  
Students who receive a “C” or lower on any written assignment (i.e., Referral Sources Project, Ethical & Legal Considerations Report, Diversity Report, Psychopharmacological Medications Report, and Technology Report) or an “unacceptable” rating on any portion of the Session Observation ratings and Final Evaluation of their performance on the site will receive a "C" or lower based on a professional, subjective decision by the instructor.

**Student actions resulting in termination from the practicum/internship site will result in the student being required to withdraw from the course.**

**Please note:**

* For all course requirements, part of your grade will be a professional, subjective decision by the instructor.
* For each day beyond the due date that late assignments are submitted, the grade on that assignment will be reduced by a half letter grade.
* Assignments submitted for this course shall not contain any portion of materials submitted in another course.
* Cell phones and other electronic devices are not permitted in class and should not be visible or audible. If a student needs cell phone access for a personal emergency or on-call work situation, the student may keep the phone visible and in vibrate or silent mode. Permission of the instructor must be obtained prior to class in these situations.
* All students are expected to maintain ethical standards at all times.

**Students will receive a final grade in this course only upon completing and satisfactorily documenting the minimum course requirements.**

### Description of Course Requirements

**CLASS PARTICIPATION**The intern will meet with the UNA faculty supervisor 1-1/2 hours each week for group supervision.

**MINIMUM COURSE REQUIREMENTS** (CACREP-2009.3.G, 3.G.1-3.G.6)Students are required to participate in the following activities:  
1. At least 135 hours per 3 semester hour course is required in direct service activities (individual and group counseling, educational and informational presentations and consultations).   
a. Individual and group counseling (minimum of 120 hours)

b. Consultation with professional staff, family members and other community resource persons (minimum of 15 hours)   
2. **Please note**: Interns must complete a minimum of ten (10) hours per week on the internship site while enrolled in CHD 688 Internship.  
3. Weekly interaction with site supervisor and receive an average of one (1) hour per week of individual supervision.

4. A **list of internship activities**.

5. A log to document internship activities for all course requirements. This log will be available for review by the faculty supervisor during campus meetings.   
6. A Summary of Hours log will be given to the instructor on specified dates.  
7. A mid-term evaluation and a final evaluation, both completed by site supervisor.

**ADDITIONAL COURSE ASSIGNMENTS**  (See course schedule for due dates.)

1. ***Observations, Performance Assessment, and Session Notes***

Students will be observed (live or taped) by their site supervisor performing three counseling sessions, including at least one individual counseling session, one small group counseling session, and either an individual or small group counseling session. The site supervisor will complete a performance assessment (rubric available in the Practicum and Internship Manual) for each activity. The student will submit a session note for each activity.

2. ***Referral Resources Project***

a. Listing of important community referral resources available to clients and families that are served in this agency.

b. Referral procedures used on the site for crisis intervention and suicide prevention.

3. ***Ethical and legal Considerations Project***

a. Based on the ethical standards of the American Counseling Association (ACA), compile a list of situations (at least six) which could present ethical or legal dilemmas to a counselor in the Clinical Mental Health setting that is the internship site.

b. Describe some possible solutions, including the reasoning for these solutions, to these ethical dilemmas.

4. ***Diversity Report***

a. Develop a diversity report about the population that is being served that includes factors such as culture, race, gender, special needs, socioeconomic status, and age.

b. Develop equity-focused interventions that might improve access to mental health services for clients.

c. Describe diverse content that could be used in educational materials to meet the needs of clients.

5. ***Psychopharmacological Medications Report***

a. List the psychotropic medications commonly prescribed to clients served in the clinical/agency setting.

b. List the classifications, indications, contraindications, and side effects of these medications.

c. Discuss client adherence concerns and when it is appropriate to refer clients for medication assessment.

6. ***Technology Project***

a. Describe the agency’s policy regarding technology and/or social media.

b. Describe how technology is used to engage clients in program delivery.

c. Consult with your site supervisor and explore the technology system that is used to document treatment plans and client progress. Discuss what you learned about this process.

**Attendance**

**UNA’s attendance policy states:** “Graduate work is based on levels of maturity and seriousness of purpose which assume regular and punctual class attendance. In order to protect academic status, circumstances necessitating extended absences should be the basis for conferral with the appropriate college dean. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established in writing for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or professor-initiated withdrawal from class. Official written excuses for absences are issued only for absences incurred in connection with university-sponsored activities. For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor.” (p.33) **All faculty in the Counselor Education department have adopted the following policy:** If a student misses more than four classes, that student will be required to withdraw from the course. If the fifth absence occurs after the withdrawal deadline, the student will receive a failing grade.

**Academic Honesty**

Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor’s purview.

2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.

3. If the student disagrees with the instructor’s proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

**Accommodation Statement**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

**Emergency Procedures**

Upon hearing the fire/emergency alarm, or when instructed by the building coordinator to do so, students will evacuate the building under the supervision of the faculty and staff. While evacuating, please keep in mind the following:

* Assist persons with physical disabilities, if needed.
* Do not use the elevators.
* Time permitting, close all doors and windows.
* Alert others in the building as you exit.

Faculty, staff and students will stay in a designated assembly area until notified otherwise by authorized personnel, including UNA facilities staff, UNA Police Officers, UNA Administrators, or Fire Department personnel.

**Title IX**

The University of North Alabama has an expectation of mutual respect.Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

**Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above.** Retaliation against any person who reports discrimination or harassment is also prohibited. UNA’s policies and regulations covering discrimination and harassment may be accessed at [www.una.edu/titleix](http://www.una.edu/titleix). If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

**UNA Counselor Education Social Media Policy**

Since new social media outlets appear every day, and profession-specific ethical codes evolve more slowly, it is essential to be aware of challenges facing counselors and counselors-in-training.

Consider the following prior to posting or transmitting on social media:

* Think before you post or transmit.
* Assume anything that you post or transmit on social media can be made public.
* An electronic post or transmission is a digital tattoo and there is currently no laser to remove it.
* Employers often search social media to learn more about you prior to interviews or offers of employment.

The following rules apply to all counselors-in-training in the Counselor Education Program at the University of North Alabama:

* Do not “friend” a client or a P – 12 student on social media.
* Do not identify your practicum/internship site.
* Read and follow the relevant policies of your practicum/internship site.
* Do not post or transmit anything about your work with clients/students.
* Do not post anything about your experience or feelings that pertain to working with clients/students.

**Class Schedule\* and Course Content**

1/11 Syllabus

Orientation to paperwork

Supervision

1/18 **List of Internship Activities**

Supervision

1/25 Supervision

2/1 **Referral Sources Project**

Supervision

2/8 **Observation #1 (completed by site supervisor)**

Supervision

2/15 **Ethical & Legal Considerations Project**

Supervision

2/22 **Hours Summary**

Supervision

3/1 **Mid-Term Evaluation (completed by site supervisor)**

Supervision

3/8 **Diversity Report**

Supervision

3/15 **No Class – ACA Conference**

3/22 **Observation #2 (done by site supervisor)**

Supervision

3/29 **Spring break**

4/5 **Psychopharmacological Medications Report**

Supervision

4/12 **Technology Report**

Supervision

4/19 Supervision

4/26 **Observation #3 (completed by site supervisor)**

Supervision

5/3 Supervision

5/10 **Final Evaluation (completed by site supervisor)**

**Hours Summary and Logs**

**\*The syllabus should be considered a tentative outline for the course and subject to change.**

I have received a copy of the syllabus for CHD 688 (CMHC). I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.  
  
  
  
  
  
  
  
Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
  
  
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