



Exhibit 1.4.c.6c

School Counseling Program Supervised Individual Counseling

Assessment #3 – Clinical Mental Health Counseling - Supervised Individual Counseling (EPY 605)

Beginning students will schedule and conduct four counseling sessions with student volunteers. Students in EPY 605 are responsible for contacting the student volunteers, scheduling and video recording sessions. Confidentiality of sessions is paramount; therefore, students are prohibited from sending digital video files by internet. Students will inform volunteers that digital files will be deleted and/or destroyed at semesters end. Students will prepare and present two video recorded sessions meeting for individual supervision prior to sessions two or three and after sessions three or four. Students will complete both the “Audio-Video Critique Forms” and “Counseling Progress Notes” before scheduled supervision sessions with faculty. Students must conduct their fourth counseling session no later than week 14 so as to allow time for scheduled supervision session with faculty. Students will remove delete recorded sessions at semesters end. Student documents, case notes and treatment plans will include and reference the goals and objectives listed in “Objectives - CMHC Standards (A.2– E. 6)”, e.g. “Does my treatment plan relate to client’s problem?”

Your Completed Individual Counseling Sessions Project will include:

1. “Counseling Progress Notes – Continuing Session” (one for each session).
2. “Audio-Videotape Critique Form” (one for each session).
3. “WCSU Student Counseling Volunteer Form” (faculty will provide).
4. “Outpatient Treatment Plan OTP” (in Hackney, Appendix B-4).
5. A copy of your current professional liability insurance.
6. Signed confirmation from student volunteer indicating deletion of video recordings.
7. Student and faculty will complete the, “Clinical Mental Health Counseling Supervised Individual Counseling: Project Rubric”

EPY 605 : Clinical Mental Health Counseling - Individual Counseling Project Rubric

| Student Learning Outcomes | Unacceptable 1 | Acceptable 2 | Target 3 | C.M.H.C Standard |
|---|--|--|---|--|
| Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. | N.A. | N.A. | Contents of the clinical folder MUST include informed consent, client assent, and proof of malpractice insurance. Session notes MUST document that you have informed your clients about the project, your role and limits of confidentiality | A. 2 |
| Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, principles of clinical supervision. | Theory into practice not evident. Does not 'use' supervision. | Developing clinical skills, accepts, and 'uses' supervision. | Documented understanding & appropriate use of counseling theories and methods. Always prepared for supervision and demonstrated use of feedback to improve subsequent counseling sessions. Case notes, treatment plans accurately reflect session. | A. 5 |
| Understands the range of mental health service delivery and evaluates treatment outcomes appropriately. | Unclear of client need or services, or txt. outcome. | Developing knowledge of needs, services, outcomes | Understands needs of their client and knows how to access other available services for their client. Assess TXT outcomes using current best practices. | C. 5 I. 3 |
| Knows the principles, models, and documentation formats case conceptualization, txt planning as well as social/community systems, normalcy/psychopathology leading to diagnoses | Unclear of: presenting problem, Txt. Plan and CCS not related to client goals or methods used. | Developing skills in areas of: case notes, txt plan, goals, CCS, DSM, etc. | Case notes, treatment plan, case conceptualization Skills (CCS) and methodology accurately relate to client's presenting problem, developmental, family system, diagnostic needs, mental status, physical, neurological concerns and goals for counseling. | C. 7 C. 8 G. 1 G. 1 |
| Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments. | Unclear of what/ how diagnostic, mental/physical assessments are to be used | Developing skills in diagnostic, mental/physical assessment. | Used appropriate diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments to inform treatment plan. Understood basic classifications, contra/indications, and side effects of Psychopharmacological medications. | G. 2 G. 2 |

Scoring Key:

Unacceptable: any 1's

Acceptable: 10-12

Target: 13-15