Internship Handbook
For Mental Health and College Counseling

Internship in Mental Health Counseling COUN 667
Internship in College Counseling COUN 666

Graduate Counseling Program
Old Dominion University
January 2014
INTRODUCTION

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The following forms are referenced in this handbook and are available on the program website:

- Application for Master’s Mental Health or College Counseling Internship
- Site Supervision Agreement for Clinical Practicum or Internship
- Individual University Supervisor Agreement
- Consent for Recorded Supervised Counseling
- Consent for Recorded Supervision
- Skills and Techniques Competency Scale
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THE COUNSELING INTERNSHIP

I. INTRODUCTION

The Mental Health and College Counseling specializations require students to complete supervised internship experiences that total a minimum of 600 clock hours (CACREP, 2009, § III.G). The internship may be completed over one semester or may be completed over two semesters at 300 hours per semester.

GROUP SUPERVISION TIMES

Internship Student Supervision Groups (maximum of 10 to a group)(Not to exceed 12 per CACREP Standard, Section I, R):
Mondays, 5:15-6:45 pm
Tuesdays, 7:15-8:45 pm
Thursdays, 5:15-6:45 pm

II. PREREQUISITES

The prerequisites for the Mental Health Internship (COUN 667) are: COUN 601, 633, 634, 644, 645, 648, 650, 669, 680, 685.

The prerequisites for the College Counseling Internship (COUN 666) are COUN 601, 633, 634, 644, 645, 648, 650, 669, 680, 685, 686.

III. APPLICATION AND PREPARATION FOR INTERNSHIP

Deadlines: The student must submit an Application for Master’s Level Internship in Counseling (form available on the program web page) to the Clinical Coordinator by November 15 for a summer semester internship, January 15 for fall semester, and July 15 for spring.

The Internship application process includes submitting a formal application for each semester the student is intending to be enrolled in internship and attending an information session about the Internship process. Once the application is completed, it must be scanned and saved as a single document in PDF format, with the student’s last name, and form name. email the scanned document to clinicalcoord@odu.edu for processing.

After approval by the Clinical Coordinator, students are responsible to secure a site that meets program requirements, complete a Site Supervision Agreement (form available on the program website) and any additional steps required by the site, and register for the appropriate Internship course (see paragraph below). Your site agreement must be scanned, labeled, and submitted in the same manner as the application. Site agreements for Mental Health and College Counseling specialty area students are due 4-6 weeks prior to starting the experience. Students must coordinate scheduling with supervisors, and attend the on-campus orientation session before the semester starts.

Information session: Students MUST attend the information session prior to submitting applications. These sessions are scheduled approximately one week prior to the application deadline. Students
planning to apply for internship and who do not attend should request permission to be absent from the Clinical Coordinator. An additional mandatory orientation will be held one week prior to the beginning of the semester to prepare students for their internship experience.

Registration instructions: When university online registration opens, register for the section of COUN 667 (Mental Health Counseling specialty area) or COUN 666 (College Counseling specialty area) that meets at your campus, for the number of credits that represents 1 per 100 hours you plan to complete that semester. If you are planning to complete 900 hours, this should be completed in 2 semesters. You may take 6 credits during either your first or second internship semester and the other 3 during the other semester, for a total of 9 credits.

If you decide to postpone the start of your internship after submitting your application, please immediately inform the Clinical Coordinator.

Internship application process

<table>
<thead>
<tr>
<th>Task</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study the requirements for internship sites in this handbook and initiate contact with potential internship sites. Communicate with the Clinical Coordinator for approval of the site you select.</td>
<td>As soon as possible.</td>
</tr>
<tr>
<td>Ensure you will have completed all of the prerequisite courses before the start of your internship semester.</td>
<td></td>
</tr>
<tr>
<td>Complete the Application for Supervised Master's Level Internship in Counseling and email to <a href="mailto:clinicalcoord@odu.edu">clinicalcoord@odu.edu</a>.</td>
<td>November 15 for summer</td>
</tr>
<tr>
<td></td>
<td>January 15 for fall</td>
</tr>
<tr>
<td></td>
<td>July 15 for spring</td>
</tr>
<tr>
<td>Receive confirmation of your application’s approval.</td>
<td>Usually 3 weeks after the application due date, by email</td>
</tr>
<tr>
<td>Sign a site supervision agreement with your site supervisor(s) and submit to <a href="mailto:clinicalcoord@odu.edu">clinicalcoord@odu.edu</a>.</td>
<td>April 1 for summer</td>
</tr>
<tr>
<td></td>
<td>August 1 for fall</td>
</tr>
<tr>
<td></td>
<td>December 1 for spring</td>
</tr>
<tr>
<td>Register for internship course in LeoOnline (choose the course section that gives you 1 credit per 100 hours you plan on completing).</td>
<td>After registration opens, usually 4 weeks before semester start date.</td>
</tr>
<tr>
<td>Confirms start date, weekly supervision meeting times, and other details with site supervisor.</td>
<td>About two weeks before semester start.</td>
</tr>
<tr>
<td>Schedule university supervision.</td>
<td>You should receive your individual assignments and hear from your supervisor about a week before classes begin.</td>
</tr>
<tr>
<td>Attend Internship orientation BEFORE semester start.</td>
<td>Usually on the Thursday before the semester start.</td>
</tr>
</tbody>
</table>

Students may direct questions about the Internship process to the Clinical Coordinator and the Assistant to the Clinical Coordinator at clinicalcoord@odu.edu.
IV. SECURING AN INTERNSHIP SITE

College and mental health specialization interns will be responsible for identifying and securing their own internship sites 4-6 weeks prior to the start of the semester during which they will complete their experience. A list of potential internship sites is available upon request from clinicalcoord@odu.edu. Sites must meet the following criteria:

1. The site has agreed to accept a student for a 600-hour internship experience for college or mental health specialization interns, including a minimum of 240 clock hours of direct client services, including experience leading groups (CACREP, 2009, § III.F).
2. The site supervisor meets the minimum qualifications (see Section VI.C)
3. The site supervisor has reviewed and signed the Site Supervisor Agreement (form available on program web site)
4. The site will allow the student to video or audio record direct service work on a regular basis with clients (CACREP, 2009, § III.G.5)
5. The site has been approved by the ODU Clinical Coordinator at least one month prior to starting the semester.

Please make sure that you learn and comply with all policies, including holiday schedules, relevant to the internship site in which you are working. If you have any difficulties on site, first talk with your on-site supervisor. If this does not resolve the problem, talk with your faculty supervisor.

V. GOALS AND OBJECTIVES OF THE COUNSELING INTERNSHIP

This supervised experience will enable students to practice intermediate counseling skills within a supervised counseling setting while integrating knowledge and skills learned in previous course work. In addition, students will focus on how to use the therapist/client relationship to foster client growth (CACREP, 2009, §§ II.G.3; II.G.5; III. Introduction).

Course objectives are:

1. To practice intermediate counseling skills (CACREP, 2009, § II.G.5.c).
2. To expand repertoire of responses to clients.
4. To develop treatment plans based on case conceptualizations.
5. To examine the personal characteristics needed to be an effective counselor (CACREP, 2009, § II.G.5.b).
6. To keep case notes and records and learn referral skills (CACREP, 2009, § II.G.1).
7. To understand the ethical and legal issues in counseling as applied in the internship setting (CACREP, 2009, § II.G.1.).
8. To broaden one's theoretical basis for counseling strategies (CACREP, 2009, § II.G.3.a-h).
9. To discuss multi-cultural issues as they relate to counseling clients of varying social/cultural/ethnic groups. (CACREP, 2009, § II.G.2)
10. To introduce and practice advanced counseling skills such as immediacy, confrontation, advanced accurate empathy, interpretation.
11. To examine how the counseling relationship can be used to foster client growth. (CACREP, 2009, § II.G.5.a; II.G.3)
12. To apply crisis intervention strategies. (CACREP, 2009, § II.G.3.c; II.G.5.g)
13. To learn to function professionally in an agency/university setting.
VI. REQUIREMENTS

a. General Requirements

The Mental Health and College Counseling specializations require students to complete supervised internship experiences that total a minimum of 600 clock hours (CACREP, 2009, § III.G). The internship may be completed over one semester or may be completed over two semesters at 300 hours per semester. Students must complete all supervision and academic requirements throughout each semester while enrolled in internship credits.

The 600 clock hours should include the following:

1. For the 600-hour internship, a minimum of 240 hours of direct service with clients, including experience in both individual counseling and group work (CACREP, 2009, § III.G.1). The minimum indirect service hours required is 360 (CACREP, 2009, § III.G.4).
2. Opportunities to develop case conceptualizations, case reports, and treatment plans
3. For each semester they are enrolled in internship, a minimum of one (1) hour per week of individual supervision by a university supervisor
4. For each semester they are enrolled in internship, a minimum of one and one-half (1½) hours per week of group supervision by a university supervisor (CACREP, 2009, § III.G.3)
5. For each semester they are enrolled in internship, a minimum of one (1) hour per week of individual supervision by the student’s site supervisor (CACREP, 2009, § III.G.2).
6. Completion of a weekly Hours Log (form available on Program web page) which includes a summary of the hours spent in (a) counseling or other direct client services, (b) observation, and (c) other activities.
7. Students will be required to submit audio and/or video recording of clients (CACREP, 2009, § III.G.5). For each semester they are enrolled in internship, students will be required to submit a total of 5-8 audio or video recordings (video is preferred) during the semester of their direct client work. Before mid-semester, 2-3 recordings are required. After mid-semester, 3-5 recordings are required. Recordings should be separate/different sessions. The sessions must be recent within 1-2 weeks. UNDER NO CIRCUMSTANCES SHOULD STUDENTS UTILIZE A CELL PHONE OR LAPTOP FOR RECORDING. IF YOU DO SO, YOU WILL BE REMOVED FROM THE SITE. Students should submit an evaluation with each recording. (University supervisors will provide students with evaluation guidelines.) In addition, a minimum of two verbatim transcripts of client sessions will be due per academic term and two case conceptualizations to their university group supervisor.
   a. Note: Each client (or parent of a minor client) must complete a "Consent to Participate in Recorded Supervised Counseling" form (available on Program web page) before beginning recorded counseling with the client.
8. Readings or other activities as may be assigned by the faculty instructor or a university supervisor.

b. Semester Schedule and Record Keeping

While you are at your internship site, you should carefully complete your internship log each day. This log will assist you in discussions during your on-campus internship seminar (group supervision) and it will help you keep track of your hours. The log will be collected by your individual university supervisor. A log form is available on the Program web page and from your group supervisor/course instructor when you are enrolled in internship class. Please make as many copies as you need for the semester. If you wish to develop your own record keeping form, be sure it includes all the elements and signatures required on the program form.
A timeline of all student responsibilities during the Internship semester is detailed in forms provided online. As with the Practicum, these responsibilities include attending weekly supervision meetings (site, university group, and university individual); preparing, analyzing, and sharing 5 - 8 recordings of client sessions; two case conceptualizations with oral presentations; two verbatim transcriptions; maintaining all required documentation; and submitting a complete file in electronic format at semester end. Students must complete all of the requirements each semester they are enrolled in Internship. Students should retain all paper documentation and submit the semester end file to their university group supervisor/course instructor. The semester end file will include:

- Individual University Supervision Agreement
- Consent for Recorded Supervision
- Site Supervision Agreement
- Skills and Techniques Competency scales
- Two case conceptualizations with supervisor feedback
- Two verbatim transcriptions with supervisor feedback
- Hours Log & Supervision Attendance Log
- Evaluations by the student of site and site supervisor, and individual and group supervisors
- Evaluations of the student by group, individual, and site supervisors
- Master's Student Clinical Completion Checklist

Current forms are available on the Program web page and will be supplied to faculty/group supervisors.

### VII. EVALUATION OF STUDENTS

Each student will be enrolled in the appropriate internship course for one or two semesters. The student will be evaluated a minimum of two times during each semester enrolled by his or her supervisor(s) (CACREP, 2009, § III.G.6). The Counseling Skills and Techniques Competency Scale (form available on Program web page) will be used to assess student skills at the beginning, middle, and end of each semester. In addition, at the end of each semester, the student’s university supervisor will complete the University Supervisor Evaluation of Counseling Student form (available on Program web page).

The student will provide the site supervisor with the Site Supervisor Evaluation of the Intern form (available on the Program web page). The supervisor should carefully complete this inventory as the student approaches completion of work at that site and return it to the student. If the student is working at more than one site, the evaluation must be provided to the supervisor at each placement. The student should show the evaluation to the university individual supervisor and include it in the student’s semester file. It will be used as one criterion in determining the student’s grade. (CACREP, 2009, III.G.6)

At the end of each semester, the ODU Clinical Coordinator or designated faculty supervisor will use these evaluations to assist him or her in determining the student’s grade. In addition to this formal evaluation, it is expected that the student’s supervisor will be offering ongoing “process” feedback (e.g., verbal, written feedback). The course is graded on a "Pass/Fail" basis. In order to pass, a student must meet all requirements as noted under "General Requirements" and demonstrate competency in:

1. applying core counseling skills,
2. understanding the relationship between specific client problems and particular treatment approaches, and
c. knowing one's own attitudes and needs as they affect counseling while demonstrating sufficient personal adjustment to function ethically as a counselor.

If a student is not successfully progressing through practicum, the student, their supervisor, and the Clinical Coordinator will work collaboratively to create a Professional Development Plan (PDP). The PDP will serve as a guide with specific actions that should be taken by the student to meet the requirements to pass Practicum.

VIII. SUPERVISION OF STUDENTS

All supervision must be entered weekly onto the Weekly Hours Log (form available on program web page).

a. University Supervision

Doctoral Students as University Supervisors

In most cases, doctoral students will individually supervise master’s degree students. In such cases, these advanced counseling students will be receiving supervision from a faculty supervisor. All advanced students who are supervising master’s degree students must meet the following requirements:

1. have completed a master’s degree, as well as counseling practicum and internship experiences equivalent to those in a CACREP-accredited entry-level program;
2. have completed or are receiving preparation in training in counseling supervision; and
3. be supervised by program faculty with a faculty/student ratio that does not exceed 1:6 (CACREP, 2009, § I.Q).

Faculty Instructors as Individual Supervisors

Each regular, adjunct, and affiliate program faculty member who is a faculty instructor or supervisor for the internship course must have the following (CACREP, 2009, § III.A):

1. a doctoral degree from a program in counselor education or a closely related field
2. relevant professional experience and demonstrated competence in counseling and/or human development at levels appropriate for the students supervised; and
3. course work or other training that shows competence in supervision of counseling students.

Individual Supervision

For each semester a student is enrolled in internship, they will receive a minimum of one (1) hour per week of face-to-face individual or triadic supervision by a university supervisor. Most supervision will be given by a doctoral-level graduate student being supervised by a faculty supervisor. Only those faculty supervisors, advanced counseling students, or site supervisors who meet the requirements listed in this document will be eligible to supervise internship students.

Group Supervision

All students must receive a minimum of one and one-half hours (1 ½) of group supervision per week for each semester the student is enrolled in internship. This requirement will be satisfied by a group supervision class. Group supervision is an opportunity for students to practice and reflect upon crisis and trauma intervention skills.
Assignment to Group Supervision

Students will be provided with group supervision times from which to choose. These group times will constitute the internship class and may not correspond to times listed on LEO or Blackboard.

b. Site Supervision

All students must receive a minimum of one (1) hour per week of individual or group supervision by their site supervisor (CACREP, 2009, § III.G.2). Site supervisors should have a master’s degree in counseling or a related field and a minimum of two years of experience in the specialty area (mental health or college counseling) in which the student is enrolled, knowledge of the program’s expectations, requirements, and evaluation procedures for students, and relevant training in counseling supervision (CACREP, 2009, § III.C). Weekly site supervision should be used to review goals, tasks as defined by the site supervisor, and progress toward those goals and tasks. Site supervision should also include processing of the student’s experience with clients.

c. Evaluation of Supervisors

Students are required to complete written evaluations of their university and site supervisors (forms available on Program web page) at the end of each semester of internship. The Council for Accreditation of Counseling and Related Programs requires such an evaluation (CACREP, 2009, § I.BB). It will also assist us in the selection of appropriate supervisors for future interns. All evaluations will be kept confidential. Instructions on how to submit you faculty and site supervisor evaluations will be provided by the Clinical Coordinator. Do not email these to ClinicalCoord@odu.edu.

IX. LIABILITY INSURANCE COVERAGE

Old Dominion University covers all registered and enrolled students with liability insurance provided through the Commonwealth of Virginia. This policy applies to any students who are required by their curriculum to participate in supervised and graded service outside the University at various internship sites (CACREP, 2009, § I.S). A copy of the Certificate of Coverage is provided in the Appendix of this document.
Course Description
Designed to provide individual students with a planned program of advanced on-the-job professional experience in a school or community agency setting. Internship assignments will be controlled and coordinated by a university instructor. Direct supervision will be given by an experienced professional in the setting as well as, a faculty instructor or a doctoral-level counseling student.

Purpose
An internship, as distinct from a job, consists of intensively supervised practice, with reflection on that practice. You will continue your education by (a) trying out and observing practices and then (b) examining them in an intentional fashion, both in the seminar, at the internship site, and at home through your commentaries. You will seek to become more "intentional" about your work, including becoming more aware of social and cultural dimensions of the work.

Three dimensions for learning are highlighted:
(1) understanding of clients themselves and types of client difficulties,
(2) facility with using helping skills, and
(3) personal attitudes that help or hinder professional performance.
With the group leader’s guidance, all students will act as "peer supervisors" for each other.

Course Objectives/Competencies
Apply basic helping skills, including empathic listening, in an intentional manner as outlined on the Counseling Skills & Techniques Competency Scale.
Assess individual differences among clients, including cultural dimensions, in order to develop individualized plans to meet those needs.
Increase awareness of one’s own needs and attitudes that affect counseling and begin to use one’s own reactions in the counseling process.
Understand ethical and legal issues in counseling work.
Learn effective workplace behavior and learn the special skills and norms appropriate to their field setting.

Course Requirements
E-Mail and Blackboard Account. Students must activate their ODU e-mail account. This is our program’s policy. You will be responsible for checking your ODU account regularly during the semester and checking Blackboard at least twice a week for posted announcements. All students must have an activated ODU e-mail account and must be on Blackboard no later than 2 weeks after the semester begins. Students will not receive subsequent attendance points for any class within one month after the beginning of the semester in which the student’s profile is not accessible on Blackboard. Since all grades and attendance points are tracked on Blackboard, it is imperative that each student confirms that his or her Blackboard account is working. It is the student’s responsibility to work with OCCS in correcting any problem. The instructor will not correct these errors for the student. Students with problems activating their Blackboard account should immediately send an e-mail to OCCS at: occshelp@odu.edu. Blackboard can be accessed at: http://blackboard.odu.edu
Attendance, Readings, Assignments, Counseling Sessions, and In-Class Activities. Students are expected to attend each group, complete all readings and assignments, and participate in group activities as well as counseling practice sessions.

Internship Related Activities. Successfully complete at least 300 (three or four credits) or 600 hours (six or eight credits) of field work. These hours include:
- all time at the site or in related duties (240 hours [or more] out of the total 600 must be direct service to clients)
- attendance at training sessions and conferences,
- time spent in the internship seminar/group and in reading, and in preparing the cases and tapes.

Individual Supervision. A minimum of one (1) hour per week of individual supervision (using audiotape, videotape and/or direct observation) over each semester a student is enrolled in internship by the instructor or a doctoral-level counseling student under supervision by a faculty member. Additionally, a minimum of one (1) hour per week of supervision with an approved site supervisor.

Audio/Video Recording and Consent Forms. Students will be required to submit weekly video or audio (video is preferred) tapes of their direct client work. Students must submit a tape evaluation with each tape to their individual supervisor. (University supervisors will provide students with evaluation guidelines.) In addition, a minimum of two verbatim transcript of a client session will be due to the university individual supervisor per academic term. (See Handbook appendix for a copy of the Verbatim Transcript form) Have each client (or parent of a minor client) complete a Consent to Participate in Recorded Supervised Counseling form prior to beginning counseling with the client.

Group Supervision. A minimum of one and one-half hours per week of group supervision with other students in the practicum supervised by the instructor for each semester a student is enrolled in internship.

Internship Log. Completion of a weekly internship log which includes a report of the hours spent in counseling (individual and group), observation, and other counseling related activities over that week period. Include a summary at the bottom of each page of the number of hours spent in each of these activities. This log must be submitted to the group/class instructor each week.

Case Studies. Complete two (2) case studies in group/class for each semester a student is enrolled in internship, one by mid-term and one at the end of the semester. If the client gives approval, the case studies should be accompanied by an audio or videotape of at least one session with this client. The instructor will provide case study guidelines.

End of Semester Paperwork. Students will submit to the group/class instructor all required forms including: site supervisor evaluation, logs, and program evaluation (for those graduating) and School Counseling portfolios for graduating school counseling interns. All paperwork must be appropriately completed and signed. The student evaluation of the group/class instructor is to be given to the student's individual supervisor. Evaluations of individual and group university supervisors shall be turned in to the Clinical Coordinator.

School Counselors. School counseling interns in their last semester (their graduating semester) must submit a school counselor portfolio to their group supervisor along with the other required end of semester paperwork. The portfolio will be returned to the student within two (2) weeks of the end of classes and will be available for pick-up at the Counseling Graduate Office, ED 110. Guidelines for the portfolio are found in the Appendix of the School Counseling Internship Handbook.
Accommodating Students with Special Learning Needs
In accordance with University policy, students with documented sensory and/or learning disabilities should inform the instructor so that their special needs may be accommodated.

Attendance
Weekly group supervision is a requirement of the course and thus attendance at all seminar sessions is expected for each semester a student is enrolled in internship. If an emergency arises, please notify the instructor prior to the class.

Evaluation/Grading
Internship students will be evaluated by their site supervisor mid-semester and at the end of the semester. Ongoing feedback will be available as part of the weekly supervision process. Students must receive a passing grade on case reports and on taped counseling sessions submitted to the group/class instructor and individual supervisor.

The course is graded on a pass/fail basis. In order to pass, a student must meet all requirements and demonstrate basic competency in:
1. Applying intermediate counseling skills
2. Understanding the relationship between specific client problems and particular treatment approaches
3. Knowing one’s own attitudes and needs as they affect counseling. The student must also demonstrate sufficient personal adjustment to function ethically as a counselor.

If a student is not successfully progressing through internship, the student, their supervisor, and the Clinical Coordinator will work collaboratively to create a Professional Development Plan (PDP). (See appendix for a copy of the Professional Development Plan template.) The PDP will serve as a guide with specific actions that should be taken by the student to meet the requirements to pass Practicum.

Honor Pledge
Each student is expected to abide by the honor system of Old Dominion University. I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned.

Office Hours

Course Prerequisites
Students are expected to have completed all core courses and specialty area courses prior to taking internship.

Suggested Class References


For school counseling students

Supplemental readings on selected topics will be assigned or suggested during the course of the seminar. Please print the Internship Handbook.
SAMPLE CASE PRESENTATION OUTLINE

Counselor Name: ___________________  Date of Presentation: ___________  # of Sessions to Date: _____

Presenting Concerns & Specific Problems

Concurrent Problems
(Treatments & Services Received)

Background History & Stressors
(Current, Developmental, & Ecological)

Strengths
(Protective Factors & Signs of Resilience)

Interfering Factors or Barriers
(individual, familial, ecological, administrative)

Ways to Address Barriers

Recommendations
(treatment & plans for follow-up evaluation)
Presenting Concerns & Specific Problems
“Mimi”: 38 year-old Caucasian female. Married, no children. Extended family lives in another state. Reports desire to change careers, feeling “numb” while she’s at work. Has been in this career field (medical related) for 17 years; at this job for 3. States that her supervisor believes she is competent, leaving her in charge when away. Patients, though, notice her inability to connect or empathize with their situation. Recognizes that she – daily – because of her job, hurts patients.

Concurrent Problems (Treatments & Services Received)
Previous history of depression with limited effectiveness of medication (Paxil). Feels similarly to previous depressive episode. Few/no friends because she has been unable to socialize when not at work.

Background History & Stressors (Current, Developmental, & Ecological)
- Husband is pilot who is away regularly. He is underemployed; they rely on her salary to make ends meet.
- This is her second marriage. First marriage ended after 7 years; she felt similarly at the 4 year mark. This is year 4 of the current relationship.

Strengths (Protective Factors & Signs of Resilience)
Willingness to seek assistance. Has previously been able to bring herself out of the depression. Able to change motivation level when husband is home.

Summary of Risk Factors (Implications & Goals: Assessment, disposition, intervention)
Both parents have hx of depression. Mother has hx of anxiety; client also reports moderate anxiety. Mother as model for non-activity.

Interfering Factors or Barriers (individual, familial, ecological, administrative)
Relatively new to area, few/no friends locally. Income is due to her employment. Above-Moderate anxiety & depressive symptoms.

Ways to Address Barriers/ Recommendations
- Discuss how she is able to change her activity level when her husband is around + when she was single previously.
- Take small steps toward making changes. With each possible change, analyze anxiety and advantages/disadvantages related to staying same or changing.
- Enlist husband in the process of changing her activity level.
- Refer for medication evaluation & discuss alternate ways of managing depressive symptoms. Explore anxiety. Explore depressive symptoms related to relationships in particular. What are her fears?
OLD DOMINION UNIVERSITY
CONSENT TO PARTICIPATE IN RECORDED
SUPERVISED COUNSELING

Purpose and Use of Recordings

As part of their professional training, graduate students perform counseling under the supervision of University/faculty members and/or field-placement supervisors. To facilitate this training, counseling sessions are sometimes recorded on in video or audio format. Students use such recordings to review their own performance as counselors-in-training. Student counseling performance may also be reviewed by their university or site supervisor(s) and other internship trainees in a small group setting. All recordings are erased after they are reviewed.

Confidentiality

Trainees and University/faculty supervisors are professionally and ethically bound to preserve the confidentiality of all personal information that is revealed by the client in a counseling relationship. The only exception to this is if a client proves to be at clear and imminent danger of harming himself/herself or others. We would appreciate your permission to record the session(s) with the understanding that confidentiality will be maintained. Thank you for your cooperation.

Supervisor’s Signature and Title ___________________ Date __________

Counselor Trainee’s Signature ___________________ Date __________

Consent

I have read and understand the above statements regarding confidentiality, recording, and supervision of my sessions (or the sessions of my child). I give my permission for these sessions to be recorded for training purposes as described above. I further understand that I can withdraw this permission at any time.

Client’s or Parent’s Signature ___________________ Date __________
CERTIFICATE OF COVERAGE

ISSUED TO: Counseling Services, Human Services Internships and Practicums for Old Dominion University Faculty and Students

INSURER: COMMONWEALTH OF VIRGINIA

AUTHORIZATION: Risk Management Plan of the Commonwealth of Virginia and the Code of Virginia, §2.2-1837 and §2.2-1840

COVERAGE PERIOD: January 1, 2005 until cancelled

PURPOSE: Verification of insurance coverage for activities of ODU, its employees, and authorized agents as related to: Affiliated Counseling and Human Services Organizations

COVERAGES: All Risk Property, Tort Liability including Medical Malpractice. This also covers liability and physical damage for use of rental/leased vehicles used on official business, and the property of others on an ACV basis

LIMITS: $2,000,000 - Tort claims against persons
$100,000 - Tort claims against the Commonwealth
$1,800,000 – per Medical Malpractice occurrence Effective 7-1-05
ACV - Auto – Rental/leased vehicles

ADMINISTRATOR: Division of Risk Management
P.O. Box 1879
Richmond, VA 23218-1879

This is for information only. It does not alter any provisions of the Risk Management Plan nor the Code of Virginia.

VERIFIED BY: Kenneth R. Blow, Director
Office of Risk Management
March 28, 2005
**Recommended Free Training**

http://www.ncptsd.va.gov/ncmain/index.jsp  The National Center for PTSD, look under “specific information for” and click on mental health providers. Then click on PTSD 101. If you are interested in the other trainings that are on-line, take them too.


*The Amazing Human Brain and the Human Development.* Discover the hows and whys of the human brain, and gain a better understanding of brain functioning in maltreated children.

*Surviving Childhood: An Introduction to the Impact of Trauma.* Learn the physiological and psychological aspects of trauma, the effects of this trauma on our society, and how you can help.

*The Cost of Caring: Secondary Traumatic Stress and the Impact of Working with High-Risk Children and Families Bonding and Attachment in Maltreated*

National Child Advocacy Center. [http://www.nationalcac.org/](http://www.nationalcac.org/) Click “for professionals” on the left side bar. Offers 22 free on-line courses related to child abuse. I would like you take this one and any others that interest you, *Child Development 101* - Allison DeFelice, PhD.


[http://training.fema.gov/IS/crslist.asp](http://training.fema.gov/IS/crslist.asp) IS-100.SCa Introduction to the Incident Command System, IS-100, for Schools. Incident command is the model followed by all first responders and disaster response teams and agencies. This is a disaster / crisis course. IS-700 NIMS National Information Management System (required of anyone responding to disasters). IS-362 Multi-hazard Emergency Planning for Schools. These courses give you a nice certificate that you can print to go in your portfolio’s. They are very easy to pass. There are many interesting course, like Special Populations and Disaster response, Community and Animal preparation courses.

*Understanding Sex Offenders: An Introductory Curriculum.* This free web-based training curriculum is offered by the [http://www.csom.org/train/index.html](http://www.csom.org/train/index.html) This curriculum is designed for professionals who are interested in learning more about sex offender etiology and typology.

i-SAFE America. Learn about internet safety and become a certified trainer with the i-SAFE program through a free, online educational training. [http://ilearn.isafe.org/](http://ilearn.isafe.org/)

NCSPT Workshops: Four self-paced online workshops are available, free of charge. Participants can receive continuing education credits awarded by several professional associations or certificates of completions.

Workshop 1: Locating, Understanding, and Presenting Youth Suicide Data
Workshop 2: Planning and Evaluation for Youth Suicide Prevention
Workshop 3: Youth Suicide Prevention: An Introduction to Gatekeeping
Workshop 4: The Research Evidence for Suicide as a Preventable Public Health Problem
For more information on NCSPT workshops or to register please go to: http://training.sprc.org/

http://www.vcu.edu/vissta/training/va_teachers/introduction.html CPS reporting training for teachers

RESOURCES

http://www.preventschoolviolence.org/resources.html Fact Sheet and Position Papers

http://ojjdp.ncjrs.gov/programs/antigang/ Anti-Gang Site, resources, fact sheets, etc.

SAMHSA'S Bullying Prevention Information For Educators, Administrators, and Guidance Counselors. Links to specially selected tools to help educators and other school personnel reduce and prevent bullying behavior among school children and to improve peer relations at school. Includes printed public service announcements, pamphlets, posters, resource guides, and related online referrals. http://mentalhealth.samhsa.gov/15plus/educate/


The Virginia Child Protection Newsletter is sponsored by the Virginia Department of Social Services and edited by Joann Grayson at James Madison University. Below are some of the school-related issues. Visit http://psychweb.cisat.jmu.edu/graysojh/backissues.htm to view them.

- Bullying in Schools - Volume 75, Winter 2005
- Sexual Abuse by Educators and School Staff - Volume 76, Spring 2006
- Teen Dating Violence How Schools Can Help - Volume 78, Fall 2006


Bullying is Not a Fact of Life: What Schools Can Do http://download.ncadi.samhsa.gov/ken/pdf/SVP-0052/SVP-0052.pdf

Center for Disease Control and Prevention (CDC): Suicide Prevention Activities http://www.cdc.gov/ncipc/factsheets/suicide-activities.htm

Suicide Prevention Resource Center (SPRC): http://www.sprc.org

The Youth Connection: http://www.youthdevelopment.org/download/YouthConnectionBullying.pdf

Stop Bullying Now! Campaign Kit Resources for youth, parents and professionals such as DVDs, posters, short videos, tip sheets and more.


Virginia Center for School Safety http://www.dcjs.virginia.gov/vcss/

VCU Center for School Community Collaboration http://www.soe.vcu.edu/csc/ coordinates Virginia training on the Olweus Bullying Prevention Program

http://www.tlcinst.org/PTRCactivities.html Trauma and Loss in Children. This page contains activities to use with children experiencing trauma and loss.