

CO 5880 – Seminar and Internship in Mental Health Counseling

Spring, 2021

[Zoom Link](#): On-line Tuesday 6:30-9:00pm

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Office Hours: [Mon. 11:00am-12:00pm](#), [Tues 9:30-10:30am](#), [Wed. 5:00-6:00](#) and by appointment

Note: Requirements for this course experience are outlined below AND in the Clinical Mental Health Counseling Practicum and Internship Handbook, which is posted in Moodle.

Course Description:

A 600-hour clinical counseling experience under supervision and conducted in a mental health counseling setting. Students must attend an on-campus seminar that provides an opportunity for case presentation and professional development. Designed to be the culminating experience in the mental health counseling concentration. Students must provide evidence of liability insurance. Variable and repeatable. Pass/No Pass. Prerequisite(s): completion of all required courses in the mental health counseling concentration and consent of the PSU internship supervisor.

Knowledge and Skill Outcomes

Students successfully completing this course will be able to know or do the following:

- Skillfully implement and reflect on professional activities at internship site
- Develop and follow through with a reading/training plan specific to interests and placement
- Professionally present active cases to the seminar group
- Lead and participate in seminar discussions about professional issues
- Prepare for and actively participate in triadic supervision
- Read and present on relevant counseling-related research

Methods of Instruction

This seminar will utilize instructor and student-led discussion. Supervision will be a central element of the class.

Text and Required Reading

There is no text for this course, however you will need reliable access to the DSM5. Course readings are below. Other reading will be chosen individually.

Cartwright, C., Rhodes, P., King, R., & Shires, A. (2014). Experiences of countertransference: Reports of clinical psychology students. *Australian Psychologist*, 49, 232-240.

Peters S. W. (2020) Case formulation and intervention: Application of the five Ps framework in substance use counseling. *The Professional Counselor*, 10(3) 327-336.

Ward, D. E. (1984). Termination of individual counseling: Concepts and strategies. *Journal of Counseling and Development*, 63, 21-25.

Research articles from classmates

Please be sure to thoroughly read the Clinical Mental Health Counseling Practicum and Internship Handbook and comply with all policies and timelines.

**2016 CACREP Standards Addressed in this Course:
Key Performance Indicators and Specialty Standards**

Standard	Delivery	Assessment
<i>Key Performance Indicators: Specialty Area</i>		
Clinical Integration of Theory, Conceptualization, and Intervention	Focused discussion throughout seminar and supervision	Case Study
<i>Key Performance Indicators: Core</i>		
1.i ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Focused discussion throughout seminar and supervision	Final Paper
2.b theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Focused discussion throughout seminar and supervision	Site Supervisor Evaluation
3.e biological, neurological, and physiological factors that affect human development, functioning, and behavior	Focused discussion throughout seminar and supervision	Case Study Site Supervisor Evaluation
5.a. theories and models of counseling	Focused discussion throughout seminar and supervision	Case Presentation
5.g. essential interviewing, counseling, and case conceptualization skills	Focused discussion throughout seminar and supervision	Site Supervisor Evaluation
6.g. ethical and culturally relevant strategies for designing and facilitating groups	Focused discussion throughout seminar and supervision	Site Supervisor Evaluation
7.e. use of assessments for diagnostic and intervention planning purposes	Focused discussion throughout seminar and supervision	Site Supervisor Evaluation
8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice ^[1] _[SEP]	Focused discussion throughout seminar and supervision	Article presentation & Final Paper
<i>Clinical MH Counseling Specialty Standards</i>		
5.C.3.a: intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Focused discussion throughout seminar and supervision	Site Supervisor Evaluation
KPI 5.C.3.b: techniques and interventions for prevention and treatment of a broad range of mental health issues	Focused discussion throughout seminar and supervision	Site Supervisor Evaluation

5.C.3.e: strategies to advocate for persons with mental health issues	Focused discussion throughout seminar and supervision	Site Supervisor Evaluation
5.c.2.d diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	Focused discussion throughout seminar and supervision	Site Supervisor Evaluation; Case Study
5.C.2.f: impact of crisis and trauma on individuals with mental health diagnoses	Focused discussion throughout seminar and supervision	Site Supervisor Evaluation
5.C.2.h: classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	Focused discussion throughout seminar and supervision	Site Supervisor Evaluation
5.C.2.i: legal and ethical considerations specific to clinical mental health counseling	Focused discussion throughout seminar and supervision	Site Supervisor Evaluation; Final Paper

Plymouth State University Policies

Academic Integrity

Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education.

Members of the academic community are expected to report all instances of those violations which come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the following policy by identifying, investigating, and bringing to a resolution all cases of violation of academic integrity. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it that is dishonorable. (from PSU Academic Catalog) The link to the full policy can be found here:

<https://campus.plymouth.edu/faculty-governance/wp-content/uploads/sites/20/2017/05/PSU-Academic-Integrity-Policy.pdf>

ADA Statement

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact Campus Accessibility Services (CAS), located in Speare (535-3300) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with CAS. If you have authorized CAS to electronically deliver a Letter of Accommodations for this course, please communicate with your instructor to review your accommodations.

Class Cancellation

Notifications of University-wide cancellations due to inclement weather are advertised on WMUR-TV Channel 9, and the PSU website at plymouth.edu. Call the PSU Storm Line (603) 535-3535 for the latest updates on weather-related issues or **register for PSU Alerts through myPlymouth**. Individual class

cancellations are determined by faculty. In the event of an individual class cancellation, students will be notified through their PSU e-mail address. It is important for students to check their PSU e-mail for these and other important University announcements (from page 201-202 of PSU Academic Catalog).

Class members regularly commute from a wide area of the state where weather conditions may vary significantly from those in Plymouth. Travelling in inclement weather is always at your discretion. It is your responsibility to initiate making up missed material if you miss a class due to weather. Communicate with your professor. *Classes may be held on a secure, teleconferencing platform (Zoom) if classes are canceled.*

Sensitive Material

Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let the instructor know if you anticipate, or are having, an emotionally reactive problem with any assignment or classroom activity. It can then be discussed how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. Campus resources that may be helpful in dealing with your concerns can also be discussed.

Counselor Education and School Psychology Policies

Plymouth State University's Counselor Education and School Psychology (CESP) Programs are charged with the task of preparing individuals to become professional counselors or school psychologists in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty evaluate students based on their academic, professional, and personal qualities. The PSU CESP programs attempt to establish a learning community where students can develop professionally. This is done by providing an environment in which students' rights and responsibilities are respected, and by respecting the dignity and worth of each student.

Student Monitoring: A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training and client care related to requirements for self and others. For example, in order to ensure proper training and client care, counselors/school psychologists-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on academic performance and the ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program. See the student handbook for both the long and short versions of the student monitoring form.

Student Responsibilities in Monitoring Peer Professional Competency: As a CESP student, it is important to learn how to support your fellow classmates and future colleagues. Professional codes of ethics highlight the importance of protecting the profession and those it serves by recognizing unethical behavior, consulting with colleagues, and reporting to institutional hierarchies if necessary. If you are concerned about a classmate's ethical conduct, counseling competency, or psychological stability, you are encouraged to follow the policy in your program's student handbook to guide you in ethically dealing with these situations.

Communications: Prompt and professional communication between students and professors is important and valued in the CESP programs. To that end, it is your responsibility to regularly check your PSU email account. As stated in the student handbooks, all university communications will be to that address.

We aspire to be a community that responds to each other in a prompt and respectful way. To that end, we ask that you respond to professor or department emails within two business days. Likewise, faculty will aspire to respond to your emails within two business days. Note, we understand that there are circumstances in which students and faculty may be unable to respond in a timely manner. During these periods, we will inform others when we will become available to respond.

Computers and Cell Phones Use in the Classroom: Computers and cell phones may be brought into the classroom but their use should be appropriate. Computers should be limited to academic class-related uses. During speaker presentations, videos, student presentations, and any in-class role play activities they should remain closed. Cell phones play an important role in emergency situations but they should be kept on vibrate or silent mode. It is inappropriate to read, receive, or send text messages during class meetings. Use of technology, apart from recording technology and emergency needs, is prohibited during any student presentations.

Counselor Education Class Zoom Policy: Teleconferencing through Zoom or other mediums is part of your course experience due to the COVID-19 Pandemic, weather disruptions, or other issues. Since the connection and interaction that are normally a large part of our courses can be more difficult in this format, the following set of policies and expectations has been created to help us ensure that your educational experience is as positive and beneficial as it can be.

- Students are expected to keep their cameras on during class time. Turning your camera off temporarily when needed is permitted, but leaving it off entirely for most of the course makes it very difficult to engage with you, or determine if you are present for the class. If you have an internet connection that makes both audio and video problematic, please speak with the course instructor to let them know.
- Students are expected to keep their microphones on “mute” when they are not speaking, to avoid background noise that can make it difficult to hear what someone is saying. Please be patient with each other when we take the time to unmute, since it can take a moment to do so.
- Class discussions are a vital part of the learning experience for many of our classes, and can be an engaging and enjoyable part of a course. However, it can also be more difficult to feel the connection and safety we often experience in face to face interactions through teleconferencing. We encourage you to challenge yourself to speak up, reach out, and engage with us and your classmates more than you normally might be inclined to.
- You are expected to be respectful to your classmates by focusing on the video screen during any class discussion or classmate presentations, avoiding focus on other websites, email, etc. In addition, while the class “chat” function can be a very helpful way of supplementing the material being presented, please take care not to “talk over” someone who is already speaking whenever possible, unless it’s to ask a question.

Finally, we understand that this is a difficult time, and that this format of instruction is not ideal for many of you, and in some ways not what you signed up for. We’re, as always, very open to feedback on how we can continue to work to make this experience as positive as it can be, while maintaining the safety of everyone which is our first priority. Please feel free to reach out to your professor, your program coordinator, or the director Dr. Mike Mariska with any questions, concerns, or comments.

Course Specific Policies

Late Assignments: Consistent with graduate level expectations, all assignments are expected on their due dates. However, exceptions to this rule may be made due to circumstances beyond the control of students such as family emergencies, illness, injury, power outages, computer malfunctions, accidents and other situations. Because of these possibilities, students are strongly advised to complete their assignments in advance of the due date. Also, students should back up their work so that computer crashes will not delay assignments. Unless impossible, all requests for extensions for assignments must be made before the assignment is due. If an extension is granted, the assignment should be submitted no later than one week from the due date. In cases where the reason for the delay may require a longer time period to complete, the decision to allow a longer extension will be made on a case-by-case basis. Students may be asked to provide documentation to verify their request for an extension.

If an assignment is handed in past the due date and no extension has been given, the final grade for that assignment will have 10% of the grade deducted (i.e., one full grade) for each day it is late.

Writing: APA formatting is required for the papers. Page length requirements for papers do not include the title page and reference page.

Performance based Activities

The following objectives and activities are to be completed throughout the *entire* internship experience and may be dispersed amongst terms. *Please note differences in requirements for students completing 900 versus 600 hours of internship.

Attendance/Participation and Completion of Time2Track Documentation

- Complete either 600 or 900 hours of counseling work throughout the entire internship experience, including at least 240 hours of direct service to clients. If you choose to complete 900 hours of internship you should aspire to reach 360 direct service hours. (Please refer to the CMHC Handbook for descriptions of what “counts” as direct versus indirect hours.)
- Attend each internship seminar class meeting. Please come to class prepared and ready to adhere to professional ethical standards regarding confidentiality of case material. See CMHC Handbook for confidentiality policies.
- Maintain Time2Track documentation for all professional tasks. Site supervisors are required to approve hours in a timely manner.

Initial Paper

For January 12 you will need to bring with you a copy of your *Initial Paper*. It also needs to be uploaded/handed in to Moodle. Recommended length: 5 pages. You will share some of this information with the class. In this paper, you will:

- A. Identify and describe *specific counseling skills* (e.g., summarization, reflection of feeling) and *personal attributes* (e.g., complex thinker, empathetic, stubborn, fidgety) that either help or hinder your effectiveness as a clinical mental health counselor.
- B. *Reflect* on your attributes and skills, your growth, and areas where you feel stuck.
- C. *Create goals and learning/training objectives* that will help guide your growth during the internship experience. Please include a self-care goal. Goals may or may not be related to A & B above.

- D. Provide a *reading/resource list* (e.g., books, journal articles, professional development workshops) that will help you to reach your objectives.

The university supervisor may recommend supplemental readings at this time or throughout the semester. Readings will be reflected on as part of the final paper due at the end of the semester. ***Due January 12*** in the appropriate Moodle dropbox. Name your paper 21S LastName Initial Paper.

Reading & Video Responses

One to two page reading/video responses are due on the date indicated in the syllabus. For your video response, go to Psychotherapy.net from Lamson Library and view a video on a counseling theory (e.g., (Cognitive Behavioral Therapy for Anxiety) that you would like to know more about. Watch the video and write a 1-2 page reflection. Reading and video responses should include (1) a brief overview and (2) salient clinical takeaways. ***Due throughout the semester as indicated.*** Submit them prior to class in the appropriate Moodle dropbox. Title your paper 21S Lastname content (e.g., conceptualization, termination, etc.).

The collaborative nature of the seminar provides both the arena and opportunity for interns to give and receive feedback in a mutually supportive atmosphere. Plan to “use” one another in order to grow.

Case Study

Each of you will write up and present one case study per semester. The case studies may not be of the same client both semesters. Case presentations include:

- A. Case study write up to share with class, uploaded to Moodle no later than the Sunday night before the presentation date. Email the class to let them know when it is uploaded. Please do not email the actual case study to your classmates. Carefully review case study write up guidelines and rubric on Moodle. Append rubric at end of case study. *Non-presenting students need to read the case study write up prior to class.* Note that *all sections* of the case study need to meet the standards in order to pass the assignment.
- B. Follow the verbal case presentation guide to make a 5-10 minute presentation on your client to the seminar group.
- C. Ready an actual 15 minutes section of video (or audio if video is unavailable) from a client session. Process recordings are acceptable in an emergency and if pre-approved. If approval is given, **process recordings are of the entire session, as accurately as you can recall it.** Be sure the flash drive is stored and transported in a HIPAA-compliant manner as outlined in pages 13-14 of this syllabus. Recordings will not be reviewed if not properly secured/transported.

Submit your paper in Moodle in two places: Uploaded for your peers **and** in the Dropbox for grading. Name your paper 21S LastName Case Study.

Issue Discussion and Brief Paper

- Choose an issue directly related to the practice of clinical mental health counseling that is relevant to all interns.
- Read and review a recent (no more than 10 years old) **research** article about the issue and e-mail it to your classmates (who will read it and take notes that they will bring to class—along

with at least one intriguing aspect of the article that they would like to discuss) and instructor **at least a week before your discussion is to take place**. Then upload it to Moodle.

- Introduce and facilitate a discussion about the topic in class by preparing an overview of salient points and a minimum of three areas you'd like for the class to discuss. *The focus should be on how the research can inform counseling practice.*
- Submit to the "Uploads for Students" section of Moodle a copy of your article.
- Submit to the "Submit Assignments Here" section of Moodle a 1-2 page paper that includes a summary of the brief summary of the article, your three discussion questions, and how you believe the research can inform counseling practice. You will use this paper to guide the class discussion.

Individual/Triadic Supervision and Write-up

You will actively engage in *two* individual/triadic supervision sessions with the university supervisor throughout the semester (in addition to the one hour a week of site supervision required each week). Come to each university supervision session prepared with a recording (stored and transported in a HIPAA-compliant manner: See pages 13-14 of this syllabus). Recordings will not be reviewed if not properly secured/transported. **Twenty-four hours** before the individual/triadic supervision, you will need to upload to Moodle an anonymized **written overview** of your conceptualization, diagnosis, and treatment plan and a list of no fewer than three supervision questions—one each for conceptualization, intervention, and personalization/countertransference--and send the instructor and supervisory peer an email alerting them to the submission. These write-ups are typically 2-3 single spaced pages (**see exemplar on Moodle**). **Note:** Some triadic/individual supervision sessions will need to be outside of the scheduled class time.

Final Paper

Complete a 7-10 page paper at the end of each semester in which you:

- Discuss how you implement/maintain the AMHCA ethical standards in your internship.
- Detail areas related to ethics that you find most challenging.
- Summarize salient takeaways from at least five of the research articles presented by your classmates.
- Discuss and reflect on how you met the group requirement for practicum/internship.
- Reflect upon and evaluate progress on your training objectives.
- Review and reflect on what you are learning from your individual reading plan.

Append the rubric for this assignment to the end of the paper. Due in Moodle dropbox on 4/27. Name your paper 21S LastName Final Paper

Group Requirement

During either practicum or internship, you will need to lead or co-lead a group. This can be a counseling/therapy group, a psychoeducational group, or, if necessary, a staff training.

Recording Security

For the second night of class (January 12), students will bring the lockbox or locked bag that they will use to transport flash drives containing their clients' case recordings. Please note, recordings for group, individual and triadic supervision will not be accepted for viewing if not contained on

a flash drive transported properly. (**not in effect for Spring 2021 online class, but still take care to transport recordings in an ethical and legal manner**)

Supervisor Site Evaluations

- You and your site supervisor will engage in weekly supervision for a minimum of one hour during which you will review audio or video tapes from client sessions and discuss your case conceptualizations as well as process other clinical concerns. Your supervisors will provide an evaluation at the midterm and end of *each* semester. See the CMHC Internship Handbook for a copy of this evaluation. Alert me if you are not getting this level of intensive, onsite supervision.
- The three of us (you, your site supervisor, and the university supervisor) may meet periodically throughout the internship experience to review your progress and ongoing training needs as needed.

Other Requirements

Course Evaluation

At the end of the semester, please complete an online anonymous course evaluation.

Student Evaluation of Internship Site

At the end of the internship experience (i.e., not at the end of your first semester) you will complete an overall evaluation of your internship site. For a copy of this, please see the CMHC Internship Handbook.

Internship Hours Summary Form

At the end of the internship experience, you will need to complete the *Internship Hours Summary Form* (Appendix L in CMHC Handbook), which documents the entirety of your direct, indirect, and supervision hours. This needs to be signed by you, the site supervisor, and then turned into the university supervisor.

Signed Time2Track Summary form of Approved Hours: Due no later than the last seminar of your second semester.

Grading Policy

The course is graded on a pass/fail basis. If you receive a passing grade on **all** course requirements and are successful on site, you will pass. See PSU’s fair grading policy [here](#).

Course Calendar

Date	Topics	Readings/Assignments
1/5	Seminar: Syllabus Review Scheduling Case Presentations, Individual/Triadic Supervision, and Research Topic Discussions	
1/12	Seminar Sharing initial papers	Initial Paper Due
1/19	Seminar: Case Presentation 1 Peer Led Discussion 1 Countertransference	Cartwright et al. Reading Response Due

1/26	Individual/Triadic Supervision	
2/2	Seminar: Case Presentation 2 Peer Led Discussion 2 Case Conceptualization	Peters Reading Response Due
2/9	Individual/Triadic Supervision	
2/16	Seminar: Case Presentation 3 Peer Led Discussion 3 Theory	Theory Video Response Due
2/23	Individual/Triadic Supervision	
3/2	Seminar: Case Presentations 4 Peer Led Discussion 4 Termination	Ward Reading Response Due
3/9	Individual/Triadic Supervision	
3/16	Seminar Case Presentation 5 Peer Led Discussion 5	
3/23	Individual/Triadic Supervision	
3/30	Seminar: Case Presentation 6 Peer Led Discussion 6 Rules and Laws in NH	Mhp 300s NH RSA Section 330- A35-37
4/6	Individual/Triadic Supervision	
4/13	Seminar: Case Presentation 7 Peer Led Discussion 7 Getting and Keeping your License	Mhp 400-500s
4/20	Individual/Triadic Supervision	
4/27	Seminar: Case Presentation 8 Peer Led Discussion 8	Final paper due
5/4	Seminar: Case Presentation 9 Peer Led Discussion 9	

Spring 2021 Supervision and Discussion Schedule

Date	Case Presentation(s)	Discussion Leader(s)
1/19	Alex	Ming
2/2	Hannah	Alannah
2/16	Sarah	Alex
3/2	Ming	Hannah
3/16	Katie	Charli
3/30	Allie	Sarah
4/13	Joslin	Allie
4/27	Alannah	Joslin
5/4	Charli	Katie

Triadic/Individual Schedule

6:30-8:30

1/26	Hannah & Sarah
2/9	Alanna & Charli
2/23	Joslin & Allie
3/9	Ming & Alex
3/23	Hannah & Sarah
4/6	Joslin & Allie
4/20	Alex & Ming

Katie: 2/8 & 3/22 (9:45-10:45)

CHECKLIST

DUE BEFORE INTERNSHIP EXPERIENCE

- _____ Counseling Internship Site Agreement
- _____ A copy of your Liability Insurance

DUE ON THE SECOND NIGHT OF THE SEMESTER

- _____ Initial Paper including individual reading list

DUE THROUGHOUT THE SEMESTER

- _____ Case Presentations (2 total for 600-hour internship; 3 total for 900-hour internship)
- _____ Weekly Completed and Approved Time2Track Submissions
- _____ Peer-led Issue Discussions and papers (2 total for 600-hour internship)
- _____ Individual/Triadic Supervision (scheduled times TBA)
- _____ Other assignments as noted in syllabus

DUE THE NEXT TO LAST CLASS

- _____ Final Paper

DUE BY THE FINAL NIGHT OF EACH SEMESTER

- _____ Site Supervisor Evaluation Form
- _____ Course Evaluation (available by e-mail)

DUE AT THE END OF ENTIRE INTERNSHIP EXPERIENCE

- _____ Student Evaluation of Internship Site
- _____ Internship Hours Summary Form
- _____ Completed and signed Time2Track logs

Recording and Technology Policy

The Plymouth State University Counselor Education programs include courses that combine didactic and experiential methods in the training of counselors. These courses require the use of digital recording and transporting technology.

Ethical and Legal Requirements Underlying the Policy

Sharing confidential counseling session recordings with unauthorized parties is unethical and unlawful. **Do not share recordings of sessions, even with fellow students, outside of class.**

Hardware Requirements

Students are required to own a digital recording device, tripod or stand, and 32 GB (minimum) flash storage device. **Cell phones and Tablets are not acceptable recording mediums for sessions.** In addition, all students must have reliable internet access. Students will need to own their computer and create a unique login and username that only they have access to. In addition, as the sole proprietor of their computers, students will be the only individuals with administrator access to their computers. Students may **not** utilize public space/computers for this process.

Product Recommendations

There are a number of possible recording devices that can be used to meet course requirements. One product line suggestion is the SONY standard definition camcorders from the HDR Series, which are inexpensive and record movies MP4 format. Other options exist, and you are permitted to research and choose your own, but be advised that some of the cheaper camcorders can have issues. For example – students have found that the Samsung F90, while inexpensive, seems to only record video in 20-minute chunks, which is not suitable for counseling sessions. Please be sure your review specifications and product reviews carefully before you make a choice. Many camcorders come with tripods or the tripods can be purchased separately, and package deals are often available. To convert your recordings into a MOV, MP4, or WMV file, simply download the software that comes with your camcorder and once it starts installing, indicate the particular setting. Students are responsible for making sure their computer specifications are at minimum standards to playback video recordings in these formats.

Recording, Storing, and Securing Confidential Digital Recording Files

Students will record mock/real life counseling sessions, convert their digital recording into a WMV, MOV, or MP4 file and upload the recorded file to their personal 32 GB flash drive. Following the successful uploading of counseling related digital recordings, students will secure the flash drive in a lockable box within a second locked space (e.g., trunk, a cabinet with a lock, or closet). Students need to put forth effort to ensure the proper file has been uploaded to the flash drive. Students must then delete the session from their computer (including the trash folder) and from the digital camera. The only existing copy of the session should be on the flash drive and safely secured. To ensure both you and the instructor can identify the video file, it is essential that students clearly label the file with the title of the project (as identified on the syllabus) and the date of its completion.

Transporting Confidential Digital Recording Files

As part of your training in the CMHC Program, you will be required to record sessions and transport various files. All students are required to adhere to the following rules:

- Label your video/audio recordings with codes you create; never a client/student's full name. Designate a secure place at your site for storing the audio/video recordings.
- HIPAA requires the use of a locked device for transporting files. This can include purchasing a new locked box or briefcase of some sort, or purchasing a lock for your book bag.

Submitting Secure Digitally Recorded Files

- Student case presentations, transcripts, or tape reviews should be submitted to the instructor via the secure Moodle drop box or by directly handing faculty a file via flash drive.
- Some faculty own PC computers while others own Macs. Certain digital formats work on one computer style and not the other. Please check with your instructor re: file compatibility.
- If you have your own camcorder that formats digital recordings to WMV, MP4, or MOV files, you are welcome to use it; however, be aware that instructors are not responsible for converting files or teaching students how to convert files with technology that is not promoted by the program.
- Students must not use flash drive online locking systems; these locking systems are very difficult to open for viewing purposes.

Maintaining and Erasing Digital Recording Files

- Keep all digital recordings and digital files of clients for a specified period of time that is acceptable to your site and university supervisors. In most cases, you should keep digital files of clients until you are no longer seeing them (e.g., the end of the term). In other cases, it will be appropriate to erase recordings after they have been discussed in supervision. Consult with your university supervisor before erasing files. Prior to leaving your site, you will need to erase or destroy all client recordings and/or digital files.
- PSU faculty will erase all of your digitally recorded sessions from your flash drive. Students are responsible for ensuring that all sessions are completely erased from both their digital camcorder and personal computer. This includes emptying the trash bin and bringing your camera with you to class for instructors to inspect.
- Remember, after finishing the recording of a session onto your digital recorder, you will transfer the file to the computer, and then erase it off of the digital recorder (as few digital recorders have locking or pass-coding properties).
- When you download a digital recording onto your computer from your camcorder, monitor the program where it resides (i.e. Quicktime, PowerDVD, Windows Media Player, iTunes, etc.). Some programs create copies within the program that you will need to delete again.
- At the conclusion of courses that require digital recording, instructors will erase all of your videotaped sessions from your personal flash drive. Students are responsible for ensuring that all sessions are completely erased from both their digital recorder and personal computer.

If you encounter technology problems, please call PSU ITS at (603) 535-2929 or consult with the manufacturer of the technology.