MS in Clinical Rehabilitation and Mental Health Counseling (CRMHC)

HRS 2750: Clinical Capstone Preparation &
HRS 2751: Clinical Competency Exam

Clinical Capstone Overview

Week 1
- Student meets with advisor to discuss outline

Week 3
- Student meets with second faculty member for additional outline feedback

Week 5
- Student submits final outline

Weeks 1-7
- Literature review
- Writing

Week 7
- Submission of final written product to advisor

Week 8
- Student receives feedback on paper

Week 10
- Advisor provides case study

Week 11
- Case study presentations

Weeks 12-15
- Complete remediation (if required)
Weeks 1-3  Student meets with advisor to discuss draft outline

Weeks 3-4  Student meets with another (non-advisor) faculty member, jointly identified by the advisor and student, for additional feedback and guidance on the topic (i.e., gains another formal faculty perspective)

Week 5  Student submits final outline to advisor, meeting as needed

Weeks 1-7  Student meets with SHRS library to develop a literature review search strategy, if necessary

Research, write paper

See final written product requirements under “Grading,” below

Week 7  Submission of final written products

1. Rehabilitation Population Overview & Evidence-Based Interventions

Analysis of population/Review of the literature (analysis) of disability.

Review of literature of effective and evidence-based interventions used with this population.

Week 8-10  Student receives feedback from advisor on paper. Students will complete remediation, if required.

Week 10  Advisors evaluate if requirements (e.g., meetings and written products) have been met. If so, advisor will, in collaboration with colleagues, develop an appropriate case study.

Advisor provides case study to the student. Case study will be a combination of narrative and records and may include:

✓ Age
✓ Sex
✓ Culture/ethnicity and indigenous heritage/race
✓ Social/developmental history
✓ Medical history
✓ Psychiatric history
✓ Educational history
✓ Family, marital, sexual history
✓ Vocational history
✓ Test results (e.g., WAIS, neuropsych)

Week 11  Case Study Competency Assessment: Student presents their case and demonstrates expertise in case conceptualization (problem formulation, goal setting, evidence-based treatment planning, and progress monitoring, and responds to rigorous inquiry from faculty that requires the showcasing of analysis/synthesis/critical thinking skills and command of new knowledge area.

10 minute case presentation followed by 40-50 minute discussion.
**Note:** You are to assume you case materials represent a real person who has come to you seeking rehabilitation services. You have some artistic license to make some assumptions about the individual in order to put forth your rehabilitation plan. In presenting your case study and treatment plan, you are encouraged to lay out your assumptions that were not directly addressed in the case study narrative.

Students should be prepared to discuss:

1. **Knowledge**
   - What is the role of a counselor in working with this client?
   - What is/are the relevant laws/legislation?
   - What funding sources are available to this client?
   - What AT would you recommend? How would it be funded?
   - How does this relate to environmental factors ICF (e.g., attitudes, policy, etc.)?
   - What theories of counseling best fit this client’s needs?
   - How might you go about establishing a therapeutic relationship with this client?
   - Would you recommend group counseling?
   - Would you recommend family counseling?
   - What are the relevant ethical issues?
   - What case management strategies would you use with this client?
   - What cultural issues should be taken into consideration?
   - Are there any diagnostic issues of concern (e.g., potential misdiagnosis)?
   - What is the impact of cognitive disability?
   - What is the impact of psychiatric disability?
   - What are the relevant medical issues?
   - What are the assessment needs?
   - Explain the indications for using or not using the assessment methods in this case.
   - What are the vocational issues?
   - What theories of career development are most relevant?

2. **Clinical formulation and decision-making** (clinical skills assessment):
   - What is the principle obstacle or problem to be addressed?
   - How would you priorities the client’s needs?
   - How would you respond if the client requested ____________?
   - What would change if the client also had an intellectual disability?
   - How would this be different if the client’s goal was to go to college instead of getting a job?
   - How will you deal with client resistance?
   - What does the field say about where to go with this?
   - What are the red flags?

**Week 12-15**

Complete remediation (if required)

**Grading**

**Contract Grading**

To move on to the Case Study Presentation, all of the following requirements must be met:
✓ Student **meets with faculty** a minimum of two times:
  o Week 1, with advisor, to discuss draft outline
  o Week 3, with a non-advisor faculty member, for additional feedback

✓ **Rehabilitation Population Overview & Evidence Based Interventions** written paper meets the following criteria:
  o 10-20 pages, excluding cover page and references (double spaced, 1” margins, Times New Roman 12-point font)
  o APA style
  o Includes the following sections:
    ▪ Cover page
    ▪ Introduction
    ▪ Methodology
    ▪ Diagnostic Features
    ▪ Functional Consequences (Educational and vocational implications)
    ▪ Interventions (Demonstrates knowledge of evidence-based practices)
    ▪ Conclusions
    ▪ References, must include:
      • Minimum of 10 peer-reviewed articles
      • Minimum of 5 outcomes articles that examine efficacy of interventions
      • Evidence of review of relevant course material (e.g., articles and texts assigned in class)

**Competency-Based Grading**

**Population Overview and Evidence-Based-Practice Paper**
Students will receive a grade of:

✓ Unconditional pass – no remediation required, can move on to the case study
✓ Conditional pass – some remediation required, to be determined by faculty. If remediation is completed by week 10, student may continue on to the case study
✓ Fail – student cannot continue on to the case study and will start over, either with the same or a new population

**Case Study Examination**
The Case Study Competency Assessment is performance driven, i.e., a student does not pass if an acceptable level of performance is not demonstrated.

Students will receive a grade of:

✓ Unconditional pass – no remediation required
✓ Conditional pass – some remediation required, to be determined by faculty. If remediation is completed by week 15, student will earn a passing grade in the course
✓ Fail – remediation will be required, after successful completion of the remediation, a new case study will be provided and a new competency exam date set.

NOTE: Students cannot begin logging internship hours until they have successfully passed the Case Study Examination.