



## **LEWIS & CLARK COLLEGE**

### **GRADUATE SCHOOL OF EDUCATION AND COUNSELING**

***Department of Counseling Psychology***

***Professional Mental Health-Addictions***

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#### **CPSY 5XXX**

#### **Practicum in Professional Mental Health and Addiction Counseling**

Time & Day: 10:00AM-6PM Fridays

Class Room: LCCC

Instructor: Boyd W. Pidcock, Ph.D.

Office Hours:

#### **CATALOG DESCRIPTION**

Working with clients in an agency or school setting (eight to 10 hours per week, 150 hours total) under intensive supervision from CPSY faculty, developing the therapeutic relationship and basic counseling competencies. Students are expected to demonstrate personal characteristics and professional conduct necessary for effective, ethical counseling.

#### **COURSE DESCRIPTION**

This class is designed to provide weekly group supervision to practicum students while working with clients at their designated Lewis and Clark clinical sites. Students will receive supervision from this class in conjunction with weekly individual/triadic supervision from a designated qualified professional at their clinical site. The focus of the class will include developing a therapeutic relationship and the qualities of counselor empathy and compassion. The recognition of the impact of race, culture, gender, sexual orientation and poverty as well as other societal and political influences that define the context of the therapeutic relationship. The awareness and use of sound ethical decision making. The practice and use of counseling skills along with client conceptualization integrated with theoretical knowledge to enhance working effectively with clients. A beginning knowledge of client assessment, the development of treatment planning which includes articulating the goals and objectives as well as interventions will be developed. The establishment of a self-care practice and development of professional boundaries will be central as students become aware of countertransference, vicarious trauma while growing professionally as a counselor.

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#### **COURSE PURPOSE & OBJECTIVES**

##### **Course Objectives:**

- ❖ Practicum students will engage in a helping relationship with their clients focusing on the development of the therapeutic relationship.

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- ❖ Demonstrate consistent use of micro skills which includes interviewing skills, client conceptualization and effective use of prevention/intervention strategies
  - ❖ Demonstrate engaging in a therapeutic relationship based on benevolence, trustworthiness and authenticity
  - ❖ Demonstrate intake interviews as well as appropriate client assessments and screening
  - ❖ Demonstrate evaluation of risk factors related to client's safety and welfare as well as perpetrator of violence or abuse
  - ❖ Demonstrate appropriate documentation and record keeping skills
  - ❖ Utilize effective treatment planning, goal planning and termination plans
  - ❖ Engage in case presentations, consultation, communication with supervisor and peers utilizing professional language
  - ❖ Utilize community resources and understanding of how to access and refer, as well as consult with outside agencies as necessary
  - ❖ Maintain ethical counseling standards with an ability to identify ethical issues, their evaluation, use consultation and engage in the ethical decision making process
  - ❖ Maintain a protocol for self-care, identifying personal support systems, appropriate boundary management and life activities that generate overall well being.

### **CACREP COUNSELING OBJECTIVES & STUDENT LEARNING OUTCOMES**

II.K.1.b. professional roles, functions, and relationships with other human service providers;

II.K.1.d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;

II.K.1.f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession

II.K.5.b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;

II.K.5.c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;

II.K.7.i. ethical and legal considerations.

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A5. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling.

C1. typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services;

C3. effective strategies for promoting client understanding of and access to community resources;

C7. application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

### **CACREP ADDICTION COUNSELING OBJECTIVES & LEARNING OUTCOMES**

AC.A.2. Understands ethical and legal considerations specifically related to the practice of addiction counseling.

AC.A.7. Recognizes the potential for addictive disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to coexist with addiction and substance abuse.

AC.B.1. Demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling.

AC.B.2. Applies knowledge of substance abuse policy, financing, and regulatory processes to improve service delivery opportunities in addictions counseling.

AC.C.7. Understands professional issues relevant to the practice of addiction counseling, including recognition, reimbursement, and right to practice.

AC.C.8. Understands the principles of intervention for persons with addictions during times of crises, disasters, and other trauma-causing events.

AC.D.1. Uses principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling.

AC.D.2. Individualizes helping strategies and treatment modalities to each client's stage of dependence, change, or recovery.

AC.D.3. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

AC.D.4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

AC.D.5. Demonstrates the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions.

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- AC.D.6. Demonstrates the ability to provide referral to self-help and other support groups when appropriate.
- AC.D.7. Demonstrates the ability to provide culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.
- AC.D.8. Applies current record-keeping standards related to addiction counseling.
- AC.D.9. Demonstrates the ability to recognize his or her own limitations as an addiction counselor and to seek supervision or refer clients when appropriate.
- AC.F.1. Maintains information regarding community resources to make appropriate referrals for clients with addictions.
- AC.F.2. Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients with addictions.
- AC.F.3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction clients.
- AC.G.4. 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.
- AC.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.
- AC.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 case management.
- AC.H.3. Screens for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental and/or addictive disorders.
- AC.H.4. Helps clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse.
- AC.H.5. Applies assessment of clients' addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care.

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- AC.I.3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in addiction counseling.
- AC.J.1. Applies relevant research findings to inform the practice of addiction counseling.
- AC.J.2. Develops measurable outcomes for addiction counseling programs, interventions, and treatments.
- AC.J.3. Analyzes and uses data to increase the effectiveness of addiction counseling programs.
- AC.K.1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*.
- AC.K.4. Understands the relevance and potential cultural biases of commonly used diagnostic tools as related to clients with addictive disorders in multicultural populations.
- AC.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 addictive disorders and mental and emotional impairments.
- AC.L.2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by clients and communicate the differential diagnosis with collaborating professionals.

### **Oregon State Licensure for Professional Counselors**

Successful completion of this course is necessary for fulfillment of degree requirements for any specialty areas in the Counseling Psychology Department. This course is necessary for gaining access to licensure as a professional counselor.

### **Recommended Readings & Reference:**

- Halbur, D. A., & Halbur, K. V. (2006). *Developing your theoretical orientation in counseling and psychotherapy*, (2<sup>nd</sup> ed.). Pearson: Boston, MA
- Preston, J. D., O'Neal, J. H., & Talaga, M. C. (2010). *Handbook of clinical psychopharmacology for therapists*, (6<sup>th</sup> ed.). New Harbinger: Oakland, CA.
- Yalom, I. D. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. HarperCollins: New York.

Students will obtain and bring current copies of the *2005 ACA Ethical Guidelines* (<http://www.counseling.org/Files/FD.ashx?guid=ab7c1272-71c4-46cf-848c-f98489937dda>) and the *Ethical Standards of Alcoholism and Drug Abuse Counselors of the State of Oregon* (<http://accbo.com/ethics.php>) to class.

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### **Before any direct client contact hours commence**

Completed Practicum Contract  
Completed criminal background check  
Proof of Professional Liability insurance

### **Semester Activities/Assignments**

Assigned readings and other learning activities  
Interaction and completion of assignments on the Moodle website  
At least one Videotaped Presentation with One Formal Written Case Presentation  
(Summer/Fall/Spring)  
At least one or more Weekly Informal Case Presentations with Written Summary  
(Summer/Fall/Spring)  
Weekly CARE notes documented and turned in every class session (Summer/Fall/Spring)  
Documentation of Clinical Hours (Summer/Fall/Spring)  
Documentation of all on-site experiences including supervision and “Other” hours  
(Summer/Fall/Spring)  
Evaluation by the On-site Supervisor (Summer/Fall/Spring)  
Summer/Fall/Spring/Final Hours Summary Form

### **Requirements for course credit:**

- Complete a minimum of 40 hours of supervised direct counseling/client contact with individuals, couples, families and groups combined.
- Completion and documentation of all required campus supervision hours and required “Other” hours.
- Complete case notes, case studies, and class presentations/written evaluation required. Specific guidelines and checklists will be provided in class reflecting the content of the objectives above.
- Submit weekly documentation of supervision session to faculty supervisor (CARE notes)
- Satisfactory evaluations from on-site supervisor and on-campus instructor/supervisor. This includes satisfactory responses to ethical dilemmas and challenges.
- Attendance and active participation in on-campus/clinic supervision
- Demonstration of ability to accept and respond responsibly to both site and campus supervision.
- Demonstration of ability to work collaboratively with colleagues at the practicum site and on campus.

### **Grading:**

Although this class is graded on the basis of credit/no credit (CR/NC), completion of all requirements at a satisfactory level of competence is necessary to obtain credit.

### **Evaluation criteria, areas, & other key points to remember**

This class is graded on a CR/NC (credit/no credit) basis. A grade of NC constitutes a failure to complete the class. Failure to complete the required number of direct service hours may result in a deferred grade.

Each student will be evaluated in the areas of counseling competence including the effective use of micro skills, theoretical knowledge, self-awareness, and ethical practice.

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Specific areas evaluated are case presentations, case conceptualization, effectiveness of oral and written communication, as well as openness to feedback and supervision.

Evaluation methods will include written work, observation, tape or audio review, transcriptions, case presentations, supervisor evaluations and in class participation along with timely completion of all class assignments.

Students will be able to review the evaluation forms utilized by the site supervisor to have an understanding of that part of the evaluation criteria. There will be a minimum of one site visit as well as bi-monthly e-mail and telephone contact with your supervisor

Judgments about what constitutes satisfactory performance will be made by campus instructor in collaboration with the on-site supervisor.

The campus instructor will make final decisions about grading.

Failure to complete class requirements may include a deferred grade as well as the possible enrollment in a second semester of practicum.

Failure to complete the required number of direct service hours in a semester may result in a deferred grade with the possible enrollment in a second semester of practicum.

Failure to follow Ethical Guidelines of the profession will require a meeting with campus supervisor to determine the next steps for addressing the concerns.

Sometimes a student needs more than one semester to develop and demonstrate the requirements of a master's level counselor.

### **Course Clinical Requirements**

#### **Required hours:**

The practicum experience is based on the minimum requirements of one and one half hours a week of group supervision (held on campus/clinic as a three hour class) and one hour a week of individual or triadic supervision.

Students must have a minimum of forty hours of direct client contact and the overall practicum experience (including campus group supervision) must be at least one hundred hours over the length of the semester

Students may obtain more direct client hours than the minimum, but are limited to no more than sixteen hours at their clinical site a week.

This includes on site supervision, on site group supervision and required paperwork.

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### **Ethical Guidelines**

Students are expected to follow the ethical guidelines put forth by the American Counselor Association and to seek supervision when there is a lack of clarity concerning a clinical issue or an ethical dilemma to be resolved.

Failure to follow ethical guidelines and/or non-disclosure of ethical problems and the seeking of appropriate supervision may result in dismissal from the practicum and/or counseling program.

It is expected that students have read and will follow the guidelines put forth in the internship manual for the Lewis and Clark Graduate School Counseling Psychology Program.

Students are expected to share their process and case information as accurately and completely as possible in order to facilitate a meaningful and successful supervision opportunity.

To follow ethical guidelines in relation to clients and to respect the work of our peers it is of fundamental importance that the contents of group discussion be regarded as confidential.

### **Confidentiality and Informed Consent**

Students will make their clients aware they are student interns from Lewis and Clark College under supervision.

Clients should know that information about the counseling experience will be brought to a group supervision class for the purpose of training practicum students and that their names will not be used in order to keep their identity confidential.

Informed consent forms will be used with all clients that delineate what information about them will be used (and how it will be protected), for what purpose and in what setting.

Clients under the age of 14 must have the forms signed by a parent or legal guardian. This informed consent is required in addition to any forms a supervision site requires for release of confidential information.

Student interns will be vigilant in keeping records and tapes secure during transportation for the purpose of keeping client information confidential.

Tapes will be erased or destroyed after a practicum student's final grade has been posted.

### **Mandated Reporting**

Students will make mandated reports in accordance with Oregon and Washington Statutes. Any questions about what constitutes a report or how to make a report should be immediately discussed with site supervisor (or phone class professor if a licensed professional is not available at the site) and their campus supervisor must be informed of the issue in a timely and professional manner. Students will utilize policies and forms related to making those mandated reports as provided at their internship sites.

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**Readings:**

Readings will be regularly assigned throughout the semester as appropriate for practicum student/class needs and often will be available on the internship/practicum resource page of Moodle: <https://moodle.lclark.edu/>

**Moodle**

All readings, notes, assignments and other course-related information will be available and down-loadable from the course online resource/support site.

**Weekly Course Activities**

<b>Week</b>	<b>Date</b>	<b>Course Activities</b>	<b>Recommended Reading</b>
1		Introductions Course Overview Discuss record keeping	TBD
2		Turn in completed weekly CARE notes Informal presentations Discuss videotaping requirements Risk assessment Group/triadic supervision	H & H, Ch 1 P, O, & T, Ch 1 Y, Ch 1-5
3		Turn in weekly CARE notes Informal presentations Discuss risk assessment and protocols for sites Case discussions Group/triadic supervision	Y, Ch 6-10
4		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation Case discussions Discuss ethical dilemmas at sites Group/triadic supervision	H & H, Ch 2 P, O, & T, Ch 2, 3, 4 Y, Ch 11-15
5		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation Case discussions Discuss ethical dilemmas at sites Group/triadic supervision	P, O, & T, Ch 7 & 15 Y, Ch 16-20
6		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation Case discussions Discuss ethical dilemmas at sites Group/triadic supervision	H & H, Ch 2, 3 P, O, & T, Ch 8 & 15 Y, Ch 21-25

7		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation Case discussions Discuss ethical dilemmas at sites Group/triadic supervision	Y, Ch 26-35
8		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation Case discussions Discuss ethical dilemmas at sites Group/triadic supervision	P, O, & T, Ch 9 & 16 Y, Ch 36-40
9		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation Case discussions Discuss ethical dilemmas at sites Group/triadic supervision	H & H, Ch 4 Y, Ch 41-46
10		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation Case discussions Discuss ethical dilemmas at sites Group/triadic supervision	P, O, & T, Ch 10 & 17 Y, Ch 47-55
11		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation Case discussions Discuss ethical dilemmas at sites Group/triadic supervision	P, O, & T, Ch 11 & 18 Y, Ch 56-62
12		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation Case discussions Discuss ethical dilemmas at sites Triadic supervision	P O, & T, Ch 12 Y, Ch 63-69
13		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation Case discussions Discuss ethical dilemmas at sites Group/triadic supervision	P, O, & T, Ch 13 Y, Ch 70-75
14		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation Case discussions	H & H, Ch 5

		Discuss ethical dilemmas at sites Group/triadic supervision	
15		Last class wrap up, turn in CARE notes, final course evaluation	

**Other important information**

**Laptops and Cell Phones**

Due the experiential nature of the class laptops may be used only when designated by the instructor. Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell. Laptops and cells phones may of course be used on breaks. Please come prepared to take hand written notes. If a disability requires the use of a laptop please let the instructor know at the beginning of the semester.

**Non-Discrimination Policy**

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

**Participation in the Learning Community**

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning community in another way. If you must be absent or late, please email the instructor at least several hours prior to class.

**CPSY Departmental Attendance Policy**

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

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If you miss a class, you will be asked to make a class presentation. This involves the following:

- ❑ Complete all the required readings assigned for the class that you missed, and choose two extra readings related to the topic from peer reviewed journals.
- ❑ You will make an oral presentation to the entire class for 10 minutes about your findings from the readings. During the presentation, you will make references to all the readings (both the assigned and the ones you chose to read further about).
- ❑ At the end of your presentation, you will answer any questions that the class may have. Finally, before the class disperses that evening, you will turn in a two-page paper to the instructor. This paper will succinctly and clearly state what your findings are in light of your readings and personal reflection. Failure to turn in your paper the same day of your presentation will negatively affect your course grade.

### **Special Assistance**

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

### **CPSY Department Policy for Practicum and Internship Extenders**

This policy applies to all students in practicum and internship. Students in practica and internships in schools will follow the regular school year for their districts as indicated by their contracts, however they will still need to follow the policy of being continuously enrolled in a supervision course.

For students who need to extend their practicum or internship past the end of a semester, they have the following options:

- For extensions up to four weeks past the end of a final semester (but no more than FOUR WEEKS), students must register for a zero credit practicum or internship course in order to continue to count hours towards their practicum or internship. Students must join an existing campus-based practicum or internship section for weekly supervision until they complete their practicum or internship hours.
- For extensions of more than four weeks, students must register for, attend, and participate in a full semester of practicum or internship (3 semester hours for PMHC & PMHC-A, 4 semester hours for MCFT).
- All students must obtain permission from the clinical coordinator before any extension is granted. Registration must be completed prior to the end of the semester for which the extension will be required.
- The clinical coordinator will assign campus practicum or internship sections to all extending students. Students must not assume that they will continue in the same practicum or internship section.