

Mental Health Internship—Adult/Child

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Office hours:

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Please email me to make appointments for office hours! If I have no appointments scheduled during office hours, I may schedule meetings or other appointments during those times.

Course Description: This class provides clinical supervision and education for intern counselors working with adults and/or children in their supervised community experience. The class will emphasize developing and applying a repertoire of concepts and strategies for case conceptualization, treatment planning, intervention strategies and skills, and ethical conduct in working with clients presenting a wide variety of individual and relationship issues.

Catalogue Description: Internship in a community setting. Participants engage in counseling and related professional activities under supervision. Students write reports, prepare case histories, and submit work samples for supervisory review.

Goals:

- To develop the skills, attitudes and knowledge to be qualified for employment as an entry-level professional counselor.
- To develop entry-level skills in establishing a constructive working relationship with clients, assessing client needs, goals and relevant cultural and personal contexts, forming accurate diagnoses, developing sound treatment plans, and evaluating client progress.
- To develop familiarity with and use of person-centered, culturally appropriate relationship skills and a collaborative approach to working for change, commonly referred to as assessment and treatment intervention.
- To learn to identify and use evidence-based practices to inform judgments in assessment, intervention, and evaluation of outcomes.
- To establish a successful working relationship with supervisors and peers in an internship setting and internship supervision group on campus.
- To document work in formats accepted in professional settings.
- To understand the work environments, expectations and requirements for effective work in client service settings, and to demonstrate competence in meeting those standards.
- To identify and respond to ethical issues, problems and dilemmas using knowledge and procedures that meet current professional standards.

Student learning outcomes:

- To understand and maintain professional roles, functions, and relationships with other human service providers (II.K.1.b);
- To understand and participate in professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases (II.K.1.d);
- To understand and begin to participate in professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (II.K.1.e);
- To demonstrate individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups (II.K.2.c);
- To develop 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.b.);
- To understand and demonstrate the use of 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.5.c.);

- To develop a general framework for understanding and practicing. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation (II.K.5.e.);
- Integration of technological strategies and applications within counseling and consultation processes (II.K.5.f.);
- To demonstrate understanding of ethical and legal considerations in all aspects of counseling, including diagnosis and treatment of individuals and groups (II.K.5.g, II.K.6.g. II.K.7.i.);
- To demonstrate knowledge of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness (II.K.6.d.);
- To understand approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups (II.K.6.e.);
- To demonstrate strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling (II.K.7.g.);
- To demonstrate an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status (II.K.7.h.);
- To participate in the roles, functions, preparation standards, credentialing, licensure and professional identity of community counselors (A2.);
- To understand 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 (A5).
- To understand organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice (B2);
- To know typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services (C1);
- To demonstrate effective strategies for promoting client understanding of and access to community resources (C3);
- To demonstrate knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the *Diagnostic and Statistical Manual*(C5);
- To demonstrate 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 (C7).

Course Readings: Readings as assigned based on issues as they arise in the semester.

Note: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Methods of Evaluation:

- One written case brief conceptualization each week (see guidelines below).
- In class presentation of one comprehensive written case conceptualizations over the semester (video preferred but optional)
- Documentation of work completed.
- Site supervisor's evaluation of performance.
- Satisfactory performance on the Professional Qualities Evaluation Form (posted on Moodle).

Requirements for credit:

- **Program/Internship Expectations:** Students are expected to meet all requirements for the program and internship as outlined in the Counseling Psychology Student Handbook, Internship Handbook, and Internship Contract. This includes completion of a minimum of 240 hours of supervised direct counseling/client contact with individuals, couples, families and groups combined over 2 semesters at assigned internship sites and 600 total hours.
- Complete one brief (e.g., one paragraph) written case conceptualization *for each new client* (see below) and for each time you feel stuck with a client.
- Present one comprehensive case summary/conceptualization (see below).
- Submit **weekly** documentation of supervision [CARE note] session to faculty supervisor during class.
- Satisfactory evaluations from on-site supervisor and on-campus instructor/supervisor. This includes satisfactory responses to ethical dilemmas and challenges. Failure to follow ethical guidelines and/or nondisclosure of ethical errors and seeking of appropriate supervision may result in dismissal from the internship and/or Professional Mental Health Counseling program.
- Attendance and active participation in on-campus intern supervision class for two full semesters.
- Demonstration of ability to accept and respond responsibly to both site and campus supervision.
- Demonstration of ability to work collaboratively with colleagues at the internship site and on campus.

NOTE: This is a credit/no credit course for two semesters. Your credit for both semesters will be deferred until you have completed all requirements for the internship after the second semester. This includes completion and documentation of all hourly requirements for client contact and supervision, satisfactory evaluation by your supervisor for both semesters, your evaluation of the internship site, and class requirements listed above.

Attendance: Attendance and active participation is critical to learning in an internship experience. One absence from class per semester for extenuating reasons is allowed, but make up activities will be expected as arranged with the instructor. More than one absence may lead to a failure to complete requirements for credit.

PLEASE BE ON TIME FOR CLASS! Your comments and contributions are valuable to your colleagues. If you arrive to class more than 30 minutes late or leave more than 30 minutes early, you will be considered to be an absent from class for that day.

A Note on Confidentiality: Much of our class discussion and most of the written work you do for this class will contain information about clients. All such private information falls within our shared responsibility for maintaining its confidentiality and protecting the privacy of our clients.

Guidelines for fulfilling our responsibilities in this regard include the following:

- Written materials referring to clients should either refer to them by their initials or a by a pseudonym. If the materials are copied and contain the client's name, the name should be blocked out with a black felt tip pen.
- Optional videotapes of client counseling sessions should be kept secure and should be erased when they have been viewed.
- Classroom doors will be closed when we are discussing cases or viewing videos of actual clients.
- Written materials you turn in for review must follow confidentiality guidelines.
- Remember, what we talk about in the classroom STAYS IN THE CLASSROOM!

Class Structure:

First part of class: Group supervision--Each intern will share how they are doing, challenges personally or professionally, or issues related to their internships/clients. Each intern will identify one client (see brief conceptualization requirement) or a topic they need to discuss. This can be a client, a site issue, a personal issue related to functioning as a counselor, career issues, etc. If you do not discuss an issue, we will question and question you about everything that is going on!

Note: Issues involving suicide, child abuse reporting, or major ethical considerations should always be discussed!

Second part of class: Formal presentations, scheduled. If we have remaining time, we will discuss one or more of the brief client conceptualizations that were turned in.

Guidelines for Brief Case Conceptualization: One for each new client and when counseling feels "stuck"

Interns should be prepared to bring up a client for discussion each week. In order to prepare, write up one brief case conceptualization (1-2 paragraphs) for each new client. Include basic demographic data in two-three sentences, then write a brief case conceptualization. Think about the origin (the "why") of the client's difficulty, what you believe the client needs, and what you believe you are doing in counseling to address that need.

Guidelines for Comprehensive Case Summary/Conceptualization: Due one time per semester **Structure of Presentations**

- Brief overview of theoretical orientation. This should be more about WHAT YOU REALLY BELIEVE about therapy rather than a summary of a theory. Our feedback will be, in part, designed to help you to find a better fit between your theory and your work with clients (15 minutes)
- Handout of presentation MUST INCLUDE ALL CATAGORIES LISTED BELOW (uploaded to Moodle the night before class).
- Review/present written case emphasizing theoretical conceptualization (15 minutes)
- Specifically state feedback you are seeking (1 minutes)
- Class views 10-15 minute section of videotaped counseling session (15-20 minutes)
- Class discussion and feedback 30-45 minutes

Case conceptualizations must include ALL of following sections/areas.

DO NOT OMIT ANY OF THE FOLLOWING CATEGORIES:

- I. Overview of your theoretical perspective(s)—DO NOT WRITE THIS DOWN; just discuss it.
- II. Chief complaint/presenting problem
- III. Demographic data
- IV. History of the present illness
- V. Family issues/influences
- VI. Psychiatric/Medical: Medical/RX history for client and family
- VII. Substance Use, Abuse, Dependence History: Client and Family
- VIII. Cognitive/Affective/Behavioral/Physical Status (mini Mental Status Exam)
- IX. Client strengths/weaknesses
- X. Diagnostic Summary: Diagnosis: all 5 DSM IV Axes: Be familiar with all assessment criteria for diagnoses on Axes I & II
- XI. Treatment plan consistent with your theoretical orientation (include short-term goals and longer term, theory-consistent objectives.
- XII. Transference/Counter transference issues
- XIII. Ethical Issues involved