

Mental Health Internship—Adult/Child

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MHC 582/583—Summer 2015

Office hours:

Thursdays 12:30-2:30 and others as needed

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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 client conceptualization, 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 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.

CACREP student learning outcomes:

Students will understand and demonstrate:

- 1d. self care strategies appropriate to the counselor role
- 5d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- 8e. the use of research to inform evidence-based practice;
- A7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems). (2001-A3)

- C7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- C8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders
- D2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders
- E3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
- F3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations
- G1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans
- H2. 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 caseload management.
- J1. Applies relevant research findings to inform the practice of clinical mental health counseling.
- J2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.

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:

- Coming to class prepared to share current experiences in your internship and client issues that you want to sound out with peers
- Participation in discussion and feedback to client/site/supervision issues of peers
- One comprehensive written case conceptualizations and presentation 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.

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.

- 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.
- Students must also meet standards for program level on the Professional Qualities Evaluation (no 0s and minimal 1s) as applicable. Failure to do so will result in referral to an Academic Review Committee. See PMHC program handbook for more details.

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 on an IronKey encrypted flash drive 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 they are having 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: Comprehensive Case Summary/Conceptualization (aka extended check-in) on scheduled date.

Guidelines for Comprehensive Case Summary/Conceptualization: Due one time per semester

Structure of Presentations

- Brief overview of theoretical orientation demonstrated in a non-written/non-narrative way. This might be a chart, drawing, painting or extended metaphor. Our feedback will be, in part, designed to help you to find a better fit between your theory and your work with clients (10 minutes)
- Handout of presentation MUST INCLUDE ALL CATEGORIES LISTED BELOW (uploaded to Moodle the night before class).
- Review/present written case emphasizing theoretical conceptualization (5 minutes)
- Specifically state feedback you are seeking (1 minute)
- Class views 10-15 minute section of videotaped counseling session, if available (15-20 minutes)
- Class discussion and feedback 20-40 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 show it and let us talk about it and ask you questions.
- 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: List the DSM-5 diagnosis (even if your agency does not give a diagnosis) and WHY you think the client meets criteria.
- 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