

Lewis & Clark College
Professional Mental Health Counseling Program
MHC 580 / MHCA 580
Practicum in Counseling / PMHC-A Practicum
Syllabus Cover Sheet

Required Objectives:

Professional Identity Standards (CACREP 2009 Standards)

- 1j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 2d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- 5c. essential interviewing and counseling skills;
- 5g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

Clinical Mental Health Standards (CACREP 2009 Standards)

- A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (2001-A4)
- B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
- D2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
- D3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities
- D4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
- D5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling
- D7. Applies current record-keeping standards related to clinical mental health counseling.
- D9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.
- F1. Maintains information regarding community resources to make appropriate referrals.
- F3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

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.

H3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.

J1. Applies relevant research findings to inform the practice of clinical mental health counseling.

Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but will not be the only requirements or expectations. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 1 of 6							
Develops an understanding of counseling theories and develops own theoretical orientation	Practicum	Can articulate theoretical orientation, and conceptualizes clients consistent with this theory most of the time Score:3	Can articulate theoretical orientation and begins to connect theory with practice Score: 2 on most items	Can articulate theoretical orientation but cannot connect theory to practice Score: 1 on most items	Cannot articulate theoretical orientation Score: 0	Practicum Evaluation: Score on item(s) 51,53,54	Assessment Chair Review/Referral to BRC or ARC
	Internship	Articulates theoretical orientation and consistently conceptualizes clients consistent with this theory Score: 3	Can articulate theoretical orientation, and conceptualizes clients consistent with this theory most of the time Score:2, most items	Can articulate theoretical orientation but cannot connect theory to practice Score: 1 on most or more items	Cannot articulate theoretical orientation Score: 0	Practicum Evaluation: Score on item(s) 51,53,54, 55	Internship Instructor Review/Referral to BRC or ARC

Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 2 of 6 Human Development							
Demonstrates and understanding of	Practicum	Highly skilled at identifying the impact individual and	Understands the impact of a person's individual and	Is aware of the impact of a person's individual and	Is unable to apply developme	Practicum Evaluation Item 52	Assessment Chair Review/Referr

individual and family development.		family development has on the therapeutic process.:Score: 3	family development on the therapeutic process: Score 2	family development on the therapeutic process Score: 1	ntal theory with clients Score:0	Average or above score on CPCE	al to BRC or ARC
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Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/ Fail	As evidenced by:	Evaluation and Remediation
Goal 3 of 6							
Understands and applies diagnosis	Practicum	Consistently uses diagnosis as appropriate from a critical theory perspective Score :3	Begins to use diagnosis as appropriate from a critical theory perspective Score:2	Begins to identify client problems using DSM criteria as appropriate Score:1	Inappropriately uses diagnosis to pathologize client problems or fails to use diagnosis when needed Score: 0	Practicum Evaluation Item 32	Assessment Chair Review/Referral to BRC or ARC

Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/ Fail	As evidenced by:	Evaluation and Remediation
Goal 4 of 6							
Understands and applies interventions	Practicum	Is able to implement specific interventions consistent with conceptualization Score:3	Is able to identify and implement specific interventions to utilize with adults and/or children & families Score:2 as relevant	Is able to identify specific interventions to utilize with adults and/or children & families Score:1	Is unable to identify specific interventions to utilize with adults and/or children & families Score: 0	Practicum Evaluation Item(s) 33, adult 84, child/adol 85, family	Assessment Chair Review/Referral to BRC or ARC

Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/ Fail	As evidenced by:	Evaluation and Remediation
Goal 5 of 6							
Able to gather client data, conceptualize and develop a treatment plan	Practicum	Gathers data, creates conceptualization, and plans treatment to match conceptualization with clear objectives to meet goals Score 3 on all	Gathers data, creates conceptualization, and plans treatment to match conceptualization) Score 2 on both	Insufficient at one or more of: gathering data, creating conceptualization, or writing treatment plans to match conceptualization:		MHC: 549 Final tx plan OR MHC A580 Client tx plan AND Practicum evaluation Items 31,34	Assessment Chair Review/Referral to BRC or ARC

Clinical skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 1 of 5							
Students develop therapeutic communications skills emphasize the client-counselor relationship with individuals and families	Practicum	Demonstrates high level of therapeutic communication skills, is able to develop and maintain very strong counseling relationships Score:3 on all	Demonstrates good level of therapeutic communication skills, is able to develop and maintain good counseling relationships Score:2 on both	Demonstrates adequate level of therapeutic communication skills, is able to develop and maintain adequate counseling relationships Score:1	Demonstrates very low level of therapeutic communication skills, is not able to develop and maintain counseling relationships Score:0	Practicum evaluation Items 41,42	Assessment Chair Review/Referral to BRC or ARC

Clinical skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As Evidenced by:	Evaluation and Remediation
Goal 2 of 5							
Students facilitate and manage the counseling process with individuals and families	Practicum Year	Demonstrates high level of able to facilitate and manage the counseling process across longer periods of time and across many different client populations Score 3 on most	Demonstrates good level of able to facilitate and manage the counseling process across longer periods of time and across several different client populations Score 2 on most	Is beginning to be able to facilitate and manage the counseling process across moderate periods of time and across limited client populations Score 1 on most	Is not able to facilitate and manage the counseling process across periods of time and across many different client populations Score 0 on most	Practicum Evaluation items 44,45,46,47	Assessment Chair Review/Referral to BRC or ARC

Clinical skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 4 of 5							
	Practicum Year	Score 3 on most	Scores 2 on most	Score 1 on most	Score 0 on most	Practicum Evaluation Items 70 to 78	Assessment Chair Review/Referral to BRC or ARC

Clinical skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation

Goal 5 of 5							
Students develop an understanding of the impact of trauma on clients and demonstrate skills in trauma counseling.	Practicum Year	Score 3 on most	Scores 2 on most	Score 1 on most	Score 0 on most	Practicum Evaluation Items 67,68,69	Assessment Chair Review/Referral to BRC or ARC

Self as Counselor		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 1 of 5							
Demonstrates awareness of their social locations and impact on their life experiences.	Practicum Year	Demonstrates ability to address the impact of counselor social locations in therapeutic process Score 3 on both	Demonstrates beginning awareness impact of counselor social locations on therapeutic process Score 2 on both	Is able to identify 1-3 social locations and the impact on personal experience and worldview. Score one on one	Is unable or unwilling to explore own worldview Score 0 on one or both	Practicum evaluation Items 13,57	Assessment Chair Review/Referral to BRC or ARC

Self as Counselor		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 2 of 5							
Demonstrates ability to explore how personal experiences, thoughts, and feelings impact counseling with clients.	Practicum	Demonstrates self awareness and emotional stability. Immersing use of self in therapeutic process, uses supervision to continue growth. Score 3	Demonstrates self awareness and emotional stability and a beginning understanding of impact of self in relationships with clients, seeks assistance for continued learning. Score 2	Demonstrates self awareness and willingness to address/mediate problems. Score 1	Student demonstrates lack of self awareness that impedes learning or client care. Score 0	Practicum Evaluation Item 48	Assessment Chair Review/Referral to BRC or ARC

Self as Counselor		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 3 of 5							

Maintains self care	Practicum	Demonstrates ability to maintain personal wellness to optimize professional competence. Recognizes and proactively addresses early signs of burnout. Score 3 on both	Demonstrates ability to perform adequate self care to enhance personal wellness and ability to attend to professional responsibilities. Recognizes signs of burn out before client care is impacted. Score 2 on both	Begins to use self care plan, learns to adapt plan when needed, and seeks supervision and personal therapy as needed. Score on one or more	Engages in inadequate self care that impedes learning ability or client care. Score 0 on one or more	Practicum Evaluation Items 14,24	Assessment Chair Review/Referral to BRC or ARC
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Self as Counselor		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 4 of 5							
Demonstrates awareness of competence and limitations	Practicum	Demonstrates clear awareness of competence and limitations, uses multiple channels to learn/grow (e.g. supervisor, literature search, colleague feedback.	Demonstrates basic awareness of competence and limitations and seeks supervisory support	Is under confident or inconsistent in awareness of limitations, unsure when to seek supervision	Overestimates competence does not recognize limitations	Practicum Evaluation Item 25	Assessment Chair Review/Referral to BRC or ARC

Self as Counselor		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 5 of 5							
PQE Critical Items: Openness to supervision	Practicum	Develops clear supervisory working alliance with faculty, supervisors and peers. Able to determine when/how to express opinions differing from supervisor and to work toward resolution. Score 3 on both	Seeks supervision from faculty, supervisors and peers. Utilizes supervision to grow and develop. Score 2 on both	Same as above Score 1 on one or more	Same as above Score 0 on one or more	Practicum Evaluation Items 6,27	Assessment Chair Review/Referral to BRC or ARC

Multicultural Competence		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 1 of 4							
Students develop awareness of the effect of power, privilege, and difference and their own cultural attitudes, beliefs,	Practicum	Addresses impact of therapist cultural attitudes and beliefs on therapeutic process with client either directly with client or in tx planning as appropriate Score 3 on both	Understands how therapist cultural attitudes and beliefs impact relationship and therapeutic process with client, begins to develop strategies to address impact Score 2 on both	Understands how therapist cultural attitudes and beliefs may impact relationship and therapeutic process with client with supervisor assistance. Score 1 on one or more	Fails to recognize how therapist cultural attitudes and beliefs impacts relationship and therapeutic process with client, and impedes client care. Score 0 on one or more	Practicum Evaluation Item 15,58	Assessment Chair Review/Referral to BRC or ARC
Multicultural Competence		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 2 of 4							
PQE Critical items: Responsibility Item 5 Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and other points of view. Integrity Items 3,4,5 Respect for others	Practicum		Score of 2 on most	Score of 1 on most	Score of 0 on most	Practicum Evaluation: Dispositions 4, 10, 11	Assessment Chair Review/Referral to BRC or ARC

Multicultural Competence		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 3 of 4							
Students recognize	Practicum	Recognizes client	Recognizes client	Recognizes , with	Fails to acknowledge	Practicum Evaluation	Assessment Chair

limitations of theory and research to apply to all people and demonstrates awareness of need to adapt to individual client worldview, culture and social location.		worldview, social locations, and culture and the impact on client problems, and adapts treatment accordingly. Score 3 on both	worldview, social locations, and culture and the impact on client problems and adapts treatment with supervisor assistance Score 2 on both	supervisor assistance, client worldview, social locations, culture and the impact on client problems Scores 1 on one or more	client worldview, social locations, culture and the impact on client problems Score 0 on one or more	Items 16,60	Review/Referral to BRC or ARC
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Multicultural Competence		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 4 of 4							
Learns strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.	Practicum	Score 3	Score 2	Score 1	Score 0	Practicum Evaluation: Item 61	Assessment Chair Review/Referral to BRC or ARC

Professional Identity		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 4 of 6							
Demonstrates ability to complete a career assessment and give feedback to client in role play	Practicum Year	Scores Effective or above in all 5 areas assessed	Scores: Effective (3) or above in 4 of 5 areas assessed	Scores below 3 in 2 or more areas assessed		MHC 540 Triad role play assignment Practicum Evaluation Item 39	Assessment Chair Review/Referral to BRC or ARC

Professional Identity		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 5 of 6							
Demonstrates Understanding of roles &	Practicum					Practicum Evaluation	Assessment Chair

functions of mental health counselors							Review/Referral to BRC or ARC
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Ethical Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Review and Remediation
Goal 1 of 1							
Understands, and follows ethical standards	Practicum	Demonstrates a strong understanding and commitment to ethical standards, recognizes ethical issues independently, demonstrates ability to recognize and remediates ethical errors with supervisor consultation. Score 3 on all	Demonstrates an understanding of and commitment to ethical standards, recognizes ethical issues independently, recognizes and remediates errors with supervisor assistance. Score 2 on all	Demonstrates an understanding of and commitment to ethical standards, begins to recognize ethical issues with supervision, may make ethical errors without awareness. Score 1 on one or more	Does not demonstrate an understanding of ACA Code of Ethics, or does not recognize practical applications. Attempts to hide mistakes or lacks openness to supervision. Score 0 on any	Practicum Evaluation Items: 1,9,28,29,30	Practicum instructor review. Referral to ARC if not at benchmark by the end of Practicum II

MHC and MHCA 580—Practicum in Counseling--Spring 2016

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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 is designed to provide instruction and supervision to first and second semester practicum students working with clients at the Lewis and Clark Community Counseling Center. Students will receive live supervision and feedback as designated by CACREP requirements. The focus of the class will be to provide ethical and competent client care while working within the parameters of time (typically one semester), student theoretical orientation and client issues/goals. Skills that will receive particular attention will include developing a therapeutic relationship, 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 will be highlighted as well. A beginning knowledge of client assessment and the development of treatment planning (including articulating the goals, objectives and 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 and vicarious trauma while growing professionally as a counselor.

Catalog description: Working with clients in the practicum clinic, agency or school setting (eight to 10 hours per week, 100 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. [Up to] two semesters, 3 credit hour each required.

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.

Textbook: Edward Teyber, *Interpersonal Process in Psychotherapy*. Any Edition.
All students must also purchase an IronKey hardware-encrypted Basic series flash drive, s250 and d250 or higher.

ALL STUDENTS MUST FIND AND READ ALL ARTICLES ASSIGNED ON OUR COURSE MOODLE SITE

Course Requirements: To successfully complete the clinical practicum, the student must satisfactorily complete a minimum of 100 clock-hours of counseling activities with at least

40 of these hours in direct contact with clients over the two semesters of practicum. Students must keep approved and complete documentation of client sessions and other documentation required by the Lewis and Clark Counseling Center. Students must receive minimal 1s and no 0s on the Professional Qualities Evaluation and must perform at a satisfactory level on the Practicum Evaluation Form. Activities that can be counted toward the 100 hours may include such professional activities as consultation, coordination, supervision, documentation, case conceptualization, and research/study/learning related to counseling or client issues. In the course of completing these activities, the student will be expected to demonstrate a wide variety of counseling techniques and communication skills. At the end of the semester, the student must document the amount of time they were engaged in these activities, and submit to your instructor.

Additionally, *students will be required to transcribe one whole session with a client.* The transcription and a transcription-response narrative (minimum of five pages) will be due at the end of the semester.

Grading: This class is graded using Credit/No Credit. Each student will be evaluated in the areas of counseling competence including use effective use of micro skills, theoretical knowledge, self-awareness, and ethical practice. Case presentations during group supervision, case conceptualization, effectiveness of oral and written communication, as well as openness to feedback and supervision will all be considered in the grade. Evaluation methods may include (any and/or all) written work, observation, tape or audio review, transcriptions, case presentations, supervisor evaluations and in class participation along with timely completion of all class assignments. Evaluation of satisfactory performance will be made by your instructor.

Additional notes about grades:

- The instructor will make final decisions about grading.
- Failure to complete class requirements may include a deferred grade as well as the possible enrollment in an additional 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 an additional semester of practicum.
- Failure to follow Ethical Guidelines of the profession will require a meeting to determine the next steps for addressing the concerns.
- Some students require more than two semesters of practicum to develop and demonstrate the requirements of a master's level counselor.
- Students must be ready to move onto Internship in order to pass Practicum.
- Occasionally personal issues or life events will make it impossible for a student to move forward in their growth as a counselor and they will be encouraged or required to take some time off for self care.

Ethical Guidelines: Students are expected to follow the ethical guidelines put forth by the American Counseling Association and to seek supervision when there is case confusion 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. 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 absolutely confidential.

Confidentiality and Informed Consent: Students will make their clients aware they are enrolled in the M.A. or M.S. program in Professional Mental Health Counseling at Lewis and Clark College and that they are working under supervision. Clients should know that they are being observed and videotaped and that the counseling experience will be discussed for training purposes.

Informed Consent, Professional Disclosure Statement, and other forms will be used with all clients that delineate what information about them will be used (and how it will be protected) and for what purpose. 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 of the other forms. Students will be vigilant in keeping records and tapes secure during transportation for the purpose of keeping client information confidential.

Mandated Reporting: Students will make mandated reports in accordance with Oregon law. Any questions about what constitutes a report or how to make a report should be immediately discussed with your instructor or the back-up supervisor. Students will utilize policies and forms related to making mandated reports as provided at the Lewis and Clark Community Counseling Center.

Attendance:

- It is essential that students attend each class session to receive credit for the required supervision and to provide reliable, ethical, and competent client care.
- Any missed classes will require make-up work including any of the following; written work including research, transcript of counseling session and professional reading with written review.
- Any “planned absences” must be discussed with and approved by the course professor at least two weeks in advance of the absence.
- In case of illness and true emergencies, please notify site supervisor, center supervisor, and your client as soon as possible.
- More than one absence a semester could result in a failure to complete the class.
- Any unexcused absences or failure to notify supervisors of absences will also result in the loss of supervision credit and counseling hours for that week as well as a meeting with the campus supervisor to determine outcome which might include receiving a failing grade for the class.
- Late to class: More than 20 minutes will require make-up work at the discretion of the professor. Please implement the necessary boundaries for leaving work or internship sites on time. Arriving late impacts the work of your classmates.

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 cell 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.

Initial course topics to be addressed in supervision and in Moodle readings. This list will grow (see Moodle course site) as the semester continues.

- 1. Documentation of hours**
- 2. Professional Self-Disclosure Statements**
- 3. Required documentation**
- 4. Intakes/Assessment (client issues and contextual/societal issues)**
- 5. Time-limited, theoretically consistent treatment planning**
- 6. Assessment of suicide and suicide contracts**