

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
MHC 582/583
Mental Health Internship
Syllabus Cover Sheet

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 1e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
- 1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 1l. self-care strategies appropriate to the counselor role
- 2h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
- 3c. theories of normal and abnormal personality development
- 3d. theories and etiology of addictions and addictive behaviors
- 3e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- 5b. a systems approach to conceptualizing clients
- 5c. theories, models, and strategies for understanding and practicing consultation
- 5f. counselor characteristics and behaviors that influence the counseling process
- 5g. essential interviewing and counseling skills
- 5k. strategies to promote client understanding of and access to a variety of community based resources
- 5l. suicide prevention models and strategies
- 5m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- 7b. methods of effectively preparing for and conducting initial assessment meetings
- 7c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- 7d. procedures for identifying trauma and abuse and for reporting abuse
- 7e. use of assessments for diagnostic and intervention planning purposes

- 7m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
- 8b. identification of evidence-based counseling practices
- 8d. development of outcome measures for counseling programs
- 8i. analysis and use of data in counseling

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

- C2a. roles and settings of clinical mental health counselors.
- C2e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- C2l. legal and ethical considerations specific to clinical mental health counseling
- C2m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
- C3a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- C3b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- C3c. strategies for interfacing with the legal system regarding court-referred clients
- C3d. strategies for interfacing with integrated behavioral health care professionals
- C3e. strategies to advocate for persons with mental health issues

Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but **will not be the only requirements/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 2 of 6 Human Development							
Demonstrates an understanding of individual and family development	Internship	Highly skilled at identifying the impact individual and family development has on the therapeutic process.:Score: 3	Understands the impact of a person’s individual and family development on the therapeutic process: Score 2	Is aware of the impact of a person’s individual and family development on the therapeutic process Score: 1	Is unable to apply developmental theory with clients Score:0	Internship Evaluation Item 52	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 3 of 6							
Understands and applies diagnosis	Internship	Uses DSM to diagnose clients, integrates into treatment plan, does not rely only on diagnosis for treatment plan Score:3	Uses DSM to diagnose clients, integrates into treatment plan Score: 2	Unable to diagnose clients, inappropriately applies diagnosis Score: 1	Inappropriately uses diagnosis to pathologize client problems or fails to use diagnosis when needed Score: 0	Internship evaluation Item 35	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 4 of 6							
Understands and applies interventions	Internship	Skillfully implements a range of interventions with adults Score:3	Consistently implements a range of interventions with adults Score:2 as relev.	Begins to implement a range of interventions with adults Score: 1	Fails to implement a range of interventions with adults Score: 0	Internship Evaluation 37, adult 84, child/adol 85, family	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 5 of 6							
Able to gather client data, conceptualize and develop a treatment plan	Internship	Demonstrates high skill at completing intakes and treatment plans consistent	Completes intakes and treatment plans consistent with site expectations	Fails to complete intakes and treatment plans consistent with site		Internship evaluation items 31,34,38	Internship Instructor Review/Referral to BRC or ARC

		with site expectations Score 3 on all	Score 2 on both	expectations			
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Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 6 of 6							
Students develop treatment plans and interventions consistent with their own theoretical orientation, a critical evaluation of the literature, client mental health needs and goals in counseling, diagnosis, and best practices in the profession.	Internship	Develops well integrated treatment plans that meet client mental health needs, diagnosis, and goals in counseling that is consistent with student theoretical orientation, evaluation of the literature, and best practices in the profession. Score: 3	Develops treatment plans that meet client mental health needs, diagnosis and goals in counseling. Consistency with theoretical orientation, evaluation of the literature and best practices in the profession adequate. Score: 2	Develops treatment plans that meet client needs, but inadequately address other areas. Score :1	Does not develop tx plans or develops tx plans that focus on one aspect of client and or one intervention Score: 0	Internship Case Presentation AND Internship Evaluation Item 40	Internship Instructor 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 communication skills emphasize the client-counselor relationship with individuals and families	Internship Year /Graduation	Demonstrates high level of therapeutic communication skills, is able to develop and maintain very strong counseling relationships Score 3 on all	Demonstrates <i>good</i> level of therapeutic communication skills, is able to develop and maintain very strong counseling relationships Score 2 on most	Demonstrates adequate level of therapeutic communication skills, is able to develop and maintain adequate counseling relationships Score 1 on most	Demonstrates very low level of therapeutic communication skills, is not able to develop and maintain counseling relationships 0 on most	Internship evaluation Items 41,42,50	Internship Instructor 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	Internship Year /Graduation	Demonstrates high level of able to facilitate and manage the	Demonstrates good level of able to facilitate and manage the	Is beginning to be able to facilitate and manage the counseling	Is not able to facilitate and manage the counseling	Internship evaluation items 44,45,46,47, 49	Internship Instructor Review/Referral to BRC or ARC

individuals and families		counseling process across longer periods of time and across many different client populations Score 3 on most	counseling process across longer periods of time and across several different client populations Score 2 on most	process across moderate periods of time and across limited client populations Score 1 on most	process across periods of time and across many different client populations Score 0 on most		
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Clinical skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 3 of 5							
Students develop an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.	Internship Year	Score 3 on most	Scores 2 on most	Score 1 on most	Score 0 on most	Internship evaluation :items 63,64,65,66	Internship Instructor 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							
Students develop an understanding of addiction and co-occurring disorders and counseling skills with clients with addiction and co-occurring disorders.	Internship Year	Score 3 on most	Scores 2 on most	Score 1 on most	Score 0 on most	Internship evaluation :items 70-78	Internship Instructor 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.	Internship Year	Score 3 on most	Scores 2 on most	Score 1 on most	Score 0 on most	Internship evaluation :items 67,68,69	Internship Instructor 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.	Internship Year/Graduation	Demonstrates high level of skill in negotiating impact of counselor social locations on therapeutic process. Score 3 on most	Demonstrates ability to address the impact of counselor social locations in therapeutic process. Score 2 on most	Is able to identify multiple social locations and the impact on personal experience as well as how these impact personal and professional worldview. Score 1 on most	Is unable or unwilling to explore own worldview. Score 0 on one or more	Internship evaluation Items 13,57,59	Internship Instructor 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.	Internship	Demonstrates awareness of self, emotional stability, impact of self in the therapeutic relationship, dealing with countertransference, and an understanding of need for lifelong learning. Score 3	Demonstrates self awareness and emotional stability. Immersing use of self in therapeutic process, uses supervision to continue growth. Score 2	Demonstrates self awareness and emotional stability. Immersing use of self in therapeutic process, uses supervision to continue growth. Score 1	Student demonstrates lack of self awareness that impedes learning or client care. Score 0	Internship Evaluation Item 48B	Internship Instructor 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	Internship year	Demonstrates ability to maintain personal wellness to optimize	Demonstrates ability to perform adequate self care to enhance	Begins to use self care plan, learns to adapt plan when needed, and seeks	Engages in inadequate self care that impedes learning ability or	Internship Evaluation Items 14, 24 AND MHC 591:	Internship Instructor Review/Referral to BRC or ARC

		professional competence. Recognizes and proactively addresses early signs of burnout.	personal wellness and ability to attend to professional responsibilities. Recognizes signs of burn out before client care is impacted. Score 2 on both	supervision and personal therapy as needed. Score 1 on one or more	client care. Score 0 on one or more	Self care plan	
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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	Internship	Demonstrates clear awareness of competence and limitations, goes above and beyond to seek opportunities for learning using multiple channels	Demonstrates clear awareness of competence and limitations, uses multiple channels to learn/grow (e.g. supervisor, literature search, colleague feedback.	Is under confident or inconsistent in awareness of limitations, unsure when to seek supervision	Overestimates competence does not recognize limitations	Internship Evaluation Item 25	Internship Instructor 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	Internship	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 more or more	Internship Evaluation Items 6,27	Internship Instructor Review/Referral to BRC or ARC

Multicultural Competence		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
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Goal 1 of 4							
Students develop awareness of the effect of power, privilege, and difference and their own cultural attitudes, beliefs,	Internship	Addresses impact of therapist cultural attitudes and beliefs on relationship and 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 may 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 impact relationship and therapeutic process with client, and impedes client care. Score 0 on both	Internship Evaluation Item 15,58	Internship Instructor 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	Internship		Score of 2 on most	Score of 1 On most	Score of 0 On most	Internship Evaluation: Dispositions 4, 10, 11	Internship Instructor 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 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	Internship	Recognizes client worldview, social locations, and culture and the impact on client problems, and adapts	Recognizes client worldview, social locations, and culture and the impact on client problems and adapts treatment	Recognizes , with supervisor assistance, client worldview, social locations, culture and the impact on client	Fails to acknowledge client worldview, social locations, culture and the impact on client problems Score 0 on	Internship evaluation Items 16,60	Internship Instructor Review/Referral to BRC or ARC

		treatment accordingly. Score 3 on both	with supervisor assistance Score 2 on both	problems Score 1 on one or more	one or more		
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Ethical Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidence	Review and Remediation
Multicultural Goal 1 of 1		Proficient	Benchmark	Emerging	Inadequate	As evidence	Evaluation
Understands, and follows ethical standards	Internship	Demonstrates a strong understanding and	Demonstrates an understanding of and	Demonstrates an understanding of and	Does not demonstrate an	As evidence by: Internship Evaluation	Internship Instructor Review/Referral to ARC.
Goal 4 of 4		Score 3	Score 2	Score 1	Score 0	19, 28, 29, 30	Internship Evaluation Item 61
Learns strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.	Internship	Score 3 Commitment to ethical standards, recognizes ethical issues independently, demonstrates ability to	Score 2 Commitment to ethical standards, recognizes ethical issues independently, recognizes and remediates errors with	Score 1 Commitment to ethical standards, begins to recognize ethical issues with supervision, may make ethical	Score 0 Understanding of ACA Code of Ethics, or does not recognize practical applications. Attempts to hide mistakes or lacks	Internship Evaluation Item 61	Internship Instructor Review/Referral to BRC or ARC
Professional Identity		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidence	Evaluation and Remediation
Goal 4 of 6		Score 3	Score 2	Score 1	Score 0	As evidence	Score 1 on any
Demonstrates ability to	Internship year	Provides career	Addresses career issues	Fails to consider		Internship Evaluation	Internship Instructor
complete a career assessment and give feedback to client in role play		evaluation and includes career development in tx plans as regular part of planning	with clients at intake, includes in tx plan as needed	career in tx planning		Item 39	Review/Referral to BRC or ARC
Professional Identity		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidence	Evaluation and Remediation
Goal 5 of 6							
Demonstrates Understanding of roles & functions of mental health counselors	Internship					Internship Evaluation	Internship Instructor Review/Referral to BRC or ARC

Research and Assessment		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Review and Remediation
Goal 5 of 7							
Develops and Utilizes measurable outcomes with clients supported by research literature	Internship	Develops measurable outcomes/goals, supported by the literature and within the therapists theoretical orientation	Develops measurable outcomes/goals supported by literature.	Outcomes/goals are not measurable and/or are not supported by literature	Unable to develop a tx plan	Internship Case Presentation	Internship Instructor Review/Referral to BRC or ARC

Research and Assessment		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Review and Remediation
Goal 6 of 7							
Students demonstrate an understanding of assessment and evaluation in mental health counseling	Internship Year	Score 3	Score 2	Score 1		Internship Evaluation: Item 36	Internship Instructor Review/Referral to BRC or ARC

Research and Assessment		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Review and Remediation
Goal 7 of 7							
Students understand social and cultural factors related to assessment and ethical strategies for using assessment in mental health counseling.	Internship	Score 3	Score 2	Score 1		Internship Evaluation; Item 36	Internship Instructor Review/Referral to BRC or ARC

Lewis and Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology

Mental Health Counseling & Mental Health – Addictions Counseling Internship
MHC 582-03/583-03
Rogers Hall, Room 217, Wednesdays 1:00-4:15pm
September 7, 2015 – December 14, 2016

Cort Dorn-Medeiros, PhD, LPC, CADC III
Rogers Hall 427
Office Phone: 503-768-6147
Cell Phone: 971-222-9777
dorn-medeiros@lclark.edu

Office Hours: Please call or e-mail to schedule an appointment.

Require Readings:

Ratts, M., Singh, A., Nassar-McMillan, S., Butler, S.K., & McCullough, J. (2015). *Multicultural and Social Justice Counseling Competencies*. The American Counseling Association. Available for free download: <http://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>

Recommended Readings:

Miller, W. & Rollnick, S. (2012). *Motivational Interviewing: Helping People Change*, 3rd Edition. Guilford Press.

Safran, J. (1993). Breaches in the therapeutic alliance: An area for negotiating authentic relatedness. *Psychotherapy*, 30(1), 11-24. Available for free download via <http://www.safranlab.net>

Safran, J. & Kraus, J. (2014). Alliance ruptures, impasses, and enactments: A relationship perspective. *Psychotherapy*, 51(3), 381-387. Available for free download via <http://www.safranlab.net>

Safran, J., Muran, C., Samstag, L., & Stevens, C. (2002). Repairing Alliance Ruptures. In J.C. Norcross (Ed.), *Psychotherapy Relationships That Work*. 235-254. New York: Oxford University Press. Available for free download via <http://www.safranlab.net>

Moodle:

Other readings are available on Moodle, the Lewis & Clark online course program. Log on to moodle.lclark.edu (note there is no www.), sign in using your L & C login (same as email). Use course enrollment code provided in class or by email. If you have ANY trouble with Moodle, contact the Helpdesk at 503-768-7225, consult@lclark.edu or Maia Penchansky maiap@lclark.edu or 503 – 768-6195.

Ethical Guidelines:

Students will obtain and bring a current copy of the ACA Ethical Guidelines to class.

Catalog 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.

Assignment Details and Grading:

This course provides group supervision to students in their mental health internship placement. This format is designed to provide students with experiences in addition to the on-site supervision each student will receive. The class will use a developmental model to focus on counselor growth in competence (skills, techniques), purpose and direction (goal setting, direction in counseling), theoretical identity (application of theory), ethics, respect for individual differences and diversity, and counselor self awareness, sense of personal motivation, and development of appropriate autonomy.

Class activities will primarily be organized to provide time in each class period for case review, student presentations, supervision focused on above model, consultation with peers, and discussion of readings. As part of this process students will develop an understanding of the role of supervision for counselors in order to learn to become active participants in their personal and professional growth. In order for supervision to be effective and useful for the supervisee (student), a working alliance between supervisors (on campus and on site) and supervisees is vital to the process.

Class discussion will provide each supervisee with support, critical feedback, and treatment suggestions and recommendations. Coordination will occur between the supervisors. Students are expected to provide information as accurately and completely to both supervisors in order to facilitate this process. Additionally, the discussion addresses topics concerning transference and counter-transference issues, personal concerns, and interpersonal communication. **IT IS OF FUNDAMENTAL IMPORTANCE THAT THE CONTENTS OF GROUP DISCUSSIONS BE REGARDED AS STRICTLY CONFIDENTIAL.**

It is intended that mental health interns will complete the internship prepared for entry into the professional community with the skills necessary to provide competent and effective treatment services.

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.

- 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.
 - NEVER, NEVER leave materials in your car unattended. Even if you are just running into a store for coffee – take your bag with materials with you. It takes 30 seconds to break a window and grab a bag and it HAS happened to our students before.
 - Remember, what we talk about in the classroom STAYS IN THE CLASSROOM!!
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Course Requirements:

1) **Attendance:** Attendance and active participation are ESSENTIAL. More than ONE absence from class per semester may result in a grade of “no credit.” Please call me in advance if you have any problems preventing you from attending class. Missed classes will require SIGNIFICANT makeup work which may include any or all of the following: meeting with me to make up time missed, written work, or additional documentation of supervision in a group setting on-site.

Active participation is defined as being fully prepared to present cases as assigned, being prepared for case review on a regular basis, offering feedback to others in an appropriate manner, participation in class discussions, and presentation of articles as assigned.

2) **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 receiving satisfactory ratings on the evaluation form from the on-site supervisor.

3) **Ethical Behavior:** Students are expected to understand and follow ethical guidelines, and to seek supervision when there is confusion or an ethical dilemma to be resolved. The student must inform both the on-site supervisor and the faculty supervisor in the event that an ethical error is made. Failure to follow ethical guidelines and/or non-disclosure of ethical errors and seeking of appropriate supervision may result in dismissal from the internship and/or counseling psychology program.

4) **Case Presentations:** Students are expected to do three (3) case presentations throughout the semester, using the format provided. Be prepared to discuss your conceptualization of the case and choice of treatment goals as well as additional information provided in the case write-up. While general discussion of cases can be interesting and occasionally helpful, please provide 3-4 direct points of feedback that you would like from your colleagues and myself. **Dates will be scheduled for each student. Please e-mail a copy of your brief case write-up to your colleagues and myself the day of your scheduled presentation so we can follow along during class.**

5) **Final case summary and conceptualization paper:** Using the same case presentation format provided above, prepare a more in depth client summary and conceptualization. Although this assignment is to be about a real client, **please do NOT use any client identifying data or information.** Give your client an alias clearly identified with quotation marks. Under “Treatment direction and goals” be sure to provide a clear treatment plan. You may use an actual treatment plan from your internship site, but if it differs from your conceptualization you will need to write an explanation about how you are carrying out the plan and why. This paper should be a maximum of 8-

10 pages. If you reference any outside material you are required to cite it appropriately per APA style. **Due no later than December 1, 2016. You may submit your paper early if you wish. This assignment will be submitted via Taskstream.**

6) **Strengths, Goals, Theoretical Orientation Summary:** Students are expected to write a 1 page (2 page maximum) summary of their learning experiences, strengths, and areas for growth (goals) for your second semester of internship or (for second semester students) during your first year as a counselor. This assignment will also contain a ONE PARAGRAPH summary of your theoretical orientation. **Due no later than December 13, 2016. You may submit your paper early if you wish.**

7) **CARE form:** Complete the supervision CARE form each week and turn it in during class.

8) **Other:** Other assignments may be required as needed for optimal student development, and based on your individual needs.

9) **Individual Supervision Meeting:** Listed last, but not the least important. During the first 4 weeks of the semester you will need to schedule a ½ hour individual meeting with me during my office hours. If you absolutely cannot make my office hours we'll see what we can do to balance both of our schedules.

Documentation required by semester end:

First semester internship students:

- Evaluation by the on-site supervisor
- Self-evaluation on same form that supervisor completes
- Fall hours summary sheet

Second semester internship students:

- Evaluation by the on-site supervisor
- Self-evaluation on same form that supervisor completes
- Fall hours summary sheet
- Site evaluation (your evaluation of the site)
- Fall hours summary sheet
- Final hours sheet (Summer/Fall)
- Exit interview (anonymous, print thank you page, sign)

Grading:

Although this class is graded on the basis of credit/no credit, completion of all requirements at a satisfactory level of competence is necessary to obtain credit. Each student will be evaluated in the areas of counseling competence, self-awareness, theoretical knowledge, integration and application, ethical considerations, effectiveness of oral and written communication, and openness to feedback/supervision. Judgments about what constitutes satisfactory performance will be made by the campus instructor in collaboration with the on-site supervisor. Final decisions will be made by the campus instructor.

Evaluation methods include written work, observation, tape review, case study, and in class participation/performance. I will visit you at your site and meet with your supervisor at minimum one time during the semester. I will also have telephone contact with the supervisor as needed.

All students will receive a Credit grade at the end of each semester if all requirements of the internship are met. Completion of the required number of hours is only one of the minimum standards, Students must also demonstrate the appropriate growth and skills as outlined above and in the Internship Manual and Contract. Sometimes students need more than two semesters to develop and demonstrate the requirements of a master's level counselor. Also, occasionally a student will have personal issues or life events that make it impossible to develop as a counselor, and the student will be encouraged or required to take time off for self-care. In the event that the internship needs to be interrupted or discontinued, a plan will be developed in conjunction with the instructor, on-site supervisor, and other faculty members in the department.

ASSIGNMENTS TURNED IN LATE WILL HAVE 5 POINTS A DAY SUBTRACTED FROM THE TOTAL SCORE

Students with Disabilities/Americans with Disabilities Act:

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.