

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
MHC 580
Practicum in Counseling
Syllabus Cover Sheet

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 5g. essential interviewing, counseling, and case conceptualization skills
- 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

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

- C2l. legal and ethical considerations specific to 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 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 individual and family development. | Practicum | 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 | Practicum Evaluation Item 52 Average or above score on CPCE | 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 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 <i>good</i> 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. Immerging use of self in therapeutic process, uses | Demonstrates self awareness and emotional stability and a beginning understanding of impact of self in relationships with clients, seeks | 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 |

| | | | | | | | |
|--|--|--|---|--|--|--|--|
| | | supervision to continue growth. Score 3 | assistance for continued learning. Score 2 | | | | |
|--|--|--|---|--|--|--|--|

| 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 |

| 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 | Practicum | Develops clear | Seeks | Same as | Same as | Practicum | Assessment |

| | | | | | | | |
|-----------------------------------|--|---|--|------------------------------|------------------------------|-----------------------|-------------------------------------|
| Items: Openness to supervision | | 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 | supervision from faculty, supervisors and peers. Utilizes supervision to grow and develop. Score 2 on both | above Score 1 on one or more | above Score 0 on one or more | Evaluation Items 6,27 | 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 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. | Practicum | Recognizes client worldview, social locations, and culture and the impact on client problems, and adapts treatment accordingly. Score 3 on both | Recognizes client worldview, social locations, and culture and the impact on client problems and adapts treatment with supervisor assistance Score 2 on both | Recognizes, with supervisor assistance, client worldview, social locations, culture and the impact on client problems Scores 1 on one or more | Fails to acknowledge client worldview, social locations, culture and the impact on client problems Score 0 on one or more | Practicum Evaluation Items 16,60 | 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 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 & functions of mental health counselors | Practicum | | | | | Practicum Evaluation | Assessment Chair Review/Referral to BRC or ARC |

| 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 | Demonstrates an understanding | Demonstrates an understanding | Does not demonstrate an understanding | Practicum Evaluation Items: | Practicum instructor review. Referral to ARC if |

| | | | | | | | |
|--|--|--|--|--|---|--------------|---|
| | | and commitment to ethical standards, recognizes ethical issues independently, demonstrates ability to recognize and remediates ethical errors with supervisor consultation. Score 3 on all | of and commitment to ethical standards, recognizes ethical issues independently, recognizes and remediates errors with supervisor assistance. Score 2 on all | 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 | of ACA Code of Ethics, or does not recognize practical applications. Attempts to hide mistakes or lacks openness to supervision. Score 0 on any | 1,9,28,29,30 | not at benchmark by the end of Practicum II |
|--|--|--|--|--|---|--------------|---|

Lewis & Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology
MHC 580-08 – Practicum in Counseling
Fridays, 1/13/17-4/28/17, 2:30-8:30pm

Instructor Information:

Faculty Instructor: Arien Muzacz, PhD, NCC, LPC, LMHC, ACS
Assistant Professor of Counseling Psychology
Professional Mental Health Counseling and Addictions Specialization programs
arien@lclark.edu
Cell. 646-580-3129, Office 503-768-6128

Location:

Lewis and Clark Community Counseling Clinic
4445 SW Barbur Blvd, Portland, OR 97239
503-768-6320
Justin Hendersen, Clinic Director: 503-768-6321 | justinhendersen@lclark.edu

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 goals, objectives and interventions) will be developed. The establishment of a self-care practice and development of professional boundaries will be central as students develop awareness of, and learn to manage, countertransference and vicarious trauma. Professional development in clinical mental health will also be discussed.

Catalog description:

Working with clients in the practicum clinic, agency or school setting (8-10 hours/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 hours each required.

Disability Accommodations

The Student Support Services Office, located in the Templeton Student Center on the Lewis & Clark undergraduate campus, 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, and the office will contact me regarding available and appropriate accommodations.

Required Text:

American Psychiatric Association. (2015). *Diagnostic and Statistical Manual of Mental Disorders (5th ed)*. Washington, DC: Author.

Recommended Text:

Kottler, J. A. (2011). *The therapist's workbook: Self-assessment, self-care, and self-improvement exercises for mental health professionals*. John Wiley & Sons.

Suggested Texts:

- Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond*. New York, NY: Guilford Press.
- Beck, J. S. (2011). *Cognitive therapy for challenging problems: What to do when the basics don't work*. New York, NY: Guilford Press.
- Bender, S., & Messner, E. (2004). *Becoming a therapist: what do I say, and why?*. New York, NY: Guilford Press.
- Fagan, J., & Shepherd, I. L. (2003). *Gestalt therapy now: Theory, techniques, applications*. Gouldsboro, ME: The Gestalt Journal Press.
- Goldstein, W. N. (2001). *A primer for beginning psychotherapy*. New York, NY: Brunner-Routledge.
- Luepnitz, D. (2003). *Schopenhauer's porcupines: Intimacy and its dilemmas: Five stories of psychotherapy*. New York, NY: Basic Books.
- Rastogi, M., & Wieling, E. (Eds.). (2004). *Voices of color: First-person accounts of ethnic minority therapists*. Thousand Oaks, CA: Sage Publications.
- Yalom, I. D. (2009). *The gift of therapy: An Open Letter to a New Generation of Therapists and Their Patients*. New York, NY: Harper Perennial.

Select one or more of the texts above depending on your emerging theoretical perspective/s. READINGS WILL BE ASSIGNED THROUGHOUT THE TERM BASED ON GROUP DISCUSSION and AREAS OF INTEREST. ARTICLES WILL BE POSTED ON MOODLE AND DISCUSSED IN THE NEXT CLASS.

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.

Group Supervision for Practicum 1 and 2 students:

The first and last hour of the course will consist of group supervision for all students. During this time, client case conceptualizations will be discussed, as well as general processing and/or concerns that may have arisen during the day. The experiential component of practicum is essential to the continuing

development of all counselors in training, and this time will be devoted to crystalizing the reflective practice that arises when working with client populations. In addition, this time can be used to cover any specialized form of practice or areas that the group feels is relevant and/or interesting in covering. More discussion will take place over the course of the semester as to what these areas could be.

Triadic Supervision for Practicum 2 students:

Students in their second semester of practicum will receive one hour of weekly triadic supervision with their group supervisor sometime outside the first and last hour of class. This time will provide a more in-depth analysis of work done with clients. Case conceptualizations of clients with potential diagnoses, identification of key clinical skills used, and justification of methods will be discussed. It is the hope, that covering these areas will provide a more intentional approach in your work with clients. An essential component to successful counseling and rapport is utilizing "Self as Counselor" and this time will be focused on developing that.

Assignments:

All assignments will be due at the start of class on the dates determined or outlined in the syllabus and are expected to be completed thoroughly and in a timely fashion. Most of the work in the Practicum Clinic is experiential and part of the therapy and administrative processes of the clinic, supervision segments and counseling relationship.

Practicum I - Case Conceptualization and Presentation – During the course, students will do a thorough case conceptualization of a client to the rest of the class. This presentation should be no more than 15-20 minutes with 20 minutes for questions and feedback from the class. The conceptualization will include the following areas:

- *Chief Complaint/Presenting problem*
- *Demographic Data*
- *History of present illness*
- *Psychiatric/Medical concerns*
- *Family/Environmental Stressors that can influence Treatment*
- *Substance Use history (client and family)*
- *Client strengths/perceived weaknesses*
- *Diagnostic impressions and rule-outs (for Practicum II students)*
- *Treatment plan with theoretical orientation (treatment goals should be specific, measurable, achievable, realistic, and time-limited) (For Practicum II students)*
- *Theoretical Approach (For Practicum II students)*
- *Specific questions for feedback*

These case conceptualizations are expected to be typed and printed for each member of the course (please use on-campus printers). Be sure to leave space for questions and feedback and to collect all copies at the end of the presentation and dispose of them appropriately.

Practicum II – Process Recording, Case Conceptualization and Presentation – Case conceptualization to follow the same areas as above, including diagnostic impressions and treatment planning. The process recording will cover a full session transcription with one of your clinic clients. Be sure to include non-verbal behaviors and anything that may be of relevance to the therapeutic process. Note the specific interventions/counseling skills that you used and why you used those specific skills. An outline will be handed out in class and will be posted on the Course Moodle page. After the transcription, write a 1-2 page reflection on your general thoughts/critiques of the session.

****Practicum II Students Only:**

Those who will be full-time Practicum II students are *required* to take the Counselor Preparation Comprehensive Examination (CPCE) that will be offered on the Lewis & Clark campus. The tentative date for Spring 2017 is [TBD]. Part-time students will work with their advisor on the most appropriate time to take the CPCE.

Any off-site transport of counseling sessions recorded on-site at the Lewis & Clark clinic must be done using an encrypted thumb drive. The required/recommended device is the IronKey Basic series e250 or d250.

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, clinic supervisor, and your client(s) 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 consequences which may include receiving a failing grade for the class.
- Tardiness: More than 20 minutes late may require make-up work at the discretion of the instructor. Please implement the necessary boundaries for leaving job/internship site on time. Part of professional training includes gaining professional skills; arriving late impacts your peers and possibly your clients.

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.

Course Expectations & Notifications:

Occasional discomfort is to be expected as a normative aspect of development as you go through your training program. Learning can be challenging! Receiving feedback from your peers along with your instructor can be difficult at times, too. While this is a normal developmental process, should you have emotional difficulty throughout the course that is consistent and interferes with your participation, the following measures are available to support you:

- 1) Please feel free to contact me as soon as possible to discuss your concerns or thoughts. We can communicate outside of class time. I'm available via email, phone and to meet up in person. You can expect fair, direct and open communication from me as your instructor.
- 2) Feel free to contact your advisor or another administrative ally in the counseling program to discuss your concerns or needs.
- 3) You may also work on these concerns in the context of private counseling.

You are expected to learn about the operation and policies of the clinic and be an active member of the community in regards to the daily operations. This includes understanding screening procedures, being knowledgeable of all intake paperwork, checking phone messages, ensuring clients are greeted/have intake paperwork, maintain appropriate confidentiality of conversation/written information while clients are in the clinic, walk your clients out of the treatment room, inform them where restrooms are, shut down the clinic at day's end, etc.

You are expected to actively participate in group discussions and case consultations with your peers. This includes providing constructive feedback and offering possible new perspectives on their work with clients. You will also be expected to actively participate in activities facilitated by your instructor during group supervision sessions weekly.

Observe peer counseling sessions at least twice per term and complete a written observation form to be given to the instructor, after feedback has been shared with your peer counselor.

Complete all paperwork and progress/case notes in a timely fashion (same day of session with client) and obtain review and a signature from your instructor.

You are not permitted to take any paperwork or identifying client information outside of the clinic.

On a rare occasion, you may need to make phone calls to clients outside of clinic hours. In this case, you are required to block your personal telephone number using the *67 feature prior to each phone call.

You are required to fill out a weekly log that identifies how your hours were spent in the clinic. When not meeting with clients, you may do reading, research, or online trainings/webinars on topics relevant to the clients with whom you're working.

Decisions about client assignments will be made as needed. At times, these decisions will be made in collaboration with the instructor. The instructor reserves the right to assign a particular client to you without consultation.

Your practicum supervisor may join you during a counseling session to advise, consult or redirect the session with your client. Please prepare your client for this possibility at the outset of the counseling relationship.

It is your responsibility to inform your clients of your limited schedule, length of time in the clinic, makeup options (if available) and how to contact you via the clinic. You are also responsible for following up with your client when they have missed session/no showed for an appointment. You are expected to call your client the same day your client misses a session, especially if they have not left a message with the clinic.

Please discuss any questions you have about the course, client care, clinic policy or procedures with the instructor of your course. Aside from overall clinic policy and procedure, all decisions about client care are made in consultation with the instructor of your course.

Grading:

This class is graded on a scale of 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 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 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.

Course Clinical Requirements:

Required hours

The Practicum I supervision experience is based on the minimum requirement of at least three hours of group supervision-related hours per week held at the clinic as a three hour class (45 hours per semester).

Practicum II is based on at least one hour per week of individual or triadic supervision (15 hours per semester) and a minimum of at least two hours per week of group supervision-related hours (30 hours per semester).

Students must have a *minimum of forty hours of direct client contact* derived from their Practicum I & II experiences at the LCCC and their community-based practicum site and the overall practicum experience (including clinic group and triadic supervision) must be *at least one hundred hours total* over the length of the two semesters.

Students may obtain more direct client hours than the minimum, but are limited to no more than sixteen hours at their Practicum II externship site a week. This includes on site supervision, on site group supervision and required paperwork.

Activities that can be counted toward the 100 hours may include such professional activities as observation/feedback, 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.

Students must receive minimal 1s and no 0s on the Professional Qualities Evaluation (Practicum II) and must perform at a satisfactory level on the Practicum Evaluation Form (Practicum I & II).

At the end of the semester, the student must document the total amount of time they were engaged in these activities (consistent with weekly logs) and submit that to your instructor for approval. Weekly logs may be started at the beginning of the term, to prevent any loss of hours due to human error.

End of Semester Paperwork:

All department paperwork can be found at

http://graduate.lclark.edu/departments/counseling_psychology/mental_health/masters_degrees/evaluations_forms_handbooks/

At the end of the semester you will be required to: 1) complete these documents, 2) obtain your supervisors' signatures, and 3) submit these documents to Emily Morin in the Counseling Psychology Office before you can receive a passing grade.

Required forms include the following:

Practicum II

- PMHC Clinical Hours Summary Report for 2nd semester hours (check Practicum II)
- PMHC Clinical Hours Summary Report for total hours (Check Final Report)
- PMHC and PMHC-A Practicum and Student Intern Evaluation Form.

Ethical Guidelines:

Students are expected to follow the guidelines in the American Counseling Association's (2014) *Code of Ethics* (posted on Moodle) and to seek supervision when confusion arises or there is 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 practicum and/or the counseling program.*** Consistent with our ethical guidelines, 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 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 (in their absence, your faculty supervisor or the clinic director can also assist). Students will utilize policies and forms related to mandated reporting provided by the Lewis & Clark Community Counseling Center.

Preliminary Weekly Agenda*

Student-selected topics to be incorporated following initial class session.

| Date | Topic/Class Activity | Assigned Reading (to complete by date) | Case Presentations |
|-------------|--|--|-------------------------------|
| 1/13 | Introductions, review syllabus, weekly hours log Schedule triadics Set learning goals for term | Syllabus, Case Presentation outline | |
| 1/20 | Review Case Presentation outline, mandated reporting guidelines Diagnostic assessment and ethics | OR child abuse guide DSM-5, sections applicable to your client(s) ACA (2014) | CP 1: |
| 1/27 | Treatment Planning and beginning diagnostic assessment | LCCC Treatment Plan DSM-5 ACA (2014) | CP 2: |
| 2/3 | Screening and brief intervention for substance use using AUDIT, DAST-10 | SBIRT collective (2007) | CP 3: |
| 2/10 | Trauma informed care, PTSD interventions | Van der Kolk (1994), Schauer & Schauer (2010), NET summary | CP 4: |
| 2/17 | Eating disorder assessment and treatment | White et al. (2010); Ressler (2008) | CP 5: |
| 2/24 | CBT interventions: REBT | TBA | CP 6: |
| 3/3 | Topic TBD | TBA | PR 1: |
| 3/10 | Topic TBD | TBA | PR 2: |
| 3/17 | Guest supervisor; topic TBD | TBD | none |
| 3/24 | Navigating Termination | TBA | PR 3: |
| 3/31 | No Class – Spring Break | No Readings, have fun!!! | |
| 4/7 | Topic TBD | TBA | PR 4: |
| 4/14 | Topic TBD | TBA | PR 5: |
| 4/21 | Topic TBD | TBA | PR 6: |
| 4/28 | Course evaluations Reflections Complete/sign hours logs | | |

***Please Note: The weekly schedule is offered as a guideline only and is subject to revision by the instructor based on student preferences and identified learning needs.**