

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 with site expectations Score 2 on both Score 3 on all	Completes intakes and treatment plans consistent with site expectations Score 2 on both	Fails to complete intakes and treatment plans consistent with site expectations		Internship evaluation items 31,34,38	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 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 communications 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 Score 0 on most	Internship evaluation Items 41,42,50	Internship Instructor Review/Referral to BRC or ARC
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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	Internship Year /Graduation	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	Internship evaluation items 44,45,46,47, 49	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 3 of 5							
Students develop an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other	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

group work approaches.							
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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.	Demonstrates ability to address the impact of counselor social locations in therapeutic process	Is able to identify multiple social locations and the impact on personal experience as well as	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

		Score 3 on most	Score 2 on most	how these impact personal and professional worldview Score 1 on most			
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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. Immerging use of self in therapeutic process, uses supervision to continue growth. Score 2	Demonstrates self awareness and emotional stability. Immerging 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 professional competence. Recognizes and proactively addresses early signs of burnout.	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 1 on one or more	Engages in inadequate self care that impedes learning ability or client care. Score 0 on one or more	Internship Evaluation Items 14, 24 AND MHC 591: Self care plan	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 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
Goal 1 of 4							
Students develop awareness of the effect of power, privilege, and difference and	Internship	Addresses impact of therapist cultural attitudes and beliefs on relationship	Understands how therapist cultural attitudes and beliefs may impact relationship	Understands how therapist cultural attitudes and beliefs may impact	Fails to recognize how therapist cultural attitudes and beliefs impact	Internship Evaluation Item 15,58	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 Counseling – Addictions Internship
MHC 582-03/583-03
York Conference Center, Room 114, Wednesdays 1:00-4:15pm
January 11 through April 26, 2017

Arien Muzacz, PhD, NCC, LPC, LMHC, ACS
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Office Hours: Usually Tuesday afternoon and Wednesday after this class. Please call or e-mail to schedule an appointment.

Required Readings:

American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author.

Ratts, M., Singh, A., Nassar-McMillan, S., Butler, S.K., & McCullough, J. (2015). *Multicultural and Social Justice Counseling Competencies*. Retrieved from the American Counseling Association website: <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. New York, NY: Guilford Press.

Safran, J. D., & Muran, J. C. (2000). *Negotiating the therapeutic alliance: A relational treatment guide*. New York, NY: Guilford Press.

Van Der Kolk, B. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York, NY: Viking.

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 agree to adhere to the ACA (2014) *Code of Ethics* and, as such, will familiarize themselves with those guidelines in order to discuss ethical dilemmas as they may arise. An electronic copy of the ACA (2014) *Code of Ethics* will be available on the Moodle course page.

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. **THE CONTENT OF GROUP DISCUSSIONS IS CONSIDERED 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, EVER 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!!

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 onsite.

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.** Assign your client an alias or pseudonym 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 no more than 8-10 pages. If you reference any outside material, you are required to cite it appropriately per APA style.

Due no later than April 12, 2017. 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 April 19, 2017. 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 end of semester (submitted to Emily Moran in CPSY office):

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 onsite 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 your site 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 PER 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.