



**INSTRUCTOR**

Justin D. Henderson, Ph.D., NCC Assistant Professor   Professional Mental Health Counseling Director   Lewis & Clark Community Counseling Center	
Office:	Lewis & Clark Community Counseling Center 4445 SW Barbur Blvd., Suite 205
E-mail:	justinhenderson@lclark.edu
Office Hours:	By appointment

**REQUIRED TEXTS**

American Counseling Association (2014). <i>ACA code of ethics</i> . Alexandria, VA.
American Psychiatric Association (2013). <i>Diagnostic and statistical manual of mental disorders (5<sup>th</sup> ed.)</i> . Washington, D.C.: American Psychiatric Publications.

**COURSE DESCRIPTION**

This class is designed to provide instruction and supervision to first and second semester practicum students working with clients at the Lewis and Clark Community Counseling Center. Students will receive live supervision and feedback as designated by CACREP requirements. The focus of the class will be to provide ethical and competent client care while working within the parameters of time (typically one semester), student theoretical orientation and client issues/goals. Skills that will receive particular attention will include developing a therapeutic relationship, counselor empathy and compassion. The recognition of the impact of race, culture, gender, sexual orientation and poverty as well as other societal and political influences that define the context of the therapeutic relationship will be highlighted as well. A beginning knowledge of client assessment and the development of treatment planning (including articulating the goals, objectives and interventions) will be developed. The establishment of a self-care practice and development of professional boundaries will be central as students become aware of countertransference and vicarious trauma while growing professionally as a counselor.

### CPSY DEPARTMENT 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 (i.e., 1.5 hours for a 15 hour class; 1 credit) may result in failure to complete the class. 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.

### DISABILITY SERVICES STATEMENT

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

### CONFIDENTIALITY AND ETHICS

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 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.
- Video recordings of client counseling sessions should be kept secure (via Ironkey or within the Panopto system) 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.
- Additionally, what we discuss in the classroom stays in the classroom and should not be subject of discussion outside of this course except for with your supervisor where applicable.

### ADDITIONAL REQUIRED AND RECOMMENDED READINGS

Additional articles, chapters, and other materials will be used during the course. These materials will be made available electronically or via hard copy handout(s) throughout the semester.

#### **Readings (All copies can be found on Moodle):**

Each week there may be both electronic readings due. Please read the materials ahead of the class and come prepared to discuss them.

#### **Recommended Readings:**

On Moodle there are also suggested readings and additional resources. They are marked as additional materials and are not required for the course.

## CASE PRESENTATION REQUIREMENT

### *Structure of Presentations*

- Before talking about the client, present a brief overview of your theoretical orientation and your therapeutic relationship up to this point, such as how many sessions you have seen the client for, obstacles/successes in the relationship, etc. Our feedback will be, in part, designed to help you to find a better fit between your theory and your work with clients (about 10 minutes)
- After completing the theoretical orientation presentation and before presenting the client, clearly communicate to the class the reason you chose this client and the type of feedback you hope to receive. Say what you hope will be different for you after the presentation.
- Handout of presentation **MUST INCLUDE ALL CATAGORIES LISTED BELOW. Must also upload to Taskstream!!**
- Review/present written case emphasizing theoretical conceptualization (15 minutes)
- Class discussion and feedback 20-40 min

### *Handouts*

Handout must include ALL of following sections/areas. List EACH category as noted below, and if the category is non-applicable, state this under the category. **DO NOT OMIT ANY OF THE FOLLOWING CATEGORIES:**

- **Consultation Goals:** What you want from the class in relation to feedback, advice, knowledge, etc. Communicate the reason you chose this client and what you hope will be different after your presentation.
- **Demographics:** Demographic data/Cultural considerations
- **Risk Related Concerns:** Suicidality, homocidality, abuse, interpersonal abuse, self-injurious behaviors, etc. Note if a safety plan has been completed.
- **Presenting Concern(s):** Chief complaint/presenting problem/concerns/issues
- **History of Concern(s):** History of the present illness
- **Family and Relational Data:** Family relationships, issues, influences, and relevant history
- **Psychiatric/Medical Data:** Medical/RX history for client and family
- **Substance Use, Abuse, Dependence History:** Client and Family
- **Cognitive/Affective/Behavioral/Physical Status:** Mini Mental Status Exam, how the client presents in session
- **Client strengths/weaknesses**
- **Diagnostic Impressions:** DSM-5 diagnosis and brief explanation
- **Current Treatment Plan:** Treatment plan identifies concerns, goals, and objectives
- **Transference/Counter-transference concerns**
- **Ethical Issues or Concerns:**

## EVALUATION

### Overview

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

#### *Additional notes about grades:*

- The instructor will make final decisions about grading.
- Failure to complete class requirements may include a deferred grade as well as the possible enrollment in an additional semester of practicum.
- Failure to complete the required number of direct service hours in a semester may result in a deferred grade with the possible enrollment in an additional semester of practicum.
- If your direct hours are low, you are strongly encouraged to pursue a secondary practicum! See your instructor of record for more info
- Failure to follow ACA 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.

#### *Requirements for credit:*

- **Complete a minimum of 240 hours of supervised direct counseling/client contact with individuals, couples, families and groups combined over 2 semesters at assigned internship sites, other hours to total 600 over 2 semesters.**
- Complete one written case presentation/extended check-in
- Submit **weekly** documentation of supervision [CARE note] session to faculty supervisor during class.
- Upload at least one resource on Moodle
- Satisfactory evaluations from on-site supervisor and on-campus

instructor/supervisor. This includes satisfactory responses to ethical dilemmas and challenges.

- Attendance and active participation in on-campus intern supervision class for two full semesters. If you miss a class you must attend another section the following week.
- Demonstration of ability to accept and respond responsibly to both site and campus supervision.
- Demonstration of ability to work collaboratively with colleagues at the internship site and on campus.

**NOTE:** This is a credit/no credit course for two semesters. Your credit for both semesters will be deferred until you have completed all requirements for the internship after the second semester. This includes completion and documentation of all hourly requirements for client contact and supervision, satisfactory evaluation by your supervisor for both semesters, your evaluation of the internship site, and class requirements listed above.

#### *Transcripts*

Additionally, students will be required to transcribe one whole session with a client during Practicum I or Practicum II (if you did not complete a transcript in Practicum I). The transcription and a transcription-response reflective paper (minimum of five pages) will be due at the end of the semester.

<b>CLASS STRUCTURE AND SCHEDULE</b>	
<b>Date</b>	<b>Topic</b>
<b>5/6</b>	<b>1. Introduction to the Course</b>
<b>5/20</b>	<b>2. Check-In &amp; Settling into Practicum</b>
<b>6/10</b>	<b>3. Check-In &amp; Case Presentations</b>
<b>6/24</b>	<b>4. Check-In &amp; Case Presentations</b>
<b>7/8</b>	<b>5. Check-In &amp; Case Presentations</b>
<b>7/22</b>	<b>6. Check-In &amp; Case Presentations</b>
<b>8/5</b>	<b>7. Check-In &amp; Case Presentations</b>