

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

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

Clinical skill	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 1 of 5						

Students develop therapeutic communications skills emphasize the client-counselor relationship with individuals and families	Practicum	Demonstrates high level of therapeutic communication skills, is able to develop and maintain very strong counseling relationships Score:3 on all	Demonstrates good level of therapeutic communication skills, is able to develop and maintain good counseling relationships Score:2 on both	Demonstrates adequate level of therapeutic communication skills, is able to develop and maintain adequate counseling relationships Score:1	Demonstrates very low level of therapeutic communication skills, is not able to develop and maintain counseling relationships Score:0	Practicum evaluation Items 41,42	Assessment Chair Review/Referral to BRC or ARC
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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	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	Practicum Year	Score 3 on most	Scores 2 on most	Score 1 on most	Score 0 on most	Practicum Evaluation Items	Assessment Chair Review/Referral

g of the impact of trauma on clients and demonstrate skills in trauma counseling.						67,68,69	ral to BRC or ARC
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Self as Counselor		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 1 of 5							
Demonstrates awareness of their social locations and impact on their life experiences.	Practicum Year	Demonstrate s 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	Demonstrate s self awareness and emotional stability. Immerging use of self in therapeutic process, uses supervision to continue growth. Score 3	Demonstrates self awareness and emotional stability and a beginning understanding of impact of self in relationships with clients, seeks assistance for continued learning. Score 2	Demonstrates self awareness and willingness to address/mediate problems. Score 1	Student demonstrates lack of self awareness that impedes learning or client care. Score 0	Practicum Evaluation Item 48	Assessment Chair Review/Referral to BRC or ARC

Self as Counselor		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 3 of 5							
Maintains self care	Practicum	Demonstrates ability to maintain personal	Demonstrates ability to perform adequate	Begins to use self care plan, learns to adapt plan	Engages in inadequate self care that impedes	Practicum Evaluation Items 14,24	Assessment Chair Review/Referral to BRC or ARC

		wellness to optimize professional competence. Recognizes and proactively addresses early signs of burnout. Score 3 on both	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	when needed, and seeks supervision and personal therapy as needed. Score on one or more	learning ability or client care. Score 0 on one or more		
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Self as Counselor		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 4 of 5							
Demonstrates awareness of competence and limitations	Practicum	Demonstrates clear awareness of competence and limitations, uses multiple channels to learn/grow (e.g. supervisor, literature search, colleague feedback.	Demonstrates basic awareness of competence and limitations and seeks supervisory support	Is under confident or inconsistent in awareness of limitations, unsure when to seek supervision	Overestimates competence does not recognize limitations	Practicum Evaluation Item 25	Assessment Chair Review/Referral to BRC or ARC

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

Multicultural		Proficient	Benchmark	Emerging	Inadequate/	As	Evaluation
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Competence		(A)	(B)	(C)	Fail	evidenced by:	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	Practicum	Recognizes client worldview, social locations,	Recognizes client worldview, social locations, and	Recognizes , with supervisor assistance, client	Fails to acknowledge client worldview, social	Practicum Evaluation Items 16,60	Assessment Chair Review/Referral to BRC or ARC

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

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

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

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

Summer 2020 MHC – 580-31 - Practicum – 3 credit hours
Credit (CR) or No Credit (NC)
Web Advisor Dates: 05/04/2020-08/03/2020
Monday: 05:30PM - 08:30PM - biweekly
Corbett Annex, Classroom 100

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Office Hours:
By appointment only via Zoom or in a safe place where social distancing is practiced.

Course Description: The MHC 580 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 (The Clinic). Students will receive live supervision and feedback to meet CACREP requirements. The focus of the class will be on ethical and competent client care, meeting the practicum hours requirement within the required semester timeframe (typically one semester), ongoing development of student theoretical orientation, theoretical approach in conceptualizing a client, and counselor assessment of client issues and counseling goal development. The focus of counseling skills development will include counselor/therapeutic relationship development, counselor empathy, and counselor compassion with cultural humility. Students will utilize the Multicultural and Social Justice Competencies to recognize and acknowledge the impact of race, culture, gender identity, religious or spiritual beliefs, sexual or affectional orientation, socioeconomic status, education, and any other intersecting social location including societal and political influences that define and/or describe the context of clients' lives in the development of a counseling or therapeutic relationship. A beginning and working knowledge of client assessment, development of treatment/intervention planning (including the clear articulation of the goals, objectives and interventions) will be developed. The establishment of self-care practice and professional boundaries will be important as students continue to develop an awareness of transference, countertransference, and vicarious trauma while professionally developing as a counselor.

Catalog Description: Working with clients in the practicum clinic, agency or school setting (eight to 10 hours per week, 100 hours total) under intensive supervision from CPSY faculty, developing the therapeutic relationship and basic counseling competencies. Students are expected to demonstrate personal characteristics and professional conduct necessary for effective, ethical counseling. [Up to] two semesters, 3 credit hour each required.

Note: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and completed paperwork for the current semester requesting accommodations, staff in that office will notify the instructor of the accommodations for which you are eligible.

All students must purchase an IronKey hardware-encrypted Basic series flash drive, s250 and d250 or higher, if they will be working on client-related material away from the clinic.

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 (The Clinic). 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.

Textbook:

Yalom, I. (2002). *The Gift of Therapy*. Harper Perennial.

ALL STUDENTS MUST READ ASSIGNED ARTICLES/READINGS ON MOODLE

Methods of Evaluation:

- Discussion of current experiences in your practicum with peer to peer problem solving.
- Peer to Peer discussion and feedback about client/site/supervision issues.
- One comprehensive typed case conceptualization and presentation over the semester (video to share is preferred, but not required; it's optional).
- Documentation of work completed.
- Site supervisor's evaluation of performance.
- Satisfactory performance on the Professional Qualities Evaluation Form.

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 practicum/internship sites, other hours to total 600 over 2 semesters.
- Complete one typed case presentation/extended check-in
- Submit **weekly** documentation of supervision [CARE notes] session to faculty supervisor on **Moodle**
- Upload at least one resource on **Moodle**
- Satisfactory evaluations from on-site supervisor and on-campus instructor/supervisor, which includes satisfactory responses to ethical dilemmas and challenges.
- Attendance and active participation in on-campus/online practicum/intern supervision class for two full semesters. If you miss a class you must attend another section the following week
- Demonstrate ability to accept and respond responsibly to both site and campus supervision.
- Demonstrate ability to work collaboratively with colleagues at the practicum/internship site and on campus.

NOTE: This course 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 practicum/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.

Attendance: Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor or receiving “No Credit” for the course. Missing more than ten percent of class time may result in failure to complete the class. This includes 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 at the discretion of the instructor, a grade of incomplete may be provided for an assignment or the entire course. In such a case, the work to be submitted must be documented appropriately and include specific deadlines in order to remove the incomplete. Students are expected to be on time to class and tardiness may be viewed as an absence that requires make-up work. Being 30 minutes late to class or leaving 30 minutes early (except when class is dismissed early) will be considered one absence.

A Note on Confidentiality: Most of our class discussions and typed work you do for this class will contain clients’ personal information. All private information is our shared responsibility for maintaining its confidentiality and protecting the privacy of our clients. Guidelines for fulfilling our responsibility includes the following:

- Written/Typed materials referring to clients should either refer to them by their initials or by a pseudonym. If materials are copied and includes the client’s name, the name should be blocked out with a black felt tip pen or a blackout feature provided through the use of a template.
- 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/Typed materials you submit for review must follow confidentiality guidelines.
- Remember, what we talk about in the classroom STAYS IN THE CLASSROOM!

Class Structure:

First part of class: Group supervision--Each practicum student/intern will share how they are doing, challenges they are having personally or professionally, or issues related to their practicum/internship clients. Students are required to share with specificity and details so peers and the instructor can receive a complete and clear illustration of students’ experiences at the practicum site, and in the class. Each practicum student or intern will identify one client (see brief conceptualization requirement) or a topic they need to discuss. This can be a client, a site issue, a personal issue related to functioning as a counselor, or career issues. If you do not discuss an issue, the instructor and your peers will question and question you about everything that is happening.

Note: Issues involving suicide, child abuse reporting, elder abuse, differently abled body abuse, or major ethical considerations should always be discussed!

Second part of class: Comprehensive Case Summary/Conceptualization (aka extended check-in) on scheduled date.

**Guidelines for Comprehensive Case Summary/Extended Check-In:
Due once a semester only!**

Structure of Presentations

- Before discussing the client, present a brief overview of your theoretical orientation, theoretical approach, and therapeutic relationship. Provide the number of sessions you have seen the client and obstacles and successes in the counseling relationship. Peer to Peer and Instructor feedback will be provided as considerations via questions and/or statements, in part, to help you to explore a better fit between your theory (theoretical approach) and work with clients (about 10 minutes).
- After completing the theoretical orientation presentation and before presenting the client, clearly communicate to the class your reason for choosing this client, and the type of feedback you hope to receive. Share what you hope will be different for you after the presentation.
- Handout of presentation **MUST INCLUDE ALL CATAGORIES LISTED BELOW (uploaded to Moodle by 11:30 p.m., the night before class). You must also upload to Taskstream!!!**
- Present typed case emphasizing theoretical conceptualization (15 minutes)
- Class discussion and feedback 20-40 min

Case presentation handout must include ALL of the following sections/areas. List EACH Roman Numeral so that all are listed as categories. If the category is non-applicable, state this under the category. DO NOT OMIT ANY OF THE FOLLOWING CATEGORIES:

- I. 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.
- II. Primary complaint/presenting problem
- III. Demographic data/Cultural considerations
- IV. History of the present illness
- V. Family issues/influences
- VI. Psychiatric/Medical: Medical/RX history for client and family
- VII. Substance Use, Abuse, Dependence History: Client and Family
- VIII. Cognitive/Affective/Behavioral/Physical Status (mini Mental Status Exam)
- IX. Client strengths/weaknesses
- X. Diagnostic Impression Summary: DSM-5 diagnosis and brief explanation
- XI. Theoretical approach utilized in conceptualizing client - When considering your theoretical approach in working with clients in practicum, please provide the following:
a. School of Thought from the Six Schools of Thought. **b.** Philosophy of the view of

- human nature. **c.** Major Theorists. **d.** The theory itself. **e.** The purpose and goals of the theory. **f.** Common Techniques utilized to help encourage and make change
- XII. Provide the force of counseling in which the theory originated – The Five Forces of Counseling include: **a.** Psychoanalytic. **b.** Cognitive-Behavioral **c.** Humanistic **d.** Multicultural. **e.** Social Justice
- XIII. See the **“Six Schools of Thought”** that influenced the development of the **Five Forces of Counseling**
1. Psychodynamic
 2. Behavioral
 3. Humanistic
 4. Pragmatic
 5. Constructivist
 6. Family Approaches
- XIV. Please view the **“Five Forces of Counseling”** as a history of the approaches utilized in the profession of Counseling over the years. Moreover, please view the five stages of the counseling process below to help you in deciding where you are in the process of working with your clients in practicum. You should be thinking about what you learned in your Theory and Philosophy of Counseling class as it relates to developing a "Theoretical Orientation" for your understanding of human nature and/or how you view human nature in general based on your beliefs, values, attitudes, assumptions, and biases. Additionally, you should review the variety of theories in developing a theoretical approach in conceptualizing your client. A theoretical approach may change faster than a theoretical orientation because you cannot approach or conceptualize all clients in the same manner. Utilize your current and past course books and/or articles as a guide to understanding the five stages of the counseling process and the skills needed to move through, and in between, the five stages of the counseling process.
- XV. Provide the stage of counseling where you are working with the client. The Five Stages of the Counseling Process include:
1. Stage One - Rapport/Relationship Building
 2. Stage Two - Assessment/Problem Definition
 3. Stage Three - Goal Setting
 4. Stage Four - Intervention
 5. Stage Five - Termination
- XVI. Intervention/Treatment plan consistent with your theoretical orientation and theoretical approach (include short-term goals and longer term, theory-consistent objectives).
- XVII. Transference/Counter transference issues
- XVIII. Ethical Issues involved

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 by 11:30 p.m. at the end of the semester.

Grading: This class is graded using Credit/No Credit. Each student will be evaluated in the areas of counseling competence including 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/typed work, observation, tape or audio review, transcriptions, case presentations, supervisor evaluations and in class participation along with timely completion of all class assignments. Evaluation of satisfactory performance will be made by your instructor.

Additional notes about grades:

- The instructor will make final decisions about grading.
- Failure to complete class requirements may include a deferred grade as well as the possible enrollment in an additional semester of practicum.
- Failure to complete the required number of direct service hours in a semester may result in a deferred grade with the possible enrollment in an additional semester of practicum.
- 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 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.

Date	Topic	Readings/Assignments for Next Class Meeting
5/4/20 (1 st class)	Syllabus & Course Overview Sign up for Case Presentations	Chapters 1-20 (pp. 1-64) <i>The Gift of Therapy</i>
5/18/20 (2 nd Class)	Chosen Topic to Discuss & Yalom	Chapters 21-31 (pp. 68-96) <i>The Gift of Therapy</i>
6/1/20 (3 rd Class)	Chosen Topic to Discuss & Yalom	Chapters 32-45 (pp. 99-138) <i>The Gift of Therapy</i>
6/15/20 (4 th Class)	Chosen Topic to Discuss & Yalom	Chapters 46-57 (pp. 139-170) <i>The Gift of Therapy</i>
6/29/20 (5 th class)	Chosen Topic to Discuss & Yalom	Chapters 58-67 (pp.171-200) <i>The Gift of Therapy</i>
7/13/20 (6 th Class)	Chosen Topic to Discuss & Yalom	Chapters 68-77 (pp. 201-226) <i>The Gift of Therapy</i>
7/27/20 (7 th Class)	Course Wrap-Up/Evals	Chapters 78-85 (pp. 227-255) <i>The Gift of Therapy</i>
	All course work is due by 11:30 p.m. by the last class. Feedback is provided once work is submitted. Students may submit course work earlier than the last day of class.	Check Moodle for additional article readings and/or resources!!!

Ethical Guidelines: Students are expected to follow the ethical guidelines set forth by the American Counseling Association and to seek supervision when there is case confusion or an ethical dilemma to be resolved. Failure to follow ethical guidelines and/or non-disclosure of ethical problems and the seeking of appropriate supervision may result in dismissal from the practicum and/or counseling program. To follow ethical guidelines in relation to clients, and respect the work of our peers, it is of fundamental importance that the contents of group discussion be regarded as absolutely confidential.

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

Informed Consent, Professional Disclosure Statement, and other forms will be used with all clients that delineate what information about them will be used (and how it will be protected) and for what purpose. Clients under the age of 14 must have the forms signed by a parent or legal guardian. This informed consent is required in addition to any other forms required in practicum/internship. Students will be vigilant in securely maintaining records and tapes during transportation for the purpose of keeping client information confidential.

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

Attendance:

- It is essential that students attend each class session to receive credit for the required supervision and to provide reliable, ethical, and competent client care.
- Any missed classes will require make-up work including any of the following; written/typed 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 instructor at least two weeks in advance of the absence.
- In case of illness and true emergencies, please notify site supervisor, center supervisor, and your client as soon as possible.
- More than one absence a semester could result in a failure to complete the class.
- Any unexcused absences or failure to notify supervisors of absences will also result in the loss of supervision credit and counseling hours for that week as well as a meeting with the campus supervisor to determine outcome which might include receiving a failing grade for the class.

- **Late to class:** More than 20 minutes will require make-up work at the discretion of the instructor. Please implement the necessary boundaries for leaving work or practicum/internship sites on time. Arriving late impacts the work of your classmates.

Laptops and Cell Phones: Due to the experiential nature of the class laptops may be used only when designated by the instructor. Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell. Laptops and cell phones may of course be used on breaks. Please come prepared to take hand written notes. If a disability requires the use of a laptop please let the instructor know at the beginning of the semester.

Teaching Statement: My pedagogical philosophy is influenced by my professional and personal experiences as a college counselor, college student affairs professional, counselor educator, and counselor supervisor. My philosophy is an evolutionary process changing over time because of my professional experience and development in the classroom. As an educator, I believe in challenging students to creatively learn the fundamental content of required courses; broaden thinking about what constitutes mental health challenges in client or student development, disabilities, and holistic approaches towards improvement; develop critical thinking skills through a social justice lens in the context of diverse populations; and function effectively in an information and global economy. According to McKeachie (2002), most American universities have viewed scholarship as published research, but teaching and shared learning are equally important to prepare future professional mental health counselors as competent practitioners. Furthermore, I believe that students need to demonstrate their ability to master the content, ideas, philosophy, and transferrable skills of a counseling professional. One of the assumptions in the Student Learning Imperative (1996) that resonates with my values and beliefs include the concepts of "learning," "personal development," and "student development" as inextricably intertwined and inseparable. Higher education traditionally has organized its activities into "academic affairs" (learning, curriculum, classrooms, cognitive development) and "student affairs" (co-curriculum, student activities, residential life, affective or personal development). However, this dichotomy has little relevance to post-college life, where the quality of one's job performance, family life, and community activities are all highly dependent on cognitive and affective skills. Indeed, it is difficult to classify many important adult skills (e.g., leadership, creativity, citizenship, ethical behavior, self-understanding, teaching, mentoring) as either cognitive or affective. And, recent research shows that the impact of an institution's "academic" program is mediated by what happens outside of the classroom. Peer group relations, for example, appear to influence both affective and cognitive development. Additionally, as stated and highly emphasized in the Student Learning Imperative (1996), I further believe that learning and personal development occur through transactions between students and their environments broadly defined to include other people (faculty, student affairs staff, peers), physical spaces, and cultural milieus.

Supervision Statement: I integrate Stoltenberg (1981) and Stoltenberg and Delworth (1987); Stoltenberg, McNeill, and Delworth (1998); Falender & Shafranske (2004); Haynes, Corey, & Moulton (2003) with Bernard and Goodyear's (1992) Discrimination Supervision Model and Relational Cultural Supervision (Jordan, 2009) for this class. You will become familiar with my structure and style of feedback based on the aforementioned supervision models throughout the semester. It will be important to learn how to receive and implement feedback with clients and peers in your learning experience as a counselor-in-training.

Initial course topics in supervision Via Moodle readings

1. Documentation of hours
2. Professional Self-Disclosure Statements
3. Required documentation
4. Intakes/Assessment (client issues and contextual/societal issues)
5. Time-limited, theoretically consistent treatment planning
6. Assessment of suicide and suicide contracts
7. Safety planning
8. What is supervision in counseling?

Remember, the articles in Moodle on the course page, and in the announcements section, are meant to help supplement textbook readings and provide more updated knowledge in a shorter format. The articles can be helpful to you in how you develop your client case conceptualization and the overall treatment/intervention plan. Pay attention to the counselor identity language used in treatment/intervention planning.

Tips and Considerations for Online Learning

A complete shift to online instruction is unprecedented in the PMHC/PMHC-A program in the Graduate School of Education and Counseling at Lewis and Clark College. Here are a few things to keep in mind:

- You are not alone.
- You are groundbreakers.
- The interactions may be virtual, but they are no less real.
- Instructors may need to restructure your courses. Be mindful of changes to the schedule and syllabus. Consider what those changes mean for you.
- Plan for lectures, discussions, homework, and office hours via schedule an appointment.
- After spring break, you had a system that worked. Now, that system might need to be tweaked — and that's okay.
- Students must be committed to engaging in the online environment and accept responsibility for managing their anxiety.
- The responsibility of informing the instructor and managing the anxiety falls on the learner.
- The student has to have a willingness to initiate contact with the instructor.

- Counseling is slowly moving toward the use of online media for interaction between counselor and clients. Therefore, the skills gained in taking an online course can help develop the learner's skills in his, her, or their professional career as a counselor.
- Other basic aspects that learners need to take responsibility for in the online environment include understanding the expectations of the class, marshaling their time, and motivating themselves to engage in the course on a regular basis.
- Students also need to understand that they need regular access to a computer and the Internet. In the face-to-face environment, the college is responsible for supplying the physical space and tools for effective learning. However, in an online environment, the students are responsible for providing their own physical space and the technology tools that are required to interface with the course.
- Online vs. Classroom - you've decided to invest in online learning as an alternative to a traditional classroom due to COVID-19 Pandemic. What does this really mean for you as a student? It means hope in knowing that learning never stops, and that you will be supported as a student as if you are in a face to face learning environment.
- In an online course, your instruction is delivered over the internet rather than in-person, in a traditional classroom.
- Common Myths for Online Learning Include:
- **Myth #1: Easier**
 "I've heard that an online course is way easier than taking the same course on campus. You don't have to go to class, you just have to hand in assignments and you're done."
- **THE FACTS:** the workload for any particular course is the same regardless of the way it's delivered. And if you really think about it, there is more reading in online classes because you have to read all of your teacher's instructions rather than hearing them in class. In an online environment, you need to be more self-disciplined and motivated because you won't be facing the instructor every session. **The good news is** online classes will give you the flexibility to learn when you are ready to learn and at times that will work well with your schedule. This can be a real plus for students with busy lives. In an online class you are not limited by "class times," so you don't have to worry about conflicts with other classes you want to take, your work schedule, or other time constraints!
- **Myth #2: Self-Paced**
- "If I'm taking an online class, I can turn in assignments whenever I want, right? I'll just get all of the assignments from the instructor and blast through it in two weeks rather than wasting a whole semester."
- **THE FACTS:** regardless of what you think you may be able to accomplish at your own speed; most online courses are NOT self-paced. Some instructors reveal all assignments ahead of time and others may roll out course topics and assignments incrementally. The most successful students will concentrate on their work at the pace that the teacher has laid out. Give yourself time to really focus on the course material and put your best effort into assignments - don't try to rush through the course just to "get it done". The online learning world is not much different from traditional campus courses: the more you put into it, the more you will get out of it.

- **The good news is** students who successfully complete online courses have found that the organizational skills they learned and used to complete their online courses made them better students in traditional courses they took later on.
- **Myth #3: Participation**
- "Professors randomly call on students for answers in a lecture, but in an online class I can fly under the radar."
- **THE FACTS:** don't be fooled by the illusion of anonymity in your virtual classroom. Even though you and your instructor may not be able to see one another, he, she, or they can access reports on the quantity and quality of your course participation, and believe us, they will. They want to know how you're doing, and how they're doing, and participation will definitely be a key component of any of your classes. In fact, sometimes faculty know more about their online students than their on-campus students.
- **The good news is** online learning can provide you with the opportunity to develop meaningful relationships with your professors and with other students taking the same course. Conversing online can seem strange or artificial at first, but once they get used to it, most people really enjoy online discussions. In an online course everyone has a chance to provide their input, and you have time to craft your thoughts before "speak." You're not bounded by the end of a class period or a limited discussion time. But you'll also need to commit to participating effectively and you'll need specific strategies to make this happen.
- **Myth #4: Tech Skills**
- "I spend a lot of time on social media and I text my friends more than I talk to them. I don't need to learn any technical skills in order to take a class online."
- "I don't really know my way around a computer, but clearly my instructor does. I'll just rely on him, her, or them to help me figure it out during the course of the semester. My online class will teach me any of the technical skills I need to figure it out, right?"
- **THE FACTS:** Online learning generally does not require extensive technical knowledge, but you have to understand the basics about your computer, the internet, and how to use your school's learning management system (LMS - Moodle). Take the time to really understand your online environment before you get too far into the semester: you won't want to wait until minutes before an assignment is due to learn which buttons you need to push in order to submit it.
- **Myth #5: Communication Skills**
- "Email is basically instant, and I know my teacher checks her email all of the time. So, if I don't understand something or have a last-minute question about an assignment, I can email her, him, or them, and she, he, or they should respond right away. They are definitely up at 10 PM, and it would only take them 2 minutes to write back with the answer."
- **THE FACTS:** this is a misconception that we're sure all instructors would like to be cleared up from the outset. Most of your instructors provide a maximum email turnaround time, typically between **24-48 hours**. As a student, you need to plan ahead as much as possible, and be sure to have an alternate solution if you don't hear back from your instructor before an assignment is due (**remember, your assignments are your responsibility, not theirs**). Remember what we said about building classroom relationships? Another approach would be to reach out to

another member of the class and exchange private emails to support each other throughout the semester. Because you're not meeting with each other once or more times every week, it's easy to feel isolated in an online course. Try some of these tactics so you can connect with others - you will get a lot more out of your classes if you do.

- Building supportive online relationships and friendships requires skill and practice. **The good news is** students who develop good communication skills, learn to be assertive, and are able to cooperate and collaborate well in a virtual environment will find these skills highly transferrable (and valued) in their personal and professional lives long after their course is over.
- **Myth #6: Excuses**
- "If I didn't finish an assignment on time, I used to tell my instructor that I accidentally brought the wrong notebook to class or that my printer ran out of ink. Now I can just say that my computer crashed, that I accidentally deleted my finished assignment, or that I just sent in the wrong attachment."
- **THE FACTS:** probably none of these excuses will work. Remember, your instructors have not only heard every excuse in the book (probably more than once), but they are also pretty tech savvy themselves—they are, after all, teaching a college-level online course. Make sure you fully understand your instructor's expectations and that you comply with them in a timely manner, and keep an open channel of communication with them if you need help or have questions. Detailed information about your instructor's policies and expectations should be included on their course syllabus. Some instructors also provide checklists for all deadlines. If your instructor does not, it might be helpful to create your own assignment checklist. The organizational and study skills you develop for your first online course will put you on the road to success for all your future learning experiences, whether they are online or in a traditional learning environment.