

**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 | | | | | | | |

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| 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 | | | | | | | |

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| 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 |
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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/Refer |

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| 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 | 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 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 self | 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 |

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| | | 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 |

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| Multicultural | | Proficient | Benchmark | Emerging | Inadequate/ | As | Evaluation |
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| Competence | | (A) | (B) | g (C) | Fail | evidenced by: | and Remediation |
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| Goal 1 of 4 | | | | | | | |
| Students develop awareness of the effect of power, privilege, and difference and their own cultural attitudes, beliefs, | 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 |

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| 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 |

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| mental health counselors | | | | | | | |
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| Ethical Practice | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Review and Remediation |
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| 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 |

Spring 2021 MHC and MHCA 580 Practicum
3 credits, CR/NC,
Mondays-9:30-12:30, biweekly
***ONLINE unless otherwise instructed**

Alexia DeLeon, Ph.D.
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Office: 503.768.6066; cell: 325.277.4813
alexiaadeleon@lclark.edu

Office hours:
Wednesday afternoon
Thursday-anytime

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.

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 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.

All students must also 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. 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 ARTICLES/READINGS FROM MOODLE LINKS AS ASSIGNED

Methods of Evaluation:

- Sharing current experiences in your practicum to sound out with peers
- Participation in discussion and feedback to client/site/supervision issues of peers
- One comprehensive written case conceptualizations and presentation over the semester (video preferred, not required but 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 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 on **moodle**.
- 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.

Attendance: 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. 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: 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.
- Remember, what we talk about in the classroom STAYS IN THE CLASSROOM!

Class Structure:

First part of class: Group supervision--Each intern will share how they are doing, challenges they are having personally or professionally, or issues related to their internships/clients. Each 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, career issues, etc. If you do not discuss an issue, we will question and question you about everything that is going on!

Note: Issues involving suicide, child abuse reporting, 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 one time per semester**

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 CATEGORIES LISTED BELOW (uploaded to Moodle the night before class). Must also upload to Taskstream!!**
- Review/present written case emphasizing theoretical conceptualization (15 minutes)
- Class discussion and feedback 20-40 min

Handout must include ALL of following sections/areas. List EACH numeral (so that ALL of them are listed) as categories, and 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. Chief 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 Summary: DSM-5 diagnosis and brief explanation
- XI. Treatment plan consistent with your theoretical orientation (include short-term goals and longer term, theory-consistent objectives.
- XII. Transference/Counter transference issues
- XIII. 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 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 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 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 |
|------------------------------------|--|---|
| 1/11/21 (1 st class) | Syllabus & Course Overview- Sign up for Case Presentations | Chapters 1-20 (pp. 1-64) <i>The Gift of Therapy</i> |
| 2/1/21 (2 nd Class) | Chosen Topic to Discuss & Yalom | Chapters 21-31 (pp. 68-96) <i>The Gift of Therapy</i> |
| 2/15/21 (3 rd Class) | Chosen Topic to Discuss & Yalom | Chapters 32-45 (pp. 99-138) <i>The Gift of Therapy</i> |
| 3/1/21 (4 th Class) | Chosen Topic to Discuss & Yalom | Chapters 46-57 (pp. 139-170) <i>The Gift of Therapy</i> |

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| <p>3/15/21 (5th class)</p> | <p>Chosen Topic to Discuss & Yalom</p> | <p>Chapters 58-67 (pp.171-200) <i>The Gift of Therapy</i></p> |
| <p>4/5/21 (6th Class)</p> | <p>Chosen Topic to Discuss & Yalom</p> | <p>Chapters 68-77 (pp. 201-226) <i>The Gift of Therapy</i></p> |
| <p>4/19/21 (7th Class)</p> | <p>Course Wrap-Up/Evals</p> | <p>Chapters 78-85 (pp. 227-255) <i>The Gift of Therapy</i></p> |
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Ethical Guidelines: Students are expected to follow the ethical guidelines put 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 to 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 make their clients aware they are enrolled 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 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 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 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, 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 professor. Please implement the necessary boundaries for leaving work or 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: I utilize an anti-oppressive pedagogy named *Sentipensante* in all of my classes. This pedagogy incorporates contemplative practices, such as mindfulness meditation and other practices as a way to help ground students and liberate them from past experiences of oppression. Mindfulness allows us to be fully present and less guarded, which helps to create connection and work against oppression of all forms within the group setting (Berila, 2016). This pedagogy highlights the mind/body/spirit connection and allows for students to integrate their inner (sensing) and outer (thinking) learning experiences (Rendón, 2009). You can expect to begin every class with mindfulness meditation and to be challenged to think critically about how you are conceptualizing client cases and how potential blind spots might be influencing your conceptualization.

Supervision Statement: I integrate 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 to be addressed in supervision and in Moodle readings. This list will grow as the semester continues.

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