

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health
Counseling – Specialization in Addictions
MHC 582/583
Mental Health Internship
Syllabus Cover Sheet

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 1e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
- 1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 1l. self-care strategies appropriate to the counselor role
- 2h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
- 3c. theories of normal and abnormal personality development
- 3d. theories and etiology of addictions and addictive behaviors
- 3e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- 5b. a systems approach to conceptualizing clients
- 5c. theories, models, and strategies for understanding and practicing consultation
- 5f. counselor characteristics and behaviors that influence the counseling process
- 5g. essential interviewing and counseling skills
- 5k. strategies to promote client understanding of and access to a variety of community based resources
- 5l. suicide prevention models and strategies
- 5m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- 7b. methods of effectively preparing for and conducting initial assessment meetings
- 7c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

- 7d. procedures for identifying trauma and abuse and for reporting abuse
- 7e. use of assessments for diagnostic and intervention planning purposes
- 7m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
- 8b. identification of evidence-based counseling practices
- 8d. development of outcome measures for counseling programs
- 8i. analysis and use of data in counseling

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

- C2a. roles and settings of clinical mental health counselors.
- C2e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- C2l. legal and ethical considerations specific to clinical mental health counseling
- C2m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
- C3a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- C3b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- C3c. strategies for interfacing with the legal system regarding court-referred clients
- C3d. strategies for interfacing with integrated behavioral health care professionals
- C3e. strategies to advocate for persons with mental health issues

Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but **will not be the only requirements/expectations.** The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

| Theory and Research into Practice | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Evaluation and Remediation |
|--|------------|---|--|--|--|-------------------------------|---|
| Goal 2 of 6 Human Development | | | | | | | |
| Demonstrates an understanding of individual and family development | Internship | Highly skilled at identifying the impact individual and family development has on the therapeutic process.:Score: 3 | Understands the impact of a person's individual and family development on the therapeutic process: Score 2 | Is aware of the impact of a person's individual and family development on the therapeutic process Score: 1 | Is unable to apply developmental theory with clients Score:0 | Internship Evaluation Item 52 | Internship Instructor Review/Referral to BRC or ARC |

| Theory and Research into Practice | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Evaluation and Remediation |
|-----------------------------------|------------|--|---|--|--|-------------------------------|---|
| Goal 3 of 6 | | | | | | | |
| Understands and applies diagnosis | Internship | Uses DSM to diagnose clients, integrates into treatment plan, does not rely only on diagnosis for treatment plan Score:3 | Uses DSM to diagnose clients, integrates into treatment plan Score: 2 | Unable to diagnose clients, inappropriately applies diagnosis Score: 1 | Inappropriately uses diagnosis to pathologize client problems or fails to use diagnosis when needed Score: 0 | Internship evaluation Item 35 | Internship Instructor Review/Referral to BRC or ARC |

| Theory and Research into Practice | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Evaluation and Remediation |
|---------------------------------------|------------|--|--|---|--|---|---|
| Goal 4 of 6 | | | | | | | |
| Understands and applies interventions | Internship | Skillfully implements a range of interventions with adults Score:3 | Consistently implements a range of interventions with adults Score:2 as relev. | Begins to implement a range of interventions with adults Score: 1 | Fails to implement a range of interventions with adults Score: 0 | Internship Evaluation 37, adult 84, child/adol 85, family | Internship Instructor Review/Referral to BRC or ARC |

| Theory and Research into Practice | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Evaluation and Remediation |
|--|------------|---|--|---|-----------------|--------------------------------------|---|
| Goal 5 of 6 | | | | | | | |
| Able to gather client data, conceptualize and develop a treatment plan | Internship | Demonstrates high skill at completing intakes and treatment plans consistent with site expectations Score 3 on all | Completes intakes and treatment plans consistent with site expectations Score 2 on both | Fails to complete intakes and treatment plans consistent with site expectations | | Internship evaluation items 31,34,38 | Internship Instructor Review/Referral to BRC or ARC |

| Theory and Research into Practice | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Evaluation and Remediation |
|---|------------|--|---|--|---|--|---|
| Goal 6 of 6 | | | | | | | |
| Students develop treatment plans and interventions consistent with their own theoretical orientation, a critical evaluation of the literature, client mental health needs and goals in counseling, diagnosis, and best practices in the profession. | Internship | Develops well integrated treatment plans that meet client mental health needs, diagnosis, and goals in counseling that is consistent with student theoretical orientation, evaluation of the literature, and best practices in the profession. Score: 3 | Develops treatment plans that meet client mental health needs, diagnosis and goals in counseling. Consistency with theoretical orientation, evaluation of the literature and best practices in the profession adequate. Score: 2 | Develops treatment plans that meet client needs, but inadequately address other areas. Score :1 | Does not develop tx plans or develops tx plans that focus on one aspect of client and or one intervention Score: 0 | Internship Case Presentation AND Internship Evaluation Item 40 | Internship Instructor Review/Referral to BRC or ARC |

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

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|---|-----------------------------|---|---|---|--|--------------------------------------|---|
| Students develop therapeutic communication skills emphasize the client-counselor relationship with individuals and families | Internship Year /Graduation | Demonstrates high level of therapeutic communication skills, is able to develop and maintain very strong counseling relationships Score 3 on all | Demonstrates <i>good</i> level of therapeutic communication skills, is able to develop and maintain very strong counseling relationships Score 2 on most | Demonstrates adequate level of therapeutic communication skills, is able to develop and maintain adequate counseling relationships Score 1 on most | Demonstrates very low level of therapeutic communication skills, is not able to develop and maintain counseling relationships Score 0 on most | Internship evaluation Items 41,42,50 | Internship Instructor Review/Referral to BRC or ARC |
|---|-----------------------------|---|---|---|--|--------------------------------------|---|

| Clinical skill | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As Evidence by: | Evaluation and Remediation |
|---|-----------------------------|---|--|--|--|---|---|
| Goal 2 of 5 | | | | | | | |
| Students facilitate and manage the counseling process with individuals and families | Internship Year /Graduation | Demonstrates high level of able to facilitate and manage the counseling process across longer periods of time and across many different client populations Score 3 on most | Demonstrates good level of able to facilitate and manage the counseling process across longer periods of time and across several different client populations Score 2 on most | Is beginning to be able to facilitate and manage the counseling process across moderate periods of time and across limited client populations Score 1 on most | Is not able to facilitate and manage the counseling process across periods of time and across many different client populations Score 0 on most | Internship evaluation items 44,45,46,47, 49 | Internship Instructor Review/Referral to BRC or ARC |

| Clinical skill | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidence by: | Evaluation and Remediation |
|---|-----------------|-----------------|------------------|-----------------|-----------------|--|---|
| Goal 3 of 5 | | | | | | | |
| Students develop an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and | Internship Year | Score 3 on most | Scores 2 on most | Score 1 on most | Score 0 on most | Internship evaluation:items 63,64,65, 66 | Internship Instructor Review/Referral to BRC or ARC |

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| other group work approaches. | | | | | | | |
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| Clinical skill | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Evaluation and Remediation |
|---|-----------------|-----------------|------------------|-----------------|-----------------|------------------------------------|---|
| Goal 4 of 5 | | | | | | | |
| Students develop an understanding of addiction and co-occurring disorders and counseling skills with clients with addiction and co-occurring disorders. | Internship Year | Score 3 on most | Scores 2 on most | Score 1 on most | Score 0 on most | Internship evaluation: items 70-78 | Internship Instructor Review/Referral to BRC or ARC |

| Clinical skill | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Evaluation and Remediation |
|---|-----------------|-----------------|------------------|-----------------|-----------------|---------------------------------------|---|
| Goal 5 of 5 | | | | | | | |
| Students develop an understanding of the impact of trauma on clients and demonstrate skills in trauma counseling. | Internship Year | Score 3 on most | Scores 2 on most | Score 1 on most | Score 0 on most | Internship evaluation: items 67,68,69 | Internship Instructor Review/Referral to BRC or ARC |

| Self as Counselor | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Evaluation and Remediation |
|--|----------------------------|--|--|---|---|--------------------------------------|---|
| Goal 1 of 5 | | | | | | | |
| Demonstrates awareness of their social locations and impact on their life experiences. | Internship Year/Graduation | Demonstrates high level of skill in negotiating impact of counselor social locations on therapeutic process. Score 3 on most | Demonstrates ability to address the impact of counselor social locations in therapeutic process. Score 2 on most | Is able to identify multiple social locations and the impact on personal experience as well as how these impact | Is unable or unwilling to explore own worldview. Score 0 on one or more | Internship evaluation Items 13,57,59 | Internship Instructor Review/Referral to BRC or ARC |

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| | | | | personal and professional worldview Score 1 on most | | | |
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| Self as Counselor | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Evaluation and Remediation |
|--|------------|--|--|---|--|--------------------------------|---|
| Goal 2 of 5 | | | | | | | |
| Demonstrates ability to explore how personal experiences, thoughts, and feelings impact counseling with clients. | Internship | Demonstrates awareness of self, emotional stability, impact of self in the therapeutic relationship, dealing with countertransference, and an understanding of need for lifelong learning Score 3 | Demonstrates self awareness and emotional stability. Immersing use of self in therapeutic process, uses supervision to continue growth. Score 2 | Demonstrates self awareness and emotional stability. Immersing use of self in therapeutic process, uses supervision to continue growth Score 1 | Student demonstrates lack of self awareness that impedes learning or client care. Score 0 | Internship Evaluation Item 48B | Internship Instructor Review/Referral to BRC or ARC |

| Self as Counselor | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Evaluation and Remediation |
|---------------------|-----------------|--|---|---|---|---|---|
| Goal 3 of 5 | | | | | | | |
| Maintains self care | Internship year | Demonstrates ability to maintain personal wellness to optimize professional competence. Recognizes and proactively addresses early signs of burnout. | Demonstrates ability to perform adequate self care to enhance personal wellness and ability to attend to professional responsibilities. Recognizes signs of burn out before client care is impacted. Score 2 on both | Begins to use self care plan, learns to adapt plan when needed, and seeks supervision and personal therapy as needed. Score 1 on one or more | Engages in inadequate self care that impedes learning ability or client care. Score 0 on one or more | Internship Evaluation Items 14, 24 AND MHC 591: Self care plan | Internship Instructor Review/Referral to BRC or ARC |

| Self as Counselor | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Evaluation and Remediation |
|---------------------------|------------|------------------------------|---------------------------------|-----------------------|--------------------------|-------------------------------|---------------------------------------|
| Goal 4 of 5 | | | | | | | |
| Demonstrates awareness of | Internship | Demonstrates clear awareness | Demonstrates clear awareness of | Is under confident or | Overestimates competence | Internship Evaluation Item 25 | Internship Instructor Review/Referral |

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| competence and limitations | | of competence and limitations, goes above and beyond to seek opportunities for learning using multiple channels | competence and limitations, uses multiple channels to learn/grow (e.g. supervisor, literature search, colleague feedback. | inconsistent in awareness of limitations, unsure when to seek supervision | does not recognize limitations | | al to BRC or ARC |
|----------------------------|--|---|---|---|--------------------------------|--|------------------|

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

| Multicultural Competence | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Evaluation and Remediation |
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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, | Internship | Addresses impact of therapist cultural attitudes and beliefs on relationship and 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 may 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 impact relationship and therapeutic process with client, and impedes client care. | Internship Evaluation Item 15,58 | Internship Instructor Review/Referral to BRC or ARC |

| Multicultural Competence | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Evaluation and Remediation |
|---|------------|----------------|--------------------|--------------------|--------------------|---|---|
| Goal 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 | Internship | | Score of 2 on most | Score of 1 On most | Score of 0 On most | Internship Evaluation : Dispositions 4, 10, 11 | Internship Instructor Review/Referral to BRC or ARC |

| Multicultural Competence | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Evaluation and Remediation |
|--|------------|---|--|--|---|-------------------------------|---|
| Goal 3 of 4 | | | | | | | |
| Students recognize limitations of | Internship | Recognizes client worldview, | Recognizes client worldview, | Recognizes , with supervisor | Fails to acknowledge client | Internship evaluation Items | Internship Instructor Review/Referral to BRC or ARC |
| Multicultural research to apply to all people and demonstrates | | Proficient (A) social locations, and culture and the | Benchmark (B) social locations, and culture and the | Emerging (C) client worldview, social | Inadequate/Fail worldview, social locations, culture and | As evidenced by: | Evaluation and Remediation |
| Goal 4 of 4 | | | | | | | |
| leads to adapt to individual client strategies for working with culture and social location and gender spectrum issues, diverse populations, ethnic and other non-dominant groups. | Internship | Score 3 problems, and adapts treatment accordingly. Score 3 on both | Score 2 problems and adapts treatment with supervisor assistance Score 2 on both | Score 1 and the impact on client problems Score 1 on one or more | Score 0 problems Score 0 on one or more | Internship Evaluation Item 61 | Internship Instructor 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 | Internship year | Provides career evaluation and includes career development in tx plans as regular part of planning | Addresses career issues with clients at intake, includes in tx plan as needed | Fails to consider career in tx planning | | Internship Evaluation Item 39 | Internship Instructor Review/Referral to BRC or ARC |

| Professional Identity | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Evaluation and Remediation |
|---|------------|----------------|---------------|--------------|-----------------|-----------------------|---|
| Goal 5 of 6 | | | | | | | |
| Demonstrates Understanding of roles & functions of mental health counselors | Internship | | | | | Internship Evaluation | Internship Instructor Review/Referral to BRC or ARC |

| Ethical Practice | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Review and Remediation |
|--|------------|---|---|--|---|---------------------------------------|--|
| Goal 1 of 1 | | | | | | | |
| Understands, and follows ethical standards | Internship | Demonstrates a strong understanding and commitment to ethical standards, recognizes ethical issues independently, demonstrates ability to recognize and remediates ethical errors with supervisor | Demonstrates an understanding of and commitment to ethical standards, recognizes ethical issues independently, 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 | 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 | Internship Evaluation 1,9,28,29,30 | Internship instructor review. Referral to ARC. |

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| | | consultation. Score 3 on all | | Score 1 on one or more | | | |
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| Research and Assessment | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Review and Remediation |
|--|------------|--|--|---|-----------------------------|------------------------------|---|
| Goal 5 of 7 | | | | | | | |
| Develops and Utilizes measureable outcomes with clients supported by research literature | Internship | Develops measureable outcomes/goals, supported by the literature and within the therapists theoretical orientation | Develops measureable outcomes/goals supported by literature. | Outcomes/goals are not measureable and/or are not supported by literature | Unable to develop a tx plan | Internship Case Presentation | Internship Instructor Review/Referral to BRC or ARC |

| Research and Assessment | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Review and Remediation |
|--|-----------------|----------------|---------------|--------------|-----------------|---------------------------------|---|
| Goal 6 of 7 | | | | | | | |
| Students demonstrate an understanding of assessment and evaluation in mental health counseling | Internship Year | Score 3 | Score 2 | Score 1 | | Internship Evaluation : Item 36 | Internship Instructor Review/Referral to BRC or ARC |

| Research and Assessment | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Review and Remediation |
|--|------------|----------------|---------------|--------------|-----------------|---------------------------------|---|
| Goal 7 of 7 | | | | | | | |
| Students understand social and cultural factors related to assessment and ethical strategies for using assessment in | Internship | Score 3 | Score 2 | Score 1 | | Internship Evaluation ; Item 36 | Internship Instructor Review/Referral to BRC or ARC |

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| mental health counseling. | | | | | | | |
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Methods of Instruction for this Course

| Instruction Method | Mark All That Apply |
|--------------------------------|----------------------------|
| Lecture | |
| Small Group Discussion | |
| Large Group Discussion | |
| Course Readings | |
| Group Presentation | |
| Individual Presentation | |
| DVD/Video Presentation | |
| Supervised Small Group Work | |
| Individual/Triadic Supervision | |
| Group Supervision | |
| Case Study | |
| Debate | |
| Class Visitor / Guest Lecturer | |
| Off-Campus / Field Visit | |
| Other: | |
| | |
| | |

Lewis & Clark
Graduate School of
Education and Counseling



MHC 582/583: Mental Health Internship

Spring Semester, 2023

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|----------------------------|---|
| Instructor: | Jeffrey Christensen, Ph.D., LPC, LMHC |
| Class Day and Time: | Monday 9am- 12pm (3 hour bi-weekly; 18 contact hours) |
| Dates of Class: | 1/23; 2/6; 2/20; 3/6; 3/20; 4/10; 4/24 |
| Class Location: | Corbett Annex 100 |
| Office Location: | Rogers 329 |
| Office Hours: | By appointment |
| Phone: | 503-768-6071 |
| Email (preferred): | jchristensen@lclark.edu |
| Prerequisite: | MHC 580; Advisor Consent |
| Credit: | 3 hours |

Required Text

None though additional readings may be assigned in class. These readings will be provided by instructor.

Additional Materials & Equipment Required

Not Applicable

Course Description

Internship in a community setting. Participants engage in counseling and related professional activities under supervision. Students write reports, prepare case histories, and submit work samples for supervisory review.

Course Goals and Objectives (Also Refer to Cover Sheet)

1. To develop the skills, attitudes and knowledge to be qualified for employment as an entry-level professional counselor.

2. To develop entry-level skills in establishing a constructive working relationship with clients, assessing client needs, goals and relevant cultural and personal contexts, forming accurate diagnoses, developing sound treatment plans, and evaluating client progress.
3. To develop familiarity with and use of person-centered, culturally appropriate relationship skills and a collaborative approach to working for change, commonly referred to as assessment and treatment intervention.
4. To learn to identify and use evidence-based practices to inform judgments in assessment, intervention, and evaluation of outcomes.
5. To establish a successful working relationship with supervisors and peers in an internship setting and internship supervision group on campus.
6. To document work in formats accepted in professional settings.
7. To understand the work environments, expectations and requirements for effective work in client service settings, and to demonstrate competence in meeting those standards.
8. To identify and respond to ethical issues, problems and dilemmas using knowledge and procedures that meet current professional standards.

CPSY Department Attendance Policy

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time 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.

Disability Services Statement

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

Methods of Evaluation

- Coming to class prepared to share current experiences in your internship and client issues that you want to sound out with peers.
- Participation in discussion and feedback to client/site supervision issues of peers.
- One comprehensive written case conceptualization and presentation over the semester (video

- preferred but optional).
- Documentation of work/hours completed.
 - Site Supervisor's evaluation of performance.

Requirements for credit:

- **Program/Internship Expectations:** Students are expected to meet all requirements for the program and internship as outlined in the Counseling Psychology Student Handbook, Internship Handbook, and Internship Contract. This includes completion of a minimum of 240 hours of supervised direct counseling client contact with individual, couples, families and groups combined over 2 semesters at assigned internship sites and 600 total hours.
- Present one comprehensive case summary/conceptualization (see below for details)
- Submit weekly documentation of supervision session [CARE note] to faculty supervisor during class.
- Satisfactory evaluations from on-site supervisor and on-campus instructor/supervisor. This includes satisfactory responses to ethical dilemmas and challenges. Failure to follow ethical guidelines and/or nondisclosure of ethical errors and seeking of appropriate supervision may result in dismissal from the internship and/or Professional Mental Health Counseling Program.
- Attendance and active participation in on-campus intern supervision class for two full semesters.
- 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 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: Attendance and active participation is critical to learning in an internship experience. One absence from class per semester for extenuating reasons is allowed, but makeup activities will be expected and arranged with the instructor. More than once absence may lead to a failure to complete requirements for credit.

BE ON TIME FOR CLASS! Your comments and contributions are invaluable to the supervision process, your colleagues will need it! If you arrive to class more than 30 minutes late or leave more than 30 minutes early, you will be considered to be absent from class for that day.

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 refer to them by a pseudonym. If materials are copied that contain client names, the name should be blacked out with a black felt tri-pen.
- Optional videotapes of client counseling sessions should be kept on an IronKey encrypted flash drive 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 need to follow confidentiality guidelines.
- To protect the integrity of case conceptualizations and the professional development of your colleagues, it is imperative that what we discuss in class STAYS in the class.

Technical requirements students need to be aware as we begin a new virtual semester.

Tech Requirements: While the class can be offered in-person, it is suggested that you have readily accessible means to access the class via Zoom, to account for any unforeseen changes. Regardless of means of attendance, Moodle will be used throughout the semester. Moodle will be used as the primary course site and is where students will upload required documentation (i.e. CARE notes, hour logs, etc.). Moodle will also be used to disseminate additional readings based off class discussion or clinic resources. Log in to moodle.lclark.edu using your Lewis & Clark ID to access our class. Zoom will be used for synchronous class sessions at the scheduled time. I will email you a link for each of our class. Be sure to check your email.

On-Site Visit:

Within the two semesters of your internship, your faculty supervisor will arrange to meet with your clinical supervisor to discuss your progress and to ensure quality control of the site itself. Generally these happen with the student present, though is not required. Priority of site visits will go to students in their second semester who didn't receive a visit in their first semester. Your instructor will provide more information on the first day of class.

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, or topic they need to discuss. This can be a client, a site issue, a personal issue related to counseling, etc

Second part of class: Formal presentations on scheduled date.

Guidelines for Comprehensive Case Summary/Conceptualization

- Brief overview of theoretical orientation demonstrated in a non-written/non-narrative way. This might be a chart, drawing, painting or extended metaphor. Our feedback will be designed to help you find a better fit between your theory and your work with clients (15 minutes)
- Handout of presentation must include all categories listed below and uploaded to Moodle the night before class.
- Review/present written case emphasizing theoretical conceptualization (5 minutes)
- Specifically state feedback you are seeking (1 minute)
- Class views 5-10 minute section of videotaped counseling session if available (15-20 minutes presentation on client if not.)
- Class discussion and feedback 20-30 minutes

Case Conceptualizations must include ALL of the following sections/areas.

- I. Overview of theoretical perspective, presented as a visual model (chart, painting, drawing).
- II. Chief Complaint/Presenting problem
- III. Demographic Data

- IV. History of the present illness
- V. Family issues/influences
- VI. Psychiatric/Medical concerns, medical/medication history of client and family
- VII. Substance Use, Abuse, Dependence History of client and family
- VIII. Cognitive/Affective/Behavioral/Physical Status (mini Mental Status Exam)
- IX. Client Strengths/weaknesses
- X. Diagnostic summary
- XI. Treatment plan consistent with theoretical orientation (include treatment goals and remember realistic, timely and measurable!)
- XII. Transference/Counter transference issues
- XIII. Ethical issues involved

Course Outline

This outline is designed to be our schedule for the Spring semester. Based off class discussion, additional topics may be explored. Topics in *italic* are suggestions only and susceptible to change.

| DATE | TOPIC(S) | ASSIGNMENT |
|------|---|---|
| 1/23 | Introduction to Course Introductions, class expectations, review syllabus | Read syllabus & Cover Sheet Case Presentation Sign-up Sheet |
| 2/6 | Client Concerns, or identified topic for discussion. <i>Counseling via Tele-health</i> | Case Presentation #1 Case Presentation #2 |
| 2/20 | Client Concerns, or identified topic for discussion. <i>Mandatory Reporting/Ethics</i> | Case Presentation #3 Case Presentation #4 |
| 3/6 | Client Concerns, or identified topic for discussion. <i>Integrating Theory into Practice</i> | Case Presentation #5 Case Presentation #6 |
| 3/20 | Client Concerns, or identified topic for discussion. <i>Working w/ Challenging Clients</i> | Case Presentation #7 Case Presentation #8 |
| 4/10 | Client Concerns, or identified topic for discussion. <i>Challenges in Professional Practice.</i> | Case Presentation #9 Case Presentation #10 |
| 4/24 | Client Concerns, or identified topic for discussion. Wrap-up | Case Presentation #11 Case Presentation #12 |