

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

Lewis and Clark College
Graduate School of Education and Counseling
Department of Counseling, Therapy, and School Psychology
MHC 582-13/583-13

May 15, 2023 – August 14, 2023

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Office Hours: Please call or e-mail to schedule an appointment.

Weeks we meet for supervision: 5/15, 6/5, 6/26, 7/17, 7/31, and 8/14
Class time/location: Mondays 1:00 – 4:00 pm, York Room 117

Required Reading:

Ratts, M., Singh, A., Nassar-McMillan, S., Butler, S.K., & McCullough, J. (2015). *Multicultural and Social Justice Counseling Competencies*. The American Counseling Association.
Available for free download: <http://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>

Recommended Readings:

Joiner Jr, T. E., Van Orden, K. A., Witte, T. K., & Rudd, M. D. (2009). *The interpersonal theory of suicide: Guidance for working with suicidal clients*. American Psychological Association.

Miller, W. & Rollnick, S. (2012). *Motivational Interviewing: Helping People Change*, 3rd Edition. Guilford Press.

Safran, J. (1993). Breaches in the therapeutic alliance: An area for negotiating authentic relatedness. *Psychotherapy*, 30(1), 11-24.

Safran, J. & Kraus, J. (2014). Alliance ruptures, impasses, and enactments: A relationship perspective. *Psychotherapy*, 51(3), 381-387. Available for free download via <http://www.safranlab.net>

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

Safran, J., Muran, C., Samstag, L., & Stevens, C. (2002). Repairing Alliance Ruptures. In J.C. Norcross (Ed.), *Psychotherapy Relationships That Work*. 235-254. New York: Oxford University Press.

Course Description: This class provides clinical supervision and education for intern counselors working with adults and/or children in their supervised community experience. The class will emphasize developing and applying a repertoire of concepts and strategies for case conceptualization, treatment planning, intervention strategies and skills, and ethical conduct in working with clients presenting various individual and relationship issues.

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

Notice of Student Accessibility:

If you have a disability that may impact your academic performance, you may request accommodations by meeting with the Office of Student Accessibility staff and submitting documentation on the Office of Student Accessibility website. Email access@lclark.edu with any additional questions or concerns.

Notice of Graduate School Essential Policies:

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct
- Sexual misconduct: go.lclark.edu/titleIX

Tech Requirements:

Moodle will be used as the primary course site and is where students will access information related to this course, any relevant learning modules, and all course materials. Log in to moodle.lclark.edu using your Lewis & Clark ID to access our class.

If you have questions about accessing and using Moodle, visit Lewis & Clark's Moodle Resources page. Moodle and tech support are also available by email at ITservice@lclark.edu or by phone at 503-768-7225. IT's summer hours are 9-5, Monday to Friday. If you call, leave a message, and they will call you back.

Methods of Evaluation:

- Sharing current experiences in your internship 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
- Documentation of work completed
- Site supervisor's evaluation of performance
- Satisfactory performance on the Professional Qualities Evaluation Form

Requirements for credit:

- Complete at least 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 a minimum of 600 over 2 semesters.
- Complete one written case presentation/presentation.
- Submit **weekly** documentation of supervision [CARE note] sessions to the faculty supervisor via 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.
- Demonstration of ability to accept and respond responsibly to site and campus supervision.
- Demonstration of ability to work collaboratively with colleagues at the internship site and on campus.

Grading:

This is a **Credit/No Credit** course. To receive credit, all course paperwork must be submitted before **Noon on August 18, 2023**. This includes electronic submission of all hourly client contact and supervision requirements, satisfactory evaluation by your supervisor for both semesters, evaluation of the internship site, and class requirements listed above.

Semester Paperwork:

Relevant handbooks and forms can be found here:

https://graduate.lclark.edu/departments/counseling_psychology/mental_health/masters_degrees/evaluations_forms_handbooks/

All clinical hours for practicum and internship are recorded, signed, and submitted for approval electronically using the Salesforce platform. **The personalized link you received during Practicum I will continue to be your primary source of recording clinical hours for all of internship.** It is strongly recommended that you bookmark this link for ease of use in the future.

To receive course credit, you must have all your clinical hours logged and approved by your site supervisor by **Noon on August 18, 2023**. If your clinical hours are not received by Noon on August 18, you will receive a course grade of Incomplete. This Incomplete grade will need to be resolved the following semester once clinical hours are submitted and approved. **Please note if you are in Internship II, a grade of Incomplete can postpone your degree posting date. All Incomplete courses must be resolved before receiving your degree.**

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 fail 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 submitted 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 or leaving 30 minutes early (except when class is dismissed early) may 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 (e.g., CARE Notes) should not contain personally identifying information such as real names or other private health information.
- All recordings of client counseling sessions should be kept secure and should be erased when they have been viewed.
- Written materials you turn in for review must follow confidentiality guidelines.
- Anything your peers share in group supervision is strictly confidential and cannot be shared outside of supervision.

Assignments:

All assignments will be due at the start of class on the dates determined or outlined in the syllabus and are expected to be completed thoroughly and in a timely fashion. Most of the internship site work is experiential and part of the therapy and administrative processes of the site, supervision segments, and counseling relationships.

Internship I & II Case Conceptualization: During the course, students will do a thorough written case conceptualization of a client. The conceptualization must include the following areas:

- Theoretical Approach
- Chief complaint/presenting problem
- Demographic Data
- History of present illness
- Psychiatric/Medical concerns
- Family/Environmental Stressors that can influence treatment
- Substance Use, Abuse, Dependence (history of client and family)
- Client strengths/weaknesses
- Diagnostic summary
- Treatment plan with theoretical orientation (treatment goals should be realistic, timely, and measurable)

- Specific questions for feedback

Alternatively, students may use the Alternative Case Presentation Guidelines template posted on Moodle for their case conceptualization.

Your written case conceptualization should be uploaded to Moodle no later than Noon on August 14, 2023. You may also submit your conceptualization earlier than the due date.