

**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 Psychology

MHC 582/583 & MHC A 582  
Mental Health Internship  
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Appointments : please use link below

<https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUF6WU1BeGtVM0cOfGRIZmF1bHR8NWU2MzUyMTgxYjliMWEzZDNhYWwZmI5N2QyNjZiNGY>

Course Readings:

**Readings as assigned based on issues as they arise in the semester.**

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.

**Goals: See cover sheet**

Course Description:

This course provides group supervision to students in their mental health internship placement. This format is designed to provide students with experiences in addition to the on-site supervision each student will receive. The class will use a developmental model to focus on counselor growth in competence (skills, techniques), purpose and direction (goal setting, direction in counseling), theoretical identity (application of theory), ethics, respect for individual differences and diversity, and counselor self awareness, sense of personal motivation, and development of appropriate autonomy.

Class activities will primarily be organized to provide time in each class period for case review, student presentations, supervision focused on above model, consultation with peers, and discussion of readings. As part of this process students will develop an understanding of the role of supervision for counselors in order to learn to become active participants in their personal and professional growth. In order for supervision to be effective and useful for the supervisee (student), a working alliance between supervisors (on campus and on site) and supervisees is vital to the process.

Class discussion will provide each supervisee with support, critical feedback, and treatment suggestions and recommendations. Coordination will occur between the supervisors. Students are expected to provide information as accurately and completely to both supervisors in order to facilitate this process. Additionally, the discussion addresses topics concerning transference and counter-transference issues, personal concerns, and interpersonal communication. IT IS OF FUNDAMENTAL IMPORTANCE THAT THE CONTENTS OF GROUP DISCUSSIONS BE REGARDED AS STRICTLY CONFIDENTIAL.

It is intended that mental health interns will complete the internship prepared for entry into the professional community with the skills necessary to provide competent and effective treatment services.

**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.
  - Video recordings of client counseling sessions should be kept secure and should be erased when they have been viewed. They should be in a password protected file, preferably on an IronKey or other encrypted drive.
  - 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.
  - NEVER, NEVER leave materials in your car unattended. Even if you are just running into a store for coffee – take your bag with materials with you. It takes 30 seconds to break a window and grab a bag and it HAS happened to our students before.
  - Remember, what we talk about in the classroom STAYS IN THE CLASSROOM!
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#### Course Requirements:

1) **Attendance:** Attendance and active participation are ESSENTIAL. More than ONE absence from class per semester may result in a grade of "no credit." Please call me in advance if you have any problems preventing you from attending class. You may be able to attend the "off week" section of internship with me with advance permission. Missed classes not made up will require SIGNIFICANT makeup work which may include any or all of the following: meeting with me to make up time missed, written work, or additional documentation of supervision in a group setting on-site.

Active participation is defined as bringing video of sessions to class for case review on a regular basis, offering feedback to others in an appropriate manner, participation in class discussions, and presentation of articles as assigned.

2) **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 receiving satisfactory ratings on the evaluation form from the on-site supervisor.

3) **Ethical Behavior:** Students are expected to understand and follow ethical guidelines, and to seek supervision when there is confusion or an ethical dilemma to be resolved. The student must inform both the on-site supervisor and the faculty supervisor in the event that an ethical error is made. Failure to follow ethical guidelines and/or non-disclosure of ethical errors and seeking of appropriate supervision may result in dismissal from the internship and/or counseling psychology program.

4) **Case Presentation:** Students are expected to do one formal case presentation, using the format from CPSY 549 (if you took the course from me) or I will provide a format. You will turn in a written case summary and treatment plan. Be prepared to discuss your conceptualization of the case and choice of treatment goals. **Dates will be scheduled for each student. 30 minutes, 15 presentation, 15 feedback/discussion.**

5) **CARE form:** Complete the supervision CARE form each week and uploaded to Moodle. NOTE: this must be done EVERY WEEK, even when internship class does not meet.

**6) All paperwork (evaluations, exit survey, etc) with the exception of hours logs will be uploaded to the Moodle page for the program(s):**

Link provided on course Moodle page

Hours are logged though Salesforce at the link you received in email.

7) **Other:** Other assignments may be required as needed for optimal student development, and based on your individual needs.

Documentation required by semester end:

First semester internship students:

Evaluation by the on-site supervisor

Spring hours summary sheet (logged at link sent to you in email)

Second semester internship students:

Evaluation by the on-site supervisor

Fall hours summary sheet (logged at link sent to you in email)

Site evaluation (your evaluation of the site)

Spring hours summary sheet (logged at link sent to you in email)

Exit survey (anonymous, print thank you page, sign)

Grading: Although this class is graded on the basis of credit/no credit, completion of all requirements at a satisfactory level of competence is necessary to obtain credit. Each student will be evaluated in the areas of counseling competence, self-awareness, theoretical knowledge, integration and application, ethical considerations, effectiveness of oral and written communication, and openness to feedback/supervision. Judgments about what constitutes satisfactory performance will be made by the campus instructor in collaboration with the on-site supervisor. Final decisions will be made by the campus instructor.

Evaluation methods include written work, observation, tape review, case study, and in class participation/performance. I will visit you at your site and meet with your supervisor at minimum one time during the semester. I will also have telephone contact with the supervisor as needed.

All students will receive a Credit grade at the end of each semester if all requirements of the internship are met. Completion of the required number of hours is only one of the minimum standards, Students must also demonstrate the appropriate growth and skills as outlined above and in the Internship Manual and Contract. Sometimes students need more than two semesters to develop and demonstrate the requirements of a master's level counselor. Also, occasionally a student will have personal issues or life events that make it impossible to develop as a counselor, and the student will be encouraged or required to take time off for self-care. In the event that the internship needs to be interrupted or discontinued, a plan will be developed in conjunction with the instructor, on-site supervisor, and other faculty members in the department.

### **Students with Disabilities**

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Office of Student Accessibility in 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.

Class format: Check in (personal and professional), emergency issues, ethical issues, case presentation(s)

MHC 582/583 meets M 9/18, 10/2, 10/16, 10/30, 11/13, 11/27, 12/11.

9/18: Introductions, syllabus review

10/2: Case Presentation \_\_\_\_\_  
Case Presentation \_\_\_\_\_

10/16  
Case Presentation \_\_\_\_\_  
Case Presentation \_\_\_\_\_

10/30  
Case Presentation \_\_\_\_\_  
Case Presentation \_\_\_\_\_

11/13  
: Case Presentation \_\_\_\_\_  
Case Presentation \_\_\_\_\_

11/27  
Case Presentation \_\_\_\_\_  
Case Presentation \_\_\_\_\_

12/11  
Case Presentation \_\_\_\_\_  
Case Presentation \_\_\_\_\_

**Direct Service Hours:**

**Supervision CARE Note (continue on back for each section if necessary)**

Student name: \_\_\_\_\_ Date of Supervision: \_\_\_\_\_

**C**lients (List all current clients/groups, presenting problem/dx, # of visits, & possible risk factors):

**A**nalysis/reflection (Synopsis of cases/issues discussed this session, what I learned, was it helpful):



**R**ecommendations from supervisor:

**E**thical Issues (List any relevant or possible ethical issues regarding clients, supervision, or the site):

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_