

**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

### Methods of Instruction for this Course

<b>Instruction Method</b>	<b>Mark All That Apply</b>
Lecture	
Small Group Discussion	x
Large Group Discussion	x
Course Readings	X
Group Presentation	
Individual Presentation	X
DVD/Video Presentation	X
Supervised Small Group Work	
Individual/Triadic Supervision	X
Group Supervision	X
Case Study	X
Debate	X
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other: Students will also be working with real clients at their internship sites.	

**Lewis & Clark College: Professional Mental Health Counseling &  
Professional Mental Health Counseling – Specialization in Addictions**

**Spring 2024—MHC/MHCA 582/583—Mental Health Counseling Internship**

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Office hours:  
Mon 4-5, Tues 8-10, Thurs 1-2  
and/or other times when  
arranged in advance

*Please email me to make appointments for office hours! If I have no appointments scheduled during office hours, I may schedule meetings or other appointments during those times. Make sure the appointment is confirmed through Google calendar, i.e., accept the invitation sent to you through Google calendar.*

**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 a wide variety of individual and relationship issues.

**Catalogue 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.

**Textbook:**

**ALL STUDENTS MUST READ ARTICLES/READINGS FROM MOODLE LINKS AS ASSIGNED**

**Non-discrimination, professional student conduct, sexual misconduct and academic integrity:** 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](http://go.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX).

If you have any questions regarding these policies, please speak to your instructor for clarification.

**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.*

During this term, Student Support Services is available via email ([access@lclark.edu](mailto:access@lclark.edu)) or by phone (503-768-7192). If they do not answer the phone directly, leave a message and they will call you back. You can also make an appointment on line via their website (<https://www.lclark.edu/offices/student-accessibility/>). Appointments will be conducted either by phone or Zoom.

**Technical requirements students need to be aware as we begin a new semester:**

The main learning platforms for this class will include Moodle and Zoom if needed. Moodle will be used as the primary learning platform and is where students will access weekly learning modules and all course materials. Please let me know ASAP if you do not see our course in your Moodle dashboard. Zoom will be used for class sessions if we need to be virtual weather or instructor inability to attend class, but attending class virtually is not an option unless we are all attending virtually.

If you have questions about accessing and using Moodle, visit [Lewis & Clark's Moodle Resources page](#). Moodle and tech support is also available by email at [ITservice@lclark.edu](mailto: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. For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>

**Textbook (recommended):** Edward Teyber, *Interpersonal Process in Psychotherapy*. Any Edition. Additional course readings and resources may be posted to the course Moodle page. ~~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 as well as to show client video during case presentation.~~

**Attendance and Participation Expectations:** Class participation in class and through Moodle is expected and required. Any missed activities will result in an Incomplete grade until they are completed. Missing more than ten percent of class activities may result in failure to complete the class. In case of hardship and at the discretion of the instructor, a grade of incomplete may also 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.

**Methods of Evaluation:**

- Sharing current experiences in your internship with peers
- Participation in discussion and feedback to client/site/supervision issues of peers
- One comprehensive written case conceptualizations and presentation over the semester, posted online in the designated discussion forum or present live during class. Peers in the course are expected to comment and ask questions, and you should be prepared to reply over the two week period (when posting online) or immediately (when presenting in-person)
- 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 during class uploaded two weeks at a •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 both site and campus supervision.
- Demonstration of ability to work collaboratively with colleagues at the internship site and on campus.

**Attendance:** Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing any class time without making it up by attending another group supervision (practicum or internship) 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.

*Since this class includes the only the minimum group supervision hours required by CACREP, you must attend ALL class session this term or attend another group supervision session to make-up any missed days.*

**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.

**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 on your IronKey and should be erased when they have been viewed.
- Doors should be closed when we are discussing cases with no one in the immediate vicinity that is able to overhear the discussion
- 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. This assignment will be completed and submitted over Moodle on your assigned date or presented live to the class on your assigned day.

**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 demonstrated in a non-written/non-narrative way. This might be a chart, drawing, painting, dance or extended metaphor. Our feedback will be, in part, designed to help you to find a better fit between your theory and your work with clients.
- After completing the interpretive 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/slides for presentation **MUST INCLUDE ALL CATAGORIES LISTED BELOW**
- Review/present written case emphasizing theoretical conceptualization
- Class discussion and feedback

***Handout/Slides must include ALL of following sections/areas. List EACH number (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:***

1. 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.**
2. Demographic data
3. Chief complaint/presenting problem
4. History of the present illness
5. Family issues/influences
6. Psychiatric/Medical: Medical/RX history for client and family
7. Substance Use, Abuse, Dependence History: Client and Family
8. Cognitive/Affective/Behavioral/Physical Status (mini Mental Status Exam)
9. Client strengths/weaknesses
10. Diagnostic Summary: DSM-5 diagnosis and brief explanation
11. Treatment plan consistent with your theoretical orientation (include short-term goals and longer term, theory-consistent objectives).
12. Transference/Counter transference issues
13. Ethical Issues involved

