

Mental Health Internship: Adult/Child--Counseling Psychology 582/583—Fall 2007

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Office hours: Mon 1-2:15, Wed 4-5, Thurs 9:45-11:40
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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.

Course Description: This class provides clinical supervision and education for intern counselors working with adults 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: On-campus supervision, consultation, and instruction for students who are counseling clients at their field placements. Students are required to provide treatment samples (either video tape recordings), write reports about their clients, and submit these for feedback. Students are also responsible for keeping records of their hours and turning completed records in to the instructor.

Goals:

- To develop the skills, attitudes and knowledge to be qualified for employment as an entry-level professional counselor.
- 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.
- 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.
- To learn to identify and use evidence-based practices to inform judgments in assessment, intervention, and evaluation of outcomes.
- To establish a successful working relationship with supervisors and peers in an internship setting and internship supervision group on campus.
- To document work in formats accepted in professional settings.
- To understand the work environments, expectations and requirements for effective work in client service settings, and to demonstrate competence in meeting those standards.
- To identify and respond to ethical issues, problems and dilemmas using knowledge and procedures that meet current professional standards.

Objectives:

- To demonstrate effective skills in forming and maintaining constructive working relationships with clients.
- To demonstrate effective skills and attitudes in forming and maintaining successful working relationships with supervisors and other professionals in client-serving settings.
- To demonstrate the use of client-centered, empirically supported procedures in assessment, diagnosis, goal-setting, and treatment strategies and implementation skills.
- To demonstrate recognition, competent evaluation, sound decision-making, and competent implementation of action regarding ethical issues and dilemmas.
- To demonstrate development and growth in one's capacity to work effectively with clients and colleagues.
- To demonstrate growing capacity to understand and guide one's work informed by theory and practice that is accountable to contemporary professional, ethical and community standards.

- To document one's work accurately, clearly, and in forms that meet community standards for professional communication and accountability.

Textbook: Teyber, E. (2000). *Interpersonal process in psychotherapy: A relational approach*, 4th Ed. Belmont, CA: Brooks/Cole

ALL STUDENTS MUST ALSO DOWNLOAD READINGS FROM MODDLE AS ASSIGNED

Methods of Evaluation:

1. Instructor's evaluation of case presentation handout.
2. Instructor's evaluation of sample of video and audio recording of work with clients.
3. Instructor's review of one in-class case presentation (see guidelines).
4. Instructor's review of a one case study with a summary of a brief literature review posted for discussion or a single article posted for discussion. The case study and article may focus on one or more of these types of issues: clinical issues you are facing with one or more particular clients, ethical issues at your agency with clients or supervisors, best practices in your approach to treatment, etc. Please post or distribute copies of your literature review/article prior to your day to present. Students unable to complete this assignment will be responsible for turning in a written evaluation of a particular question related to their site, complete with citations (at least 10) and references.
5. Instructor's review of documentation of work completed.
6. Site supervisor's evaluation of performance.

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.
- Complete case notes, case studies, and class presentations/written evaluation required. Specific guidelines and checklists will be provided in class reflecting the content of the objectives above.
- ***NEW: Submit weekly documentation of supervision session to faculty supervisor.**
- 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 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: Attendance and active participation are critical to learning. One absence from class per semester for extenuating reasons is allowed, but make up activities will be expected as arranged with the instructor. More than one absence will invoke major additional requirements for makeup activities (i.e., 20 page paper) and may lead to a failure to complete requirements for credit.

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 initials. 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!

Guidelines for Video presentation/case study

Each intern is required to provide at least one work sample per semester in the form of a presentation of a written case study and videotaped counseling session with a client. *Please make a handout of your presentation, including the overview of your theoretical orientation, for each member of the class.*

Structure of Presentations

- Brief overview of theoretical orientation. This should be more about WHAT YOU REALLY BELIEVE about therapy rather than a summary of a theory. Our feedback will be, in part, designed to help you to find a better fit between your theory and your work with clients (15 minutes)
- Handout of presentation **MUST INCLUDE ALL CATEGORIES LISTED BELOW.**
- Review/present written case emphasizing theoretical conceptualization (15 minutes)
- Specifically state feedback you are seeking (1 minutes)
- Class views 15-20 minute section of videotaped counseling session (15-20 minutes)
- Class discussion and feedback 30-45 minutes

Video presentation/case study must include ALL of following sections/areas. List them all as categories, and if the category is non-applicable, state this under the category.
DO NOT OMIT ANY OF THE FOLLOWING CATEGORIES:

- I. Overview of your theoretical perspective(s)
- II. Chief complaint/presenting problem
- III. Demographic data
- 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: Diagnosis: all 5 DSM IV Axes: Be familiar with all assessment criteria for diagnoses on Axes I & II
- XI. Treatment plan consistent with your theoretical orientation (include short term goals and longer term, theory-consistent objectives.
- XII. Transference/Countertransference issues
- XIII. Ethical Issues involved

Guidelines and Tips

- Guidelines for taping sessions vary per site concerning obtaining releases etc.
- Client and counselor should be clearly visible; sound should be of reasonable quality/volume (check this prior to taping and class presentation)
- Viewing section should include demonstration of integration of theory and practice
- You are encouraged to present segments of video where your work was strong as well as a segment that you feel needs improvement
- Be aware of your own anxiety and resistance to taping sessions
- Anticipate taping date and seek permission from clients as far in advance as possible prior to taping date
- Be aware of inequalities in power when exploring/asking clients if they will consent to taping

- Accurate and supportive constructive and supportive critical feedback is key to the effectiveness of the presentations serving as opportunities for engagement and learning.