

Counseling Psychology 582/583 Section .04 Mental Health Internship, Summer 2012

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Course Catalogue Description:

On-campus supervision, consultation, and instruction for students who are counseling clients at their field placements. Students are required to provide counseling samples (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.

Course Description and Objectives

This course is specifically designed to provide additional supportive supervision for internship counselors while in training working with child/adolescent/adult populations in appropriate community mental health agencies. The primary purpose of the course is to avail internship students additional counseling supervision in a group setting throughout their supervised internship experience to assure the safety and welfare of both the clients and interns in training. The central focus of the class will be on the integration of counselor knowledge and skills addressing the areas of assessment, treatment planning, intervention/prevention philosophies, legal and ethical issues, and relevant theoretically derived counseling perspectives. **An additional focus and priority of this class will be on factors directly related to the fostering, development, and maintenance of resources that promote and support intern self-care and personal and professional development and growth.**

Class activities will primarily be organized around case reviews and treatment planning supplemented with appropriate readings, lectures, role-playing, student presentations, and direct supervision. Due to the importance of the actual counseling experiences drawn from the internship, the vast majority of the class time will be devoted to this area. Critical areas of common interest to all participants will be addressed throughout the semester and other topics of interest will be focused upon as needs and interests are presented. Issues directly related to the importance and awareness of diversity as it is presented in the counseling experience will be addressed throughout the semester.

Class discussions will provide each intern with support, critical feedback, and treatment suggestions/recommendations. Additionally, the discussions will mediate group sharing concerning transference and countertransference issues, theory exploration, personal concerns, and interpersonal communication. It is intended that the intern will complete the internship prepared for entry into the professional community with the skills necessary to provide competent and effective treatment services to child/adolescent/adult clients.

Course Goals and Objectives: (CACREP Standards met in parenthesis)

Goals:

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

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, assisting clients in accessing community resources, and evaluating client progress. (CC: 5b, 5c, 2c, A5, C2, C7)

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. (CC: 5b, 5c, 2c, A5)

To learn to identify and use evidence-based practices to inform judgments in assessment, intervention, and evaluation of outcomes. (cc; 5b)

To establish a successful working relationship with supervisors and peers in an internship setting and internship supervision group on campus. (CC: 1b)

To document work in formats accepted in professional settings. (CC:5g, B2)

To understand the work environments, expectations and requirements for effective work in client service settings including consultation with other professionals, and to demonstrate competence in meeting those standards. (CC: 5e,5g, B2, C1)

To identify and respond to ethical issues, problems and dilemmas using knowledge and procedures that meet current professional standards. (CC: 5g)

Objectives:

To demonstrate effective skills in forming and maintaining constructive working relationships with clients. (CC: 5b)

To demonstrate effective skills and attitudes in forming and maintaining successful working relationships with supervisors and other professionals in client-serving settings. (CC: 1b, 5e)

To demonstrate the use of client-centered, empirically supported procedures in assessment, diagnosis, goal-setting, and treatment strategies and implementation skills. (CC: 5b, 5c)

To demonstrate recognition, competent evaluation, sound decision-making, and competent implementation of action regarding ethical issues and dilemmas. (CC: 5g)

To demonstrate development and growth in one's capacity to work effectively with clients and colleagues. (CC: 1d)

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. (CC: 5g,B2)

To document one's work accurately, clearly, and in forms that meet community standards for professional communication and accountability. (CC: 5g,B2)

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.
- Video tapes 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!**

RELATED AUTHORIZATIONS: Successful completion of this course is necessary for fulfillment of degree requirements for any of the specialty areas in the Counseling Psychology Department. This course is also necessary for gaining access to licensure as a professional counselor, as a school psychologist, or as a school counselor.

Before any direct client contact hours commence

Completed Internship Contract
Completed criminal background check
Proof of Professional Liability insurance

Semester Activities/Assignments

Assigned readings and other learning activities
Interaction and completion of assignments on the Moodle website
At least one Videotaped Presentation with One Formal Written Case Presentation (Summer/Fall/Spring)
At least two or more Weekly Informal Case Presentations with Written Summary (Summer/Fall/Spring)
Weekly CARE notes documented and turned in every class session (Summer/Fall/Spring)
Documentation of Clinical Hours (Summer/Fall/Spring)
Documentation of all on-site experiences including supervision and "Other" hours (Summer/Fall/Spring)
Evaluation by the On-site Supervisor (Summer/Fall/Spring)
Student final site evaluation (final semester only)
Summer/Fall/Spring/Final Hours Summary Form

Readings-Moodle

Readings, notes, assignments and other course-related information will be available and downloadable from the course online resource/support site.

Weekly Course Activities

Wee k	Date	Course Activities	Presentations
1		Introductions Course Overview Discuss record keeping	
2		Turn in completed weekly CARE notes Informal presentations Discuss videotaping requirements Risk assessment	Informal:
3		Turn in weekly CARE notes Informal presentations Discuss risk assessment and protocols for sites Case discussions	Informal:
4		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation Case discussions Discuss ethical dilemmas at sites	Informal: Formal videotape:
5		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation Case discussions Discuss ethical dilemmas at sites	Informal: Formal videotape:
6		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation Case discussions Discuss ethical dilemmas at sites	Informal: Formal videotape:
7		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation Case discussions Discuss ethical dilemmas at sites	Informal: Formal videotape:
8		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation	Informal: Formal videotape:

		Case discussions Discuss ethical dilemmas at sites	
9		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation Case discussions Discuss ethical dilemmas at sites	Informal: Formal videotape:
10		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation Case discussions Discuss ethical dilemmas at sites	Informal: Formal videotape:
11		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation Case discussions Discuss ethical dilemmas at sites	Informal: Formal videotape:
12		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation Case discussions Discuss ethical dilemmas at sites	Informal: Formal videotape:
13		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation Case discussions Discuss ethical dilemmas at sites	Informal: Formal videotape:
14		Turn in weekly CARE notes Informal case presentations Formal videotape case presentation Case discussions Discuss ethical dilemmas at sites	Informal: Formal videotape:
15		Last class wrap up, turn in CARE notes, final course evaluation	

Methods of Evaluation:

- Instructor's evaluation of case presentation and written case presentation.
- Instructor's evaluation of informal case presentations, feedback, and group interactions and class contributions.
- Instructor's evaluation of sample of video and audio recording of work with clients.
- Instructor's review of documentation of work completed.
- 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.
- Completion and documentation of all required campus supervision hours (42 per semester) and required “Other” hours.
- 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.
- Submit weekly documentation of supervision session to faculty supervisor (CARE notes)
- 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.

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. 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. Failure to complete the required number of direct service hours in the spring semester may result in a deferred grade.

Non-Discrimination Policy Special Assistance

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

Participation in the Learning Community

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a counselor and all sessions include necessary information. Therefore, if you must miss a class,

fellow students and the instructor may ask you to contribute to learning community in another way. If you must be absent or late, please email the instructor at least several hours prior to class.

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.

If you miss a class, you will be asked to make a class presentation. This involves the following:

- ❑ Complete all the required readings assigned for the class that you missed, and choose two extra readings related to the topic from peer reviewed journals.
- ❑ You will make an oral presentation to the entire class for 10 minutes about your findings from the readings. During the presentation, you will make references to all the readings (both the assigned and the ones you chose to read further about).
- ❑ At the end of your presentation, you will answer any questions that the class may have. Finally, before the class disperses that evening, you will turn in a two-page paper to the instructor. This paper will succinctly and clearly state what your findings are in light of your readings and personal reflection. Failure to turn in your paper the same day of your presentation will negatively affect your course grade.

Special Assistance

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

CPSY Department Policy for Practicum and Internship Extenders

This policy applies to all students in practicum and internship. Students in practica and internships in schools will follow the regular school year for their districts as indicated by their contracts, however they will still need to follow the policy of being continuously enrolled in a supervision course.

For students who need to extend their practicum or internship past the end of a semester, they have the following options:

- For extensions up to four weeks past the end of a final semester (but no more than FOUR WEEKS), students must register for a zero credit practicum or internship course in order to continue to count hours towards their practicum or internship. Students must join an existing campus-based practicum or internship section for weekly supervision until they complete their practicum or internship hours.
- For extensions of more than four weeks, students must register for, attend, and participate in a full semester of practicum or internship (3 semester hours for PMHC & PMHC-A, 4 semester hours for MCFT).
- All students must obtain permission from the clinical coordinator before any extension is granted. Registration must be completed prior to the end of the semester for which the extension will be required.
- The clinical coordinator will assign campus practicum or internship sections to all extending students. Students must not assume that they will continue in the same practicum or internship section.

PLEASE NOTE

The course content and structure, assignments, and readings may be modified as needed during the semester by the course professor.

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 10-15 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 EACH numeral (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:

- I. Overview of your theoretical perspective(s)—DO NOT WRITE THIS DOWN; just discuss it orally.
- 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/Counter transference 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 not your best
- 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