Syllabus
Mental Health Internship: Adult/Adolescent
Counseling Psychology 582-583
Summer, 2010

Gordon Lindbloom, Ph. D.
Rm 329 Rogers Hall
503-768-6070
503-768-6065 (FAX)
e-mail lndbloom@lclark.edu

Office Hours Summer: By appointment.; Mondays.

This class provides clinical supervision and education for intern counselors working with older adolescents and adults in their supervised community placement. The class will emphasize developing and applying a repertoire of concepts and strategies for case formulation, treatment planning, intervention strategies and skills, and ethical conduct in working with clients presenting a wide variety of individual and relationship issues.

Methods of teaching will focus on case reviews and treatment planning, but will also include readings, lectures, demonstrations, role-playing, seminar presentations, video presentations and direct supervision. Each class session will include a period of instruction, usually in the form of demonstration and practice. In most sessions, a majority of class time will be spent working on actual cases presented by students. Central issues of common interest will be addressed through readings and presentations. A wide range of topics will be addressed as interest develops or need arises.

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 or audio 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 effective attitudes and skills for being a supervisee, that is, for receiving, clarifying, evaluating, and applying feedback from supervisors, peers, and clients.

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 basic standards of professional conduct and competence in those settings.

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, choice of 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 continuing intentional learning, development and growth in one's capacity to work effectively with clients and colleagues.

To demonstrate consistent, engaged, and constructive participation in this professional supervision seminar through attention, seeking and receiving feedback, responding to others with constructive feedback, and encouraging dialogue that is open, inquiring, and respectful.

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.

Methods of Evaluation

Instructor's evaluation of written work samples, written assignments for the class, and written descriptions of one's work with clients, supervisors and colleagues.

Instructor's evaluation of samples of video and audio recording of work with clients.

Instructor's evaluation of the quality of a student's participation in the seminar.

Site supervisor's evaluations of the intern's performance.

Review of case presentations in class.

Review of presentations on ethical issues and best practices.

Review of documentation of all work completed.

REQUIREMENTS FOR CREDIT

Complete a minimum of 240 hours of supervised counseling of individuals, couples, families and groups combined.

Complete and submit sample case notes, case studies, class presentations and other work samples that meet satisfactory levels of quality. Specific guidelines and checklists will be provided in class reflecting the content of the objectives above. (For a specific, detailed list of required work to be completed and turned in, see the description and checklist of assignments appended to this syllabus.)

Complete readings and written commentaries, reflections, analyses of issues as required by the instructor..

Satisfactory evaluations from on-site supervisors, on-campus instructor/supervisor including response to ethical dilemmas and challenges.

Attendance and active participation in on-campus intern supervision class for two full semesters. This specifically emphasizes the presentation of cases and issues regularly in class demonstrating an ability to question, inquire, seek new information and ideas, and to seek assistance in understanding and applying new concepts, information, and skills in practice.

Demonstration of ability to seek, participate in, accept, and respond responsibly to supervision.

Demonstration of ability to work collaboratively with colleagues at the internship site and on campus.

Completed documentation of all internship activities, supervision, and contact hours using the formats included in the internship handbook and those provided in the class as needed.

Attendance.

Attendance and active participation is critical to learning in an internship experience. 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 additional requirements for makeup activities and may lead to a reduction of credit or failure to complete requirements for credit.

Note regarding the award of credit:

This is a credit/no credit class for two semesters in sequence. Your credit for each semester will be deferred until all of the requirements for that semester are completed, In the case of the second semester, your credit will be awarded when all requirements for both semesters are completed and all documentation of hours, supervision, and related activities has been received and reviewed.

Note regarding documentation:

Credit cannot be awarded until all documentation of hours, supervisory evaluations, and other required work have been signed, received by the instructor, and reviewed. Interns are strongly encouraged to keep copies of all such documents when they are turned in to the instructor.

Notes Regarding Confidentiality:

Much of our class discussion and most of the written work you do for this class will contain information about clients, and sometimes sensitive information about your supervisor and internship site. All of this information is privileged. We share responsibility for maintaining its confidentiality and protecting the privacy of our clients. Guidelines for fulfilling our responsibilities in this regard include the following matters.

- Written materials referring to clients should either refer to them by initials only or 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 if possible.

- Video tapes of client counseling sessions should be kept secure and should be erased after instructional and supervisory reviews are completed.

- Classroom doors will be closed when we are discussing cases or viewing videos of actual clients.

- Guests such as students from other environments or classes, prospective students, family members, or children may not be brought to class.

- Written materials you turn in for review and grading will be returned to you in person in class sessions. They will not be placed in a return box in the department office even if they are in a sealed envelope. They will not be mailed to you. This means that materials you turn in at the end of the term must be recovered by you in person. Documents containing confidential information that you do not pick up will be shredded. Papers that do not contain confidential information can be returned by mail if you wish. I can return written comments to you separate from the document itself if you wish. My suggestion is that you keep your own electronic or hard copies of papers you want to preserve for future reference.

- All client records are the property of your internship site. No client records or files of information from your internship site are to be kept in your personal possession (e.g. your car or home) except for the temporary necessity of carrying selected copies of information on which identifying information has been removed or thoroughly covered. Any departure from strict adherence to this must be fully disclosed and agreed to by your site supervisor and your campus supervisor. This includes retaining copies of records belonging to the site. Violations of this policy may have significant legal and ethical consequences, and may put the completion of your internship at risk.

- All written materials from your internship setting, typically copies of case notes and treatment plans should be returned to the files of your internship site after being reviewed by the instructor and returned to you. If they are not returned to the files of your internship site, they are to be destroyed. Under no circumstances are any of these site-based materials to remain in your personal possession.

- Making phone calls to clients or receiving phone calls from clients when you are away from your internship site should not occur except in the most unusual and exceptional circumstances. Any such "off-site" communication or attempts to communicate when you are away from your site must be reported to your site supervisor immediately and completely. Violations of this policy may have significant legal and ethical consequences, and may put the completion of your internship at risk.

- Papers or commentaries you write for this class are academic and may be kept. They should observe all guidelines for protection of private information about clients, and where appropriate, about colleagues, supervisors and your internship site.

Note: Readings will be assigned by the instructor as they become evidently appropriate to members of the class. These may be handed out or may be available on a website to be announced.

Recommended Texts:

Bezchlibnyk-Butler, K. Z., & Jeffries, J. J. (Eds.). (2004). *Clinical Handbook of Psychotropic Drugs* (13th ed.). Cambridge, MA: Hogrefe & Huber.

Greenberger, D., & Padesky, C. (1995). *Mind Over Mood.* New York, NY: Guilford.

Hanna, Fred J. (2001). *Therapy with Difficult Clients: Using the Precursors Model to Awaken Change.* Washington, DC: American Psychological Association.

Hayes, S.C., Strosahl, K.D., & Wilson, K.G. (1999). *Acceptance and Commitment Therapy: An Experiential Approach to Behavior Change.* New York, Guilford.

Johnson, S. L. (2004). *Therapist's Guide to Clinical Intervention: The 1-2-3's of Treatment Planning* (2nd ed.). New York: Academic Press.

Jongsma, A.E., Peterson, L.M., and Bruce, T.J. (2006). **The Complete Adult Psychotherapy Treatment Planner (Practice Planners)**. New York, NY. John Wiley and Sons, Inc.

Miller, W.R., & Rollnick, S. (2002). ***Motivational Interviewing, Second Edition: Preparing People for Change***

Padesky, C.A., (1995). *Clinician's Guide to Mind Over Mood.* New York, NY: Guilford.

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

DSM –IV-TR. (2000). New York, NY: American Psychiatric Association.

Young, J.E. (1999). *Cognitive Therapy for Personality Disorders: A Schema-Focused Approach* (3rd ed.). Sarasota, FL: Professional Resource Press.

Please Note: Many more references will be mentioned during the semester, posted on the Moodle site for this class, and on the general Moodle site for internships.

Checklist of Required Work

Counseling 582. Mental Health Internship: Adult

Gordon Lindbloom, Instructor/Supervisor

Name _____ Date _____

_____ Weekly documentation of on-site supervision (format provided)

_____ Weekly updated documentation of case load (Client Tracking Form provided)

_____ Sample Case Notes/Four Sessions (2 Due by Week 4, 2 due by week 7)
(copies of notes from site files with names blocked out)

_____ Full case presentation with video tape (see Guide to content and format)

_____ Oral presentations of cases in class (minimum 3) (Be ready to present a case each week.)

_____ Assessment/Treatment Plan 1 (Due by Session 4)* See Guide

_____ Assessment/Treatment Plan 2 (Due by Session 7)* See Guide

_____ Case Study (of Assessment/Treatment Plan 1 (Due by Session 9)

_____ Ethical issue analysis (Guide provided) (One either first or second semester)

_____ Intern Performance Evaluation Form (End of semester)

_____ Internship Hours Summary Form – Summer Term

_____ Site Evaluation Form (due at end of 2nd semester)

_____ Internship Hours Final Summary (for students completing Internship)

Signed _____ Date _____

* Copies of site assessment and treatment plan with names blocked out are acceptable. If this is not possible, then a format provided by the instructor is available on request.

Please note: This list is mostly certain, but some modifications may be made. If so, they will be announced and time given for adjustments to be made.