Counseling Psychology 582/583
Mental Health Internship, Fall 2010

Instructor: Boyd W. Pidcock, Ph.D.
Monday: 1:00-4:30, Rogers 220
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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.

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.

Attendance and Active participation

It is imperative that each student be on time and fully attend each class session to receive credit for the required campus supervision hours. Any tardiness or absences must be made up by scheduling individual supervision hours with the course instructor or by completion of additional written assignments. Any planned absences must be discussed with and approved by the course supervisor/professor at least two weeks prior to the actual absence. Any unexcused absences will result in the loss of supervision credit and counseling hours for that week. More than one absence or inappropriate or unwarranted tardiness may lead to a failure to complete requirements for credit.

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 three 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:

Readings will be regularly assigned throughout the semester as appropriate for intern/class needs and often will be available on Moodle: https://moodle.lclark.edu/

Moodle

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

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)

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.

Americans with Disabilities Act

Any student who because of a disability requires some special arrangement in order to meet course requirements should contact the professor as soon as possible to make necessary accommodations.

PLEASE NOTE

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