

LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
Department of Counseling Psychology
Professional Mental Health Counseling-Addiction

Counseling Psychology 580
Professional Mental Health and Addiction Counseling Internship
Spring 2014

Time & Day: 12-4 Friday...hours will vary with client hours

Class Room: Upstairs LCCC

Instructor: Boyd W. Pidcock, Ph.D.

Office Hours: call main office for appointments

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Course Catalogue Description:

Supervision, consultation, and instruction for students who are counseling clients at LCCC and their internship field placements. Students may be 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 supportive supervision for internship counselors while seeing clients at the Lewis & Clark Community Counseling Center and at their community-based internship placements. The primary purpose of the course is to avail internship students counseling supervision in an individual, triadic, or 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 client sessions, 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.

PROGRAM /COURSE PURPOSE & OBJECTIVES

To develop the skills, attitudes and knowledge to be qualified for employment as an entry-level professional mental health and addiction 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, assisting clients in accessing community resources, 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 including consultation with other professionals, 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 for professional mental health and addiction counselors

Demonstrate an awareness of the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in professional mental health and addiction counseling.

CACREP COUNSELING OBJECTIVES & STUDENT LEARNING OUTCOMES

II.K.1.b. professional roles, functions, and relationships with other human service providers;

II.K.1.d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;

- II.K.1.e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- II.K.2.c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
- II.K.5.b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
- II.K.5.c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
- II.K.5.e. a general framework for understanding and practicing. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;
- II.K.5.f. integration of technological strategies and applications within counseling and consultation processes;
- II.K.5.g. and ethical and legal considerations.
- II.K.6.d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
- II.K.6.e. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;
- II.K.6.g. and ethical and legal considerations.
- II.K.7.g. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
- II.K.7.h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and

II.K.7.i. ethical and legal considerations.

A2. roles, functions, preparation standards, credentialing, licensure and professional identity of community counselors;

A5. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling.

B2. organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice;

C1. typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services;

C3. effective strategies for promoting client understanding of and access to community resources;

C5. knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the *Diagnostic and Statistical Manual*;

C7. application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

CACREP ADDICTION COUNSELING OBJECTIVES & LEARNING OUTCOMES

AC.A.2. Understands ethical and legal considerations specifically related to the practice of addiction counseling.

AC.A.7. Recognizes the potential for addictive disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to coexist with addiction and substance abuse.

AC.B.1. Demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling.

AC.B.2. Applies knowledge of substance abuse policy, financing, and regulatory processes to improve service delivery opportunities in addictions counseling.

AC.C.7. Understands professional issues relevant to the practice of addiction counseling, including recognition, reimbursement, and right to practice.

AC.C.8. Understands the principles of intervention for persons with addictions during times of crises, disasters, and other trauma-causing events.

AC.D.1. Uses principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling.

- AC.D.2. Individualizes helping strategies and treatment modalities to each client's stage of dependence, change, or recovery.
- AC.D.3. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
- AC.D.4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
- AC.D.5. Demonstrates the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions.
- AC.D.6. Demonstrates the ability to provide referral to self-help and other support groups when appropriate.
- AC.D.7. Demonstrates the ability to provide culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.
- AC.D.8. Applies current record-keeping standards related to addiction counseling.
- AC.D.9. Demonstrates the ability to recognize his or her own limitations as an addiction counselor and to seek supervision or refer clients when appropriate.
- AC.F.1. Maintains information regarding community resources to make appropriate referrals for clients with addictions.
- AC.F.2. Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients with addictions.
- AC.F.3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction clients.
- AC.G.4. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.
- AC.H.1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
- AC.H.2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and case management.

- AC.H.3. Screens for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental and/or addictive disorders.
- AC.H.4. Helps clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse.
- AC.H.5. Applies assessment of clients' addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care.
- AC.J.1. Applies relevant research findings to inform the practice of addiction counseling.
- AC.J.2. Develops measurable outcomes for addiction counseling programs, interventions, and treatments.
- AC.J.3. Analyzes and uses data to increase the effectiveness of addiction counseling programs.
- AC.K.1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*.
- AC.K.4. Understands the relevance and potential cultural biases of commonly used diagnostic tools as related to clients with addictive disorders in multicultural populations.
- AC.L.1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with addictive disorders and mental and emotional impairments.
- AC.L.2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by clients and communicate the differential diagnosis with collaborating professionals.

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 according to LCCC policy
- 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 Contracts for LCCC and community site
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
Weekly CARE notes documented and turned in every class session reflecting your work at your community sites(Summer/Fall/Spring)
Weekly group & one hour of triadic supervision per week as needed

Separate documentation should be kept for hours accrued at LCC & community site

Documentation of Clinical Hours (Summer/Fall/Spring Summary forms) for both sites
Documentation of all on-site experiences including supervision and “Other” hours (Summer/Fall/Spring Summary forms) for both sites
Evaluation by the On-site and LCCC Supervisors (Summer/Fall/Spring)
Student final site evaluation (final semester only)
Summer/Fall/Spring/Final Hours Summary Forms for LCCC & community site

All forms are available online for download:

http://graduate.lclark.edu/departments/counseling_psychology/addiction_studies/masters_degrees/evaluations_forms_handbooks/

Readings-Moodle

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

Weekly Course Activities

Wee k	Date	Course Activities	Notes
1	Jan 10	Discuss scheduling, record keeping, supervision	
2	1/17	Turn in completed weekly CARE notes Observe sessions Counseling sessions Weekly group & triadic supervision	
3	1/24	Turn in weekly CARE notes	

		Informal presentations Observe sessions Feedback to colleagues Case discussions Weekly group & triadic supervision	
4	1/31	Turn in weekly CARE notes Informal case presentations Case discussions Observe sessions Feedback to colleagues Discuss ethical dilemmas at sites Weekly group & triadic supervision	
5	2/7	Turn in weekly CARE notes Informal case presentations Case discussions Observe sessions Feedback to colleagues Discuss ethical dilemmas at sites Weekly group & triadic supervision	
6	2/14	Turn in weekly CARE notes Informal case presentations Case discussions Observe sessions Feedback to colleagues Discuss ethical dilemmas at sites Weekly group & triadic supervision	
7	2/21	Turn in weekly CARE notes Informal case presentations Case discussions Observe sessions Feedback to colleagues Discuss ethical dilemmas at sites Weekly group & triadic supervision	
8	2/28	Turn in weekly CARE notes Informal case presentations Case discussions Observe sessions Feedback to colleagues Discuss ethical dilemmas at sites Weekly group & triadic supervision	
9	3/7	Turn in weekly CARE notes Informal case presentations Case discussions Observe sessions Feedback to colleagues Discuss ethical dilemmas at sites Weekly group & triadic supervision	

10	3/14	Turn in weekly CARE notes Informal case presentations Case discussions Observe sessions Feedback to colleagues Discuss ethical dilemmas at sites Weekly group & triadic supervision	
11	3/21	Turn in weekly CARE notes Informal case presentations Case discussions Observe sessions Feedback to colleagues Discuss ethical dilemmas at sites Weekly group & triadic supervision	
12	3/28	Care notes if you are seeing clients at your community sites during SB	Spring Break: Clinic will be open
	4/4	Turn in weekly CARE notes Informal case presentations Case discussions Observe sessions Feedback to colleagues Discuss ethical dilemmas at sites Weekly group & triadic supervision	
13	4/11	Turn in weekly CARE notes Informal case presentations Case discussions Observe sessions Feedback to colleagues Discuss ethical dilemmas at sites Weekly group & triadic supervision	
14	4/18	Turn in CARE notes, final course evaluation, weekly group & supervision	
15	4/25	Turn in CARE notes, supervision as needed	
16	5/2	CARE notes, supervision as needed	Clinic will be open

Methods of Evaluation:

- PMHC-A supervisor's evaluation of clinical work
- Evaluation of informal case presentations, feedback, and group interactions and class contributions.
- Evaluation of sample of video and audio recording of work with clients
- Ongoing review of documentation of work completed
- Community site supervisor's evaluations 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 supervision hours 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 LCCC intern supervision class for two full semesters.
- Demonstration of ability to accept and respond responsibly to supervision.
- Demonstration of ability to work collaboratively with colleagues at LCCC & community site

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 PMHC-A supervisor in collaboration with the on-site supervisor. Final decisions will be made by the PMHC-A supervisor. 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

Timeliness and professionalism is a requirement for all clinical placements and full attendance is expected and required. Any missed time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of placement 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.

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.