

**Lewis & Clark College Professional Mental Health Counseling
& Professional Mental Health Counseling – Specialization in Addictions
MHC 580 Practicum in Counseling
Syllabus Cover Sheet**

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 5g. essential interviewing, counseling, and case conceptualization skills
- 5l. suicide prevention models and strategies
- 5m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- 7b. methods of effectively preparing for and conducting initial assessment meetings
- 7c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- 7d. procedures for identifying trauma and abuse and for reporting abuse
- 7e. use of assessments for diagnostic and intervention planning purposes

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

- C2l. legal and ethical considerations specific to clinical mental health counseling
- C3a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- C3b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- C3c. strategies for interfacing with the legal system regarding court-referred clients
- C3d. strategies for interfacing with integrated behavioral health care professionals
- C3e. strategies to advocate for persons with mental health issues

**Lewis & Clark College Professional Mental Health Counseling
& Professional Mental Health Counseling – Specialization in Addictions
Fall 2023—MHC/MHCA 580—Practicum in Counseling**

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Office hours:
Wed and Thurs 12:45-2:45
+ other times
when arranged in advance

Please email me to make appointments for office hours and make sure I have confirmed the appointment through Google Calendar. Appointment times often fill up quickly, especially nearing the end of the semester. Thank you!

Course Description: This class is designed to provide instruction and supervision to first and second semester practicum students working with clients at the Lewis and Clark Community Counseling Center. Students will receive live supervision and feedback as designated by CACREP requirements. The focus of the class will be to provide ethical and competent client care while working within the parameters of time (typically one semester), student theoretical orientation and client issues/goals. Skills that will receive particular attention will include developing a therapeutic relationship, counselor empathy and compassion. The recognition of the impact of race, culture, gender, sexual orientation and poverty as well as other societal and political influences that define the context of the therapeutic relationship will be highlighted as well. A beginning knowledge of client assessment and the development of treatment planning (including articulating the goals, objectives and interventions) will be developed. The establishment of a self-care practice and development of professional boundaries will be central as students become aware of countertransference and vicarious trauma while growing professionally as a counselor.

Catalog description: Working with clients in the practicum clinic, agency or school setting (eight to 10 hours per week, 100 hours total) under intensive supervision from PMHC faculty, developing the therapeutic relationship and basic counseling competencies. Students are expected to demonstrate personal characteristics and professional conduct necessary for effective, ethical counseling. [Up to] two semesters, 3 credit hour each required.

Non-discrimination, professional student conduct, sexual misconduct and academic integrity:

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

If you have any questions regarding these policies, please speak to your instructor for clarification.

Disability services statement: *If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.*

During this term, Student Support Services is available via email (access@lclark.edu) or by phone (503-768-7192). While they aren't answering the phone directly, if you call and leave a message, they will call you back. You can also make an appointment on line via their website: (www.lclark.edu/offices/student_support_services/). Appointments will be conducted either by phone or Zoom.

Technical requirements students need to be aware as we begin a new semester:

The main learning platforms for this class will include Moodle and Zoom if needed. Moodle will be used as the primary learning platform and is where students will access weekly learning modules and all course materials. Please let me know ASAP if you do not see our course in your Moodle dashboard. Zoom will be used for class sessions if we need to be virtual for any reason. Enrolled students will have received information for how and when to log into class through Zoom.

If you have questions about accessing and using Moodle, visit [Lewis & Clark's Moodle Resources page](#). Moodle and tech support is also available by email at ITservice@lclark.edu or by phone at 503-768-7225. IT's summer hours are 9-5, Monday to Friday. If you call, leave a message and they will call you back.

For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>

If you face Internet access challenges: Some companies are offering free or discounted access during this time.

Textbook (recommended): Edward Teyber, Interpersonal Process in Psychotherapy. Any Edition. Additional course readings and resources may be posted to the course Moodle page.

All students must also purchase an IronKey hardware encrypted Basic series flash drive, s250 and d250 or higher, if they will be working on client related material away from the clinic as well as to show client video during case presentation.

Attendance and Participation Expectations: Class participation in class and through Moodle is expected and required. Any missed activities will result in an Incomplete grade until they are completed. Missing more than ten percent of class activities may result in failure to complete the class. In case of hardship and at the discretion of the instructor, a grade of incomplete may also 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.

Attendance policy modification for this course due to Covid-19 issues and concerns:

- Typically, students may miss one class session and must participate in ALL activities that are posted to Moodle. However, please do not come to class if you have any symptoms that are consistent with Covid-19 and haven't yet been tested.
- If you must miss class, make-up work related to the content missed will be provided to make-ups for any missed assignments, and you can make-up class time by attending an internship campus supervision section on the weeks your practicum section does not meet.
- Any "planned absences" must be discussed with and approved by the course professor at least two weeks in advance of the absence, and must be made up by attending another class.
- In case of illness and true emergencies, please notify your instructor as soon as possible.

- More than one absence a semester could result in a failure to complete the class if make-up work is not completed.
- Late to class: More than 20 minutes will require make-up work at the discretion of the professor. Arriving late impacts the work of your classmates and may communicate disrespect for your instructor and your peers.

Course Requirements: To successfully complete the clinical practicum, the student must satisfactorily complete a minimum of **100 clock-hours of counseling activities with at least 40 of these hours in direct contact with clients** over the two semesters of practicum. Students must keep approved and complete documentation of client sessions and other documentation required by the Lewis and Clark Counseling Center. Students must receive minimal 1s and no 0s on the Professional Qualities Evaluation and must perform at a satisfactory level on the Practicum Evaluation Form. Activities that can be counted toward the 100 hours may include such professional activities as consultation, coordination, supervision, documentation, case conceptualization, and research/study/learning related to counseling or client issues. In the course of completing these activities, the student will be expected to demonstrate a wide variety of counseling techniques and communication skills. At the end of the semester, the student must document the amount of time they were engaged in these activities, and submit to your instructor.

Practicum II Students Only:

Those who will be full-time Practicum II students are *required* to take the Counselor Preparation Comprehensive Examination (CPCE) that will be offered online. The test is approximately 4 hours long and will be administered by Lewis and Clark staff. Part-time students will work with their advisor on the most appropriate timing to take the CPCE.

Grading: This class is graded using Credit/No Credit. Each student will be evaluated in the areas of counseling competence including use effective use of micro skills, theoretical knowledge, self-awareness, and ethical practice. Case presentations during group supervision, case conceptualization, effectiveness of oral and written communication, as well as openness to feedback and supervision will all be considered in the grade. Evaluation methods may include (any and/or all) written work, observation, tape or audio review, transcriptions, case presentations, supervisor evaluations and in class participation along with timely completion of all class assignments. Evaluation of satisfactory performance will be made by your instructor.

Additional notes about grades:

- The instructor will make final decisions about grading.
- Failure to complete class requirements may include a deferred grade as well as the possible enrollment in an additional semester of practicum.
- Deferred grades are also given if a student continues in a secondary practicum between semesters.
- Failure to complete the required number of direct service hours in a semester may result in a deferred grade with the possible enrollment in an additional semester of practicum.
- If your direct hours are low, you are strongly encouraged to pursue a secondary practicum! See your instructor of record for more info
- Failure to follow Ethical Guidelines of the profession will require a meeting to determine the next steps for addressing the concerns.
- Some students require more than two semesters of practicum to develop and demonstrate the requirements of a master's level counselor.
- Students must be ready to move onto Internship in order to pass Practicum.

- Occasionally personal issues or life events will make it impossible for a student to move forward in their growth as a counselor and they will be encouraged or required to take some time off.

Ethical Guidelines: Students are expected to follow the ethical guidelines put forth by the American Counseling Association and to seek supervision when there is case confusion or an ethical dilemma to be resolved. Failure to follow ethical guidelines and/or non-disclosure of ethical problems and the seeking of appropriate supervision may result in dismissal from the practicum and/or counseling program. To follow ethical guidelines in relation to clients and to respect the work of our peers it is of fundamental importance that the contents of group discussion be regarded as absolutely confidential.

Confidentiality and Informed Consent: Students will make their clients aware they are enrolled in the M.A. or M.S. program in Professional Mental Health Counseling at Lewis and Clark College and that they are working under supervision. Clients should know that they are being observed and videotaped and that the counseling experience will be discussed for training purposes.

Informed Consent, Professional Disclosure Statement, and other forms will be used with all clients that delineate what information about them will be used (and how it will be protected) and for what purpose. Clients under the age of 14 must have the forms signed by a parent or legal guardian. This informed consent is required in addition to any of the other forms. Students will be vigilant in keeping records and tapes secure during transportation for the purpose of keeping client information confidential.

Mandated Reporting: Students will make mandated reports in accordance with Oregon law. Any questions about what constitutes a report or how to make a report should be immediately discussed with your instructor or the back-up supervisor. Students will utilize policies and forms related to making mandated reports as provided at the Lewis and Clark Community Counseling Center.

Laptops and Cell Phones: Due the experiential nature of the class, laptops should only be used during synchronous supervision to participate in Zoom. Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell. If a disability requires the use of a laptop please let the instructor know at the beginning of the semester.

Initial course topics to be addressed in supervision and in Moodle readings. This list will grow as the semester continues.

1. Documentation of hours
2. Professional Self-Disclosure Statements
3. Required documentation
4. Intakes/Assessment (client issues and contextual/societal issues)
5. Time-limited, theoretically consistent treatment planning
6. Assessment of suicide and suicide contracts
7. Safety planning
8. Telehealth

Guidelines for Comprehensive Case Summary/Extended Check-In: (Due one time per semester)

Structure of Presentations

- Before posting or presenting your written case summary/extended check-in, post or discuss a brief overview of your theoretical orientation demonstrated in a non-written/non-narrative way. This might be a chart, drawing, painting, dance or extended metaphor, then explain how it represents your work as a counselor or the counseling session itself. Our feedback will be, in part, designed to help you to find a better fit between your theory and your work with clients.
- After completing the interpretive theoretical orientation presentation and before presenting the client, clearly communicate to the class the reason you chose this client and the type of feedback you hope to receive. Say what you hope will be different for you after the presentation.
- Written case summaries **MUST INCLUDE ALL CATEGORIES LISTED BELOW (uploaded to Moodle the Tuesday after class)**.
- Review/present written case emphasizing theoretical conceptualization.
- Online class discussion and feedback (all week).

Presentation slides or posted handout 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. What you want from the class in relation to feedback, advice, knowledge, etc. **Communicate the reason you chose this client and what you hope will be different after your presentation.**
- 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: DSM-5 diagnosis and brief explanation
- 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