Mental Health Internship: Adult/Child—Mental Health Internship—582/583—Fall 2011

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Office hours:
Mon. 12:30-2:30
Wed. 12:30-2:30
plus other times as arranged by email.
Office hour appointments must be scheduled in advance.

Please email me to make appointments for office hours! If I have no appointments scheduled during office hours, I may schedule meetings or other appointments during those times.

Course Description: This class provides clinical supervision and education for intern counselors working with adults and/or children in their supervised community experience. The class will emphasize developing and applying a repertoire of concepts and strategies for case conceptualization, treatment planning, intervention strategies and skills, and ethical conduct in working with clients presenting a wide variety of individual and relationship issues.

Catalogue Description: Internship in a community setting. Participants engage in counseling and related professional activities under supervision. Students write reports, prepare case histories, and submit work samples for supervisory review.

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 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 those standards.
- To identify and respond to ethical issues, problems and dilemmas using knowledge and procedures that meet current professional standards.

Student learning outcomes:

- To understand and maintain professional roles, functions, and relationships with other human service providers (II.K.1.b);
- To understand and participate in professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases (II.K.1.d);
- To understand and begin to participate in professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (II.K.1.e.);
- To demonstrate individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups (II.K.2.c);
- To develop 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.b.);

- To understand and demonstrate the use of 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.c.);

- To develop 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.e.);

- Integration of technological strategies and applications within counseling and consultation processes (II.K.5.f.);

- To demonstrate understanding of ethical and legal considerations in all aspects of counseling, including diagnosis and treatment of individuals and groups (II.K.5.g, II.K.6.g. II.K.7.i.);

- To demonstrate knowledge of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness (II.K.6.d.);

- To understand approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups (II.K.6.e.);

- To demonstrate strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling (II.K.7.g.);

- To demonstrate an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status (II.K.7.h.);

- To participate in the roles, functions, preparation standards, credentialing, licensure and professional identity of community counselors (A2.);

- To understand 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 (A5).

- To understand organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice (B2);

- To know typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services (C1);

- To demonstrate effective strategies for promoting client understanding of and access to community resources (C3);

- To demonstrate knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the *Diagnostic and Statistical Manual*(C5);

- To demonstrate 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 (C7).

Textbook:

ALL STUDENTS MUST DOWNLOAD AND READ ARTICLES/READINGS FROM MODDLE AS ASSIGNED

Methods of Evaluation:

- Instructor's evaluation of case presentation handout.
- Instructor's evaluation of sample of video and audio recording of work with clients.
- Instructor's review of one written in-class case presentation with video work sample (see guidelines below).
- Instructor's review of one online case study with a discussion of one article from our internship resources page (titled Internship All Sections Home Page on Moodle). The case study and article may focus on one or more of these types of issues: clinical issues you are facing with one or more particular clients, ethical issues at your agency with clients or supervisors, best practices in your approach to treatment, etc. Please assign/post an article from the internship resources page to the class during the week to which you are assigned, then begin a discussion in which the class may participate. All students must also contribute at least one comment to each discussion. Failure to complete this assignment will result in an incomplete for the course.
- Instructor's review of documentation of work completed.
- Site supervisor's evaluation of performance.
- Satisfactory performance on the Professional Qualities Evaluation Form (posted on Moodle).

Requirements for credit:

- Complete a minimum of 240 hours of supervised direct counseling/client contact with individuals, couples, families and groups combined over 2 semesters at assigned internship sites., and 600 total hours.
- Complete one written case presentation (with handouts to entire class) with video work sample
- Complete one online case study and discussion or alternate assignment, post at least one response to each article presented online by a classmate
- Submit **weekly** documentation of supervision [CARE note] session to faculty supervisor during class.
- 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.

NOTE: This is a credit/no credit course for two semesters. Your credit for both semesters will be deferred until you have completed all requirements for the internship after the second semester. This includes completion and documentation of all hourly requirements for client contact and supervision, satisfactory evaluation by your supervisor for both semesters, your evaluation of the internship site, and class requirements listed above.

Attendance: 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.

A Note on 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 their initials or a 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.
- Videotapes 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!

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 <u>each</u> 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 CATAGORIES 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 <u>numeral</u> (so that ALL of them are listed) as categories, and if the category is non-applicable, state this under the category. <u>DO NOT OMIT ANY OF THE FOLLOWING CATEGORIES</u>:

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, <u>theory-consistent</u> 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 the will consent to taping
- Accurate and supportive constructive and supportive critical feedback is key to the effectiveness of the presentations