

CPSY 582/583-21 PMHC Internship-Syllabus

Summer 2013

Graduate School of Education and Counseling

Lewis and Clark College

Time: **Wednesdays, 5:30pm –8:30pm**
Location: York Graduate Center, Room 114
Instructor: Antonia Mueller, LPC
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Office hours: By appointment

Catalog 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. Credit: 3 semester hours

Required Text: Lipsky, L & Burk, C. (2009). *Trauma Stewardship – An Everyday Guide to Caring for Self While Caring for Others*, Berrett-Koehler, San Francisco, CA

Course Description:

This course provides group supervision to students in their mental health internship placement. This format is designed to provide students with experiences in addition to the on-site supervision each student will receive. The class will use a developmental model to focus on counselor growth in competence (skills, techniques), purpose and direction (goal setting, direction in counseling), theoretical identity (application of theory), ethics, respect for individual differences and diversity, and counselor self awareness, sense of personal motivation, and development of appropriate autonomy.

Class activities will primarily be organized to provide time in each class period for case review, student presentations, supervision focused on above model, consultation with peers, and discussion of readings. As part of this process students will develop an understanding of the role of supervision for counselors in order to learn to become active participants in their personal and professional growth. In order for supervision to be effective and useful for the supervisee (student), a working alliance between supervisors (on campus and on site) and supervisees is vital to the process.

Class discussion will provide each supervisee with support, critical feedback, and treatment suggestions and recommendations. Coordination will occur between the supervisors. Students are expected to provide information as accurately and completely to both supervisors in order to facilitate this process. Additionally, the discussion addresses topics concerning transference and counter-transference issues, personal concerns, and interpersonal communication. IT IS OF FUNDAMENTAL IMPORTANCE THAT THE CONTENTS OF GROUP DISCUSSIONS BE REGARDED AS STRICTLY CONFIDENTIAL.

It is intended that mental health interns will complete the internship prepared for entry into the professional community with the skills necessary to provide competent and effective treatment services.

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.

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, and 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 development and growth in one's capacity to work effectively with clients and colleagues.
- 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.

COURSE GUIDELINES

1. CPSY Departmental Attendance Policy:

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.

2. Student with Disabilities Policy:

Lewis & Clark College is committed to serving the needs of its students with disabilities. Professional staff in the office of Student Support Services ensure that disabled students receive all of the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out the College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. Please see the Student Support Services website for more information: http://www.lclark.edu/offices/student_support_services/rights/disability_policy/

3. Confidentiality Policy:

Much of the class discussion and most of the written work you do for this class will contain information about clients. All such private information falls within the shared responsibility for maintaining confidentiality and protecting the privacy of 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.
- ☐ NEVER, NEVER leave materials in your car unattended. Even if you are just running into a store for coffee – take your bag with materials with you. It takes 30 seconds to break a window and grab a bag and it HAS happened to our students before.
- ☐ Remember, what we talk about in the classroom STAYS IN THE CLASSROOM!

4. Program/Internship Expectations:

Students are expected to meet all requirements for the program and internship as outlined in the Counseling Psychology Student Handbook, Internship Handbook, and Internship Contract. This includes receiving satisfactory ratings on the evaluation form from the on-site supervisor.

5. Ethical Behavior:

Students are expected to understand and follow ethical guidelines, and to seek supervision when there is confusion or an ethical dilemma to be resolved. The student must inform both the on-site supervisor and the faculty supervisor in the event that an ethical error is made. Failure to follow ethical guidelines and/or non-disclosure of ethical errors and seeking of appropriate supervision may result in dismissal from the internship and/or counseling psychology program.

6. Other Classroom Expectations:

- As a counselor in training you are expected to approach your classmates and instructor with respect and empathy. Reactions to your peers or course material are understandable and expected, but I ask you to take responsibility for your reactions and own them as yours rather than judge others harshly, shut down or write anyone off.
- Honesty and direct communication are honored in this course. Do your best to practice and experiment with these.
- You are expected to participate fully in group projects with your peers. Should you have any interpersonal difficulties collaborating throughout the course, please contact me and I'd be glad to mediate as needed.
- Step Up/Step Down-Step In/Step Out: I hope you will be eager to participate in this course and challenge yourself to step up (to share more than you normally would) or step down (if it is necessary to make space for others).
- Please be respectful about the use of technology in the classroom. Please use your breaks to check your phone, texts and Facebook!

ASSIGNMENTS

- **Case Presentation (with optional videotape):**
Students are expected to do one formal case presentation (including conceptualization summary and treatment plan. Be prepared to discuss your conceptualization of the case and choice of treatment goals. **Dates will be scheduled for each student.**
- **Strengths, Goals, Theoretical Orientation Summary:**
Students are expected to write a 1-page (2 page maximum) summary of their learning experiences, strengths, and areas for growth (goals). This assignment will also contain a ONE PARAGRAPH summary of your theoretical orientation.
- **CARES form:** Complete the supervision CARES for week 1-10
- **Book Assignments/Presentation:**
Students will be expected to give several presentations throughout the course to expand on levels of self-awareness and ability to care for others.

DOCUMENTATION REQUIREMENTS

- First semester internship students:
 - (1) Evaluation by the on-site supervisor
 - (2) Self-evaluation on same form that supervisor completes
 - (3) Spring hours summary sheet
- Second semester internship students:
 - (1) Evaluation by the on-site supervisor
 - (2) Self-evaluation on same form that supervisor completes
 - (3) Spring hours summary sheet
 - (4) Site evaluation (your evaluation of the site)
 - (5) Final hours sheet (Summer/Fall/Spring)
 - (6) Exit interview (anonymous, print thank you page, sign)

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/supervision. 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.

Evaluation methods include written work, observation, tape review(optional), case study, and in class participation/performance. I will visit you at your site and meet with your supervisor and have telephone contact with the supervisor as needed. All students will receive a credit grade at the end of each semester if all requirements of the internship are met. Completion of the required number of hours is only one of the minimum standards, Students must also demonstrate the appropriate growth and skills as outlined above and in the Internship Manual and Contract. Sometimes students need more than two semesters to develop and demonstrate the requirements of a master's level counselor. Also, occasionally a student will have personal issues or life events that make it impossible to develop as a counselor, and the student will be encouraged or required to take time off for self-care. In the event that the internship needs to be interrupted or discontinued, a plan will be developed in conjunction with the instructor, on-site supervisor, and other faculty members in the department.