

# **MENTAL HEALTH INTERNSHIP IN PROFESSIONAL MENTAL HEALTH COUNSELING**

*Department of Counseling Psychology  
Lewis & Clark College*

**CPSY 582/3**

**Fall, 2013**

*“ We are afforded the opportunity to live a myriad of different lives through the relationships we have with our clients. We are offered glimpses, even deep searches, into the questions that haunt people the most. We experience a level of intimacy with our clients that few will ever know. We are exposed to levels of drama and emotional arousal that are at once terrifying and captivating.”*

*Jeffrey A. Kottler*

## **Delishia M. Pittman, Ph.D.**

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## **COURSE INFORMATION**

Time: Wednesday, 5:30-8:30pm  
Location: Rogers Hall 220  
Credits: 3 credit hours  
Pre-requisites: CPSY 505

## **COURSE 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.

## **COURSE OBJECTIVES**

- 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).

### **RECOMMENDED TEXTS:**

Jongsma, A. E. & Peterson, L. M. (2014). *The Complete Adult Psychotherapy Treatment Planner (5<sup>th</sup> edition)*. Hoboken, NJ: Wiley & Sons.

Kottler, J.A. (2010). *On being a therapist*. Hoboken, NJ: Wiley & Sons.

### **COURSE POLICIES**

#### Email Policy

I maintain a 48-hour response policy for all email communications not including weekends. If you do not receive an email response within 48 hours of your email being sent, assume that I did not received your email unless I respond noting otherwise. **In very rare circumstances (i.e., emergencies) will an email receive a response between 5pm Friday and 8am Monday.** Note: Questions regarding assignments are not typically considered emergencies.

#### **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.

*Participation:* You are expected to actively participate in class discussions, as this is a community of learners in which we all contribute. Participation not only adds to the quality of discussions, but also demonstrates that the class is completing assigned readings and understanding the material. When you do not participate, other students are forced to pick up your slack.

*Participation:* You are expected to participate in class discussions and group supervision. Participation not only adds to the quality of discussions, but also demonstrates that the class is completing assigned readings and understanding the material. When you do not participate, other students are forced to pick up your slack. **You can't participate if you are not present.** Active participation is essential and will be evaluated in the following way:

*Excellent* - Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating the discussion or using a lot of words to say little.

*Satisfactory* - Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

*Minimal acceptability* - Passive participation including being present, awake, alert, attentive, but not actively involved.

*Unsatisfactory* - Uninvolved including being absent, late, present but not attentive, sleeping, reading the newspaper, making irrelevant contributions that inhibit the progress of the discussion.

## **COURSE REQUIREMENTS**

### 1. Treatment Issue Presentations

Trauma	Self Harm
Grief	End of life
Self Esteem	Depression
Disordered eating	Career
Couples	Shame
Abandonment/Attachment	Suicide

Often times our clients present in therapy with their own unique cluster of concerns, contexts, resources, strengths and limitations that challenges both our comfort and confidence in being able to successfully help them navigate this rough terrain. Wouldn't it be great if for those "common" treatment issues we had several tools in our toolbox to try to match to this situation?!

Each member of the class will be responsible for taking one of the above listed treatment issues/ presenting concerns to explore more in depth with the group.

Your research should result in a 1-2 page handout that outlines some brief background information of the presenting concern, a *minimum* of 3 possible creative interventions and how to execute them (i.e., I don't want to see a bunch of thought records), 3 counselor resources, and 3 community based client resources that clients can utilize for treatment/management of that presenting concern.

2. Students are required to make a comprehensive case presentation lasting 45 minutes as part of the group supervision sessions. For each presentation, a formal case write up (typed) will be prepared following one of the available formats. A draft of your write up is due to the supervisor ONE WEEK before your scheduled presentation! **PLAN ACCORDINGLY!** Students are expected to choose at least one theoretical orientation with which to conceptualize the case. This report differs from the writing tasks required by the clinic (e.g., intakes and closing summaries) in a number of ways; however, the most obvious difference is the focus on psychological theory as the driving force for the case conceptualization and intervention strategies. In the group supervision session, the student will present a brief review of the written material.

Case presentations will be scheduled at the start of the semester. You will be responsible to present on the date assigned. There is no possibility of a make-up, as our schedule is going to be full. If for some reason you cannot make your presentation, it is your responsibility to arrange for a classmate to take your time slot. You must successfully complete all requirements to receive a passing grade.

Case presentations that do not meet the expectations of the seminar will not be accepted.

3. CARE notes: Supervision CARE notes turned in weekly
4. Attendance. Students are expected to approach the internship in a professional manner. The practice of counseling psychology carries with it the burden of responsibility for client welfare. Thus, students should cancel or reschedule client appointments only in extreme situations (e.g., illness).
5. Documentation required by semester end:

**First semester internship students:**

Evaluation by the on-site supervisor

Self-evaluation on same form that supervisor completes Spring hours summary sheet

**Second semester internship students:**

Evaluation by the on-site supervisor

Self-evaluation on same form that supervisor completes Spring hours summary

sheet  
Site evaluation (your evaluation of the site)  
Final hours sheet (Summer/Fall/Spring)  
Exit interview (anonymous, print thank you page, sign)

## **GRADES**

The internship is graded *credit/no credit*. Failure to complete the required number of hours may result in a deferred grade. Meeting the above requirements is a minimum criterion for evaluation. Among the additional dimensions considered by the instructor are the following:

1. *Collegial Interactions:*
  - a. Willingness to provide feedback and suggestions to others.
  - b. Openness to feedback and suggestions from others.
  - c. Utilization of resources within LCCCC and within the group.
  - d. Comporting yourself in a professional manner at all times.
  
2. *Interview Behavior:*
  - a. Attention to the process aspects of the counseling relationship.
  - b. Attention to content, affect, and non-verbal behavior.
  - c. Development of a therapeutic relationship.
  - d. Development of a comprehensive case conceptualization and diagnosis replete with treatment goals.
  - e. Implementation of appropriate counseling techniques and strategies.
  - f. Comfort and ability to work with people with differing values and perspectives
  - g. Awareness of the impact of one's values on clients and the therapeutic process
  
3. *Case Management:*
  - a. Attention to pre-session preparation.
  - b. Integration of theory, research, and practice in case conceptualizations.
  - c. Attention to the development and implementation of referral and consultation skills, particularly in regard to working with other professionals in the Center and in the community.
  
4. *Clinical Supervision:*
  - a. Reviewing audio/video tapes of therapy sessions.
  - b. Preparation of materials, thoughts, issues, and questions prior to supervision.
  - c. Openness to and utilization of supervision.
  - d. Willingness to discuss with the supervisor any problems encountered in the practicum, in group supervision, or with the supervisor.
  - e. Treating the supervisor with respect.
  
5. *Professional Attitude*
  - a. Being appropriately proactive, taking the initiative and responsibility for your training and development as a professional counselor.

- b. You are expected to keep your commitments to the site and to the practicum group. These include, but are not limited to, being prepared for supervision, keeping your scheduled appointments with clients, colleagues, and supervisors, and behaving professionally and responsibly in all related activities.
- c. You are expected to maintain timely case notes for all clients whom you see and turn in your notes at the specified times.
- d. All case materials must be safeguarded for confidentiality. These include chart notes, case presentations, test materials, tapes, etc. Case notes and charts cannot be removed from the site without permission of the supervisor.
- e. You are expected to conduct yourself in a responsible manner, in accordance with legal statutes, ethical principles, and professional standards, in all of your practicum activities [e.g., ACA (2005)].

Grounds for an Unsatisfactory Grade include but are not limited to:

- In the absence of unforeseen and unavoidable circumstances, failure to adhere to expectations a - c *may* be seen as sufficient grounds for insisting that you withdraw from the practicum. A single instance of failure to adhere to expectations d or e *will* be viewed as sufficient grounds for a “U”, insisting that you withdraw from the practicum, with referral to the appropriate Department and University judicial committee(s).
- Failure to complete required assignments (e.g., self-assessments, clinical logs, case presentations)
- Absences
- Failure to complete basic administrative responsibilities (e.g., case notes, taping of sessions, case conceptualization)
- Inappropriate, unprofessional, and/or unethical behavior that is unresponsive to feedback and/or jeopardizes client or colleague welfare
- Unwillingness or inability to take corrective actions in response to supervisory feedback
- Inappropriate imposition of personal values and/or consistent skill deficiencies that are unresponsive to supervisory feedback and compromise clinical work

Name \_\_\_\_\_ Week 4  Week 10

<b>DIRECT SERVICE SUMMARY</b>	<b>HOURS</b>
Individual Counseling	
Group Counseling	
Intake/ Assessment	
Crisis Intervention/Phone Counseling	
<b>TOTAL</b>	

<b>SUPERVISION SUMMARY</b>	<b>HOURS</b>
Site Supervision (Individual)	
Site Supervision (Group)	
Campus Supervision	
<b>TOTAL</b>	

<b>OTHER ACTIVITIES SUMMARY</b>	<b>HOURS</b>
Training, consulting, readings	
Client notes, recordkeeping, other activities	
<b>TOTAL</b>	

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