

Lewis & Clark College
Professional Mental Health Counseling Program
MHC 582/583 and MHCA 582
Mental Health Internship / PMHC-A Internship
Syllabus Cover Sheet

Required Objectives:

Professional Identity Standards (CACREP 2009 Standards)

- 1d. self-care strategies appropriate to the counselor role;
- 1i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- 1j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 2d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- 2f. counselors' roles in eliminating biases, prejudices, and processes
- 5a. an orientation to wellness and prevention as desired counseling goals;
- 5b. counselor characteristics and behaviors that influence helping processes;
- 5c. essential interviewing and counseling skills;
- 5e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- 5f. a general framework for understanding and practicing consultation; and
- 5g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.
- 6d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- 7f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- 7g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
- 8e. the use of research to inform evidence-based practice

Clinical Mental Health Standards (CACREP 2009 Standards)

- A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (2001-A4)
- A3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. (2001-b1)
- A6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.

- B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
- D1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
- D2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
- D3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities
- D4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
- D5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling
- D6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
- D7. Applies current record-keeping standards related to clinical mental health counseling.
- D8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
- D9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.
- F1. Maintains information regarding community resources to make appropriate referrals.
- F2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
- F3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
- H2. 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 caseload management.
- H3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
- H4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.
- J1. Applies relevant research findings to inform the practice of clinical mental health counseling.
- J2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
- J3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.
- L1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
- L2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
- L3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but will not be the only requirements/expectations. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 2 of 6 Human Development							
Demonstrates an understanding of individual and family development	Internship	Highly skilled at identifying the impact individual and family development has on the therapeutic process.:Score: 3	Understands the impact of a person's individual and family development on the therapeutic process: Score 2	Is aware of the impact of a person's individual and family development on the therapeutic process Score: 1	Is unable to apply developmental theory with clients Score:0	Internship Evaluation Item 52	Internship Instructor Review/Referral to BRC or ARC

Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 3 of 6							
Understands and applies diagnosis	Internship	Uses DSM to diagnose clients, integrates into treatment plan, does not rely only on diagnosis for treatment plan Score:3	Uses DSM to diagnose clients, integrates into treatment plan Score: 2	Unable to diagnose clients, inappropriately applies diagnosis Score: 1	Inappropriately uses diagnosis to pathologize client problems or fails to use diagnosis when needed Score: 0	Internship evaluation Item 35	Internship Instructor Review/Referral to BRC or ARC

Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 4 of 6							
Understands and applies interventions	Internship	Skillfully implements a range of interventions with adults Score:3	Consistently implements a range of interventions with adults Score:2 as relev.	Begins to implement a range of interventions with adults Score: 1	Fails to implement a range of interventions with adults Score: 0	Internship Evaluation 37, adult 84, child/adol 85, family	Internship Instructor Review/Referral to BRC or ARC

Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 5 of 6							
Able to gather client data, conceptualize and develop a treatment plan	Internship	Demonstrates high skill at completing intakes and treatment plans consistent with site expectations Score 2 on expectations	Completes intakes and treatment plans consistent with site expectations Score 2 on both	Fails to complete intakes and treatment plans consistent with site expectations		Internship evaluation items 31,34,38	Internship Instructor Review/Referral to BRC or ARC

		Score 3 on all					
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Theory and Research into Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 6 of 6							
Students develop treatment plans and interventions consistent with their own theoretical orientation, a critical evaluation of the literature, client mental health needs and goals in counseling, diagnosis, and best practices in the profession.	Internship	Develops well integrated treatment plans that meet client mental health needs, diagnosis, and goals in counseling that is consistent with student theoretical orientation, evaluation of the literature, and best practices in the profession. Score: 3	Develops treatment plans that meet client mental health needs, diagnosis and goals in counseling. Consistency with theoretical orientation, evaluation of the literature and best practices in the profession adequate. Score: 2	Develops treatment plans that meet client needs, but inadequately address other areas. Score :1	Does not develop tx plans or develops tx plans that focus on one aspect of client and or one intervention Score: 0	Internship Case Presentation AND Internship Evaluation Item 40	Internship Instructor Review/Referral to BRC or ARC

Clinical skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 1 of 5							
Students develop therapeutic communications skills emphasize the client-counselor relationship with individuals and families	Internship Year /Graduation	Demonstrates high level of therapeutic communication skills, is able to develop and maintain very strong counseling relationships Score 3 on all	Demonstrates good level of therapeutic communication skills, is able to develop and maintain very strong counseling relationships Score 2 on most	Demonstrates adequate level of therapeutic communication skills, is able to develop and maintain adequate counseling relationships Score 1 on most	Demonstrates very low level of therapeutic communication skills, is not able to develop and maintain counseling relationships 0 on most	Internship evaluation Items 41,42,50	Internship Instructor Review/Referral to BRC or ARC

Clinical skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As Evidenced by:	Evaluation and Remediation
Goal 2 of 5							
Students facilitate and manage the counseling process with individuals	Internship Year /Graduation	Demonstrates high level of able to facilitate and manage the counseling	Demonstrates good level of able to facilitate and manage the counseling	Is beginning to be able to facilitate and manage the counseling process across	Is not able to facilitate and manage the counseling process	Internship evaluation items 44,45,46,47, 49	Internship Instructor Review/Referral to BRC or ARC

and families		process across longer periods of time and across many different client populations Score 3 on most	process across longer periods of time and across several different client populations Score 2 on most	moderate periods of time and across limited client populations Score 1 on most	across periods of time and across many different client populations Score 0 on most		
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Clinical skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 3 of 5							
Students develop an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.	Internship Year	Score 3 on most	Scores 2 on most	Score 1 on most	Score 0 on most	Internship evaluation :items 63,64,65,66	Internship Instructor Review/Referral to BRC or ARC

Clinical skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 4 of 5							
Students develop an understanding of addiction and co-occurring disorders and counseling skills with clients with addiction and co-occurring disorders.	Internship Year	Score 3 on most	Scores 2 on most	Score 1 on most	Score 0 on most	Internship evaluation :items 70-78	Internship Instructor Review/Referral to BRC or ARC

Clinical skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 5 of 5							
Students develop an understanding of the impact of trauma on clients and	Internship Year	Score 3 on most	Scores 2 on most	Score 1 on most	Score 0 on most	Internship evaluation :items 67,68,69	Internship Instructor Review/Referral to BRC or ARC

demonstrate skills in trauma counseling.							
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Self as Counselor		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 1 of 5							
Demonstrates awareness of their social locations and impact on their life experiences.	Internship Year/Graduation	Demonstrates high level of skill in negotiating impact of counselor social locations on therapeutic process. Score 3 on most	Demonstrates ability to address the impact of counselor social locations in therapeutic process. Score 2 on most	Is able to identify multiple social locations and the impact on personal experience as well as how these impact personal and professional worldview. Score 1 on most	Is unable or unwilling to explore own worldview. Score 0 on one or more	Internship evaluation Items 13,57,59	Internship Instructor Review/Referral to BRC or ARC

Self as Counselor		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 2 of 5							
Demonstrates ability to explore how personal experiences, thoughts, and feelings impact counseling with clients.	Internship	Demonstrates awareness of self, emotional stability, impact of self in the therapeutic relationship, dealing with countertransference, and an understanding of need for lifelong learning. Score 3	Demonstrates self awareness and emotional stability. Immerging use of self in therapeutic process, uses supervision to continue growth. Score 2	Demonstrates self awareness and emotional stability. Immerging use of self in therapeutic process, uses supervision to continue growth. Score 1	Student demonstrates lack of self awareness that impedes learning or client care. Score 0	Internship Evaluation Item 48B	Internship Instructor Review/Referral to BRC or ARC

Self as Counselor		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 3 of 5							
Maintains self care	Internship year	Demonstrates ability to maintain personal wellness to optimize professional competence.	Demonstrates ability to perform adequate self care to enhance personal wellness and	Begins to use self care plan, learns to adapt plan when needed, and seeks supervision and personal	Engages in inadequate self care that impedes learning ability or client care.	Internship Evaluation Items 14, 24 AND MHC 591: Self care	Internship Instructor Review/Referral to BRC or ARC

		Recognizes and proactively addresses early signs of burnout.	ability to attend to professional responsibilities. Recognizes signs of burn out before client care is impacted. Score 2 on both	therapy as needed. Score 1 on one or more	Score 0 on one or more	plan	
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Self as Counselor		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 4 of 5							
Demonstrates awareness of competence and limitations	Internship	Demonstrates clear awareness of competence and limitations, goes above and beyond to seek opportunities for learning using multiple channels	Demonstrates clear awareness of competence and limitations, uses multiple channels to learn/grow (e.g. supervisor, literature search, colleague feedback.	Is under confident or inconsistent in awareness of limitations, unsure when to seek supervision	Overestimates competence does not recognize limitations	Internship Evaluation Item 25	Internship Instructor Review/Referral to BRC or ARC

Self as Counselor		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 5 of 5							
PQE Critical Items: Openness to supervision	Internship	Develops clear supervisory working alliance with faculty, supervisors and peers. Able to determine when/how to express opinions differing from supervisor and to work toward resolution. Score 3 on both	Seeks supervision from faculty, supervisors and peers. Utilizes supervision to grow and develop. Score 2 on both	Same as above Score 1 on one or more	Same as above Score 0 on more or more	Internship Evaluation Items 6,27	Internship Instructor Review/Referral to BRC or ARC

Multicultural Competence		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 1 of 4							
Students develop awareness of the effect of power,	Internship	Addresses impact of therapist cultural	Understands how therapist cultural attitudes and	Understands how therapist cultural	Fails to recognize how therapist	Internship Evaluation Item 15,58	Internship Instructor Review/Referral

privilege, and difference and their own cultural attitudes, beliefs,		attitudes and beliefs on relationship and therapeutic process with client either directly with client or in tx planning as appropriate Score 3 on both	beliefs may impact relationship and therapeutic process with client, begins to develop strategies to address impact Score 2 on both	attitudes and beliefs may impact relationship and therapeutic process with client with supervisor assistance. Score 1 on one or more	cultural attitudes and beliefs impact relationship and therapeutic process with client, and impedes client care. Score 0 on both		to BRC or ARC
Multicultural Competence		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 2 of 4							
PQE Critical items: Responsibility Item 5 Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and other points of view. Integrity Items 3,4,5 Respect for others	Internship		Score of 2 on most	Score of 1 On most	Score of 0 On most	Internship Evaluation: Dispositions 4, 10, 11	Internship Instructor Review/Referral to BRC or ARC

Multicultural Competence		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 3 of 4							
Students recognize limitations of theory and	Internship	Recognizes client worldview,	Recognizes client worldview,	Recognizes, with supervisor	Fails to acknowledge client	Internship evaluation Items 4, 6, 10, 11	Internship Instructor Review/Referral to BRC or ARC
Multiculturally Competent and demonstrates		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 4 of 4							
Learn strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.	Internship	Score 3 problems, and adapts treatment accordingly. Score 3 on both	Score 2 problems and adapts treatment with supervisor assistance Score 2 on both	Score 1 culture and the impact on client problems Score 1 on one or more	Score 0 problems Score 0 on one or more	Internship Evaluation Item 61	Internship Instructor Review/Referral to BRC or ARC

Professional Identity		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 4 of 6							
Demonstrates ability to complete a career assessment and give feedback to client in role play	Internship year	Provides career evaluation and includes career development in tx plans as regular part of planning	Addresses career issues with clients at intake, includes in tx plan as needed	Fails to consider career in tx planning		Internship Evaluation Item 39	Internship Instructor Review/Referral to BRC or ARC

Professional Identity		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 5 of 6							
Demonstrates Understanding of roles & functions of mental health counselors	Internship					Internship Evaluation	Internship Instructor Review/Referral to BRC or ARC

Ethical Practice		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Review and Remediation
Goal 1 of 1							
Understands, and follows ethical standards	Internship	Demonstrates a strong understanding and commitment to ethical standards, recognizes ethical issues independently, demonstrates ability to recognize and remediate ethical errors with supervisor consultation	Demonstrates an understanding of and commitment to ethical standards, recognizes ethical issues independently, recognizes and remediates errors with supervisor assistance. Score 2 on all	Demonstrates an understanding of and commitment to ethical standards, begins to recognize ethical issues with supervision, may make ethical errors without awareness Score 1 on one or more	Does not demonstrate an understanding of ACA Code of Ethics, or does not recognize practical applications. Attempts to hide mistakes or lacks openness to supervision. Score 0 on any	Internship Evaluation 1,9,28,29,30	Internship instructor review. Referral to ARC.

		Score 3 on all					
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Research and Assessment		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Review and Remediation
Goal 5 of 7							
Develops and Utilizes measurable outcomes with clients supported by research literature	Internship	Develops measurable outcomes/goals, supported by the literature and within the therapists theoretical orientation	Develops measurable outcomes/goals supported by literature.	Outcomes/goals are not measurable and/or are not supported by literature	Unable to develop a tx plan	Internship Case Presentation	Internship Instructor Review/Referral to BRC or ARC

Research and Assessment		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Review and Remediation
Goal 6 of 7							
Students demonstrate an understanding of assessment and evaluation in mental health counseling	Internship Year	Score 3	Score 2	Score 1		Internship Evaluation: Item 36	Internship Instructor Review/Referral to BRC or ARC

Research and Assessment		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Review and Remediation
Goal 7 of 7							
Students understand social and cultural factors related to assessment and ethical strategies for using assessment in mental health counseling.	Internship	Score 3	Score 2	Score 1		Internship Evaluation; Item 36	Internship Instructor Review/Referral to BRC or ARC

MHC 582-11/583-11 PMHC/PMHC-A Internship-Syllabus

Summer 2016

Graduate School of Education and Counseling

Lewis and Clark College

Date/Time: May 12 – August 18 ***Thursdays, 9am –12:00p**
Location: Rogers Hall Room 217
Instructor: Antonia Mueller, LPC
Phone: **503-449-7955 (cell)**
Email: amueller@lclark.edu
Office hours: By appointment
Moodle: All info will be found under MHC 582-11

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: Seigel, Daniel J (2010). *The Mindful Therapist*

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 and an outline will be given/discussed in class.**
- **Theoretical Orientation Summary (Part I & Part II):**
-Part I: Students are expected to write a 2-page (3 page maximum) paper based on questions pulled from Intentional Theory Selection (ITS) model. More details will be given in class.
-Part II: Includes a presentation on your theoretical orientation. More details will be given in class.
- **CARES form:** Complete the supervision CARES for week 3-12
- **Book Discussions/Activities:**
Students will be expected to engage in several discussions and participate in activities throughout the course to expand on levels of self-awareness and ability to care for others.

DOCUMENTATION REQUIREMENTS

- Students are required to document the time spent in activities related to the internship.
- The following paperwork for 1st semester completion of internship (I):
 - Hours Summary Form (signed by site supervisor)
 - Site Supervisor Evaluation (signed by site supervisor)
- The following paperwork is due for all internship students upon completion of internship (II).
 - Semester Summary Form for each semester at the site, signed by supervisor
 - Final Summary Form (signed by site supervisor)
 - Site Supervisor Evaluation (signed by site supervisor)
 - Intern's Site Evaluation

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.