

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
MHC 582/583
Mental Health Internship
Syllabus Cover Sheet

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 1e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
- 1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 1l. self-care strategies appropriate to the counselor role
- 2h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
- 3c. theories of normal and abnormal personality development
- 3d. theories and etiology of addictions and addictive behaviors
- 3e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- 5b. a systems approach to conceptualizing clients
- 5c. theories, models, and strategies for understanding and practicing consultation
- 5f. counselor characteristics and behaviors that influence the counseling process
- 5g. essential interviewing and counseling skills
- 5k. strategies to promote client understanding of and access to a variety of community based resources
- 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
- 7m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
- 8b. identification of evidence-based counseling practices

8d. development of outcome measures for counseling programs

8i. analysis and use of data in counseling

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

C2a. roles and settings of clinical mental health counselors.

C2e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

C2l. legal and ethical considerations specific to clinical mental health counseling

C2m. record keeping, third party reimbursement, and other practice and management issues in 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

Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	
Individual Presentation	X
DVD/Video Presentation	X
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	X
Case Study	X
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	X
Other:	

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	Internship Year /Graduation	Demonstrates high level of able to facilitate and	Demonstrates good level of able to facilitate and	Is beginning to be able to facilitate and manage the	Is not able to facilitate and manage the	Internship evaluation items	Internship Instructor Review/Referral

process with individuals and families		manage the counseling process across longer periods of time and across many different client populations Score 3 on most	manage the counseling process across longer periods of time and across several different client populations Score 2 on most	counseling process across moderate periods of time and across limited client populations Score 1 on most	counseling process across periods of time and across many different client populations Score 0 on most	44,45,46,47, 49	ral to BRC or ARC
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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	Internship Year	Score 3 on most	Scores 2 on most	Score 1 on most	Score 0 on most	Internship evaluation	Internship Instructor

understanding of the impact of trauma on clients and demonstrate skills in trauma counseling.						Items 67,68,69	Review/Referral to BRC or ARC
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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. Immersing use of self in therapeutic process, uses supervision to continue growth. Score 2	Demonstrates self awareness and emotional stability. Immersing 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. Recognizes and proactively addresses early signs of burnout.	Demonstrates ability to perform adequate self care to enhance personal wellness and ability to attend to professional responsibilities. Recognizes signs of burn out before client care is impacted. Score 2 on both	Begins to use self care plan, learns to adapt plan when needed, and seeks supervision and personal therapy as needed. Score 1 on one or more	Engages in inadequate self care that impedes learning ability or client care. Score 0 on one or more	Internship Evaluation Items 14, 24 AND MHC 591: Self care plan	Internship Instructor Review/Referral to BRC or ARC
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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, privilege, and difference and their own cultural attitudes, beliefs,	Internship	Addresses impact of therapist cultural attitudes and beliefs on relationship and therapeutic process with client either directly with client or in tx planning as appropriate Score 3 on both	Understands how therapist cultural attitudes and beliefs may impact relationship and therapeutic process with client, begins to develop strategies to address impact Score 2 on both	Understands how therapist cultural attitudes and beliefs may impact relationship and therapeutic process with client with supervisor assistance. Score 1 on one or more	Fails to recognize how therapist cultural attitudes and beliefs impact relationship and therapeutic process with client, and impedes client care. Score 0 on both	Internship Evaluation Item 15,58	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 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 research to apply to all people and demonstrates awareness of need to adapt to	Internship	Recognizes client worldview, social locations, and culture and the impact on	Recognizes client worldview, social locations, and culture and the impact on client	Recognizes, with supervisor assistance, client worldview, social locations,	Fails to acknowledge client worldview, social locations, culture and the impact on	Internship evaluation Items 16,60	Internship Instructor Review/Referral to BRC or ARC

individual client worldview, culture and social location		client problems, and adapts treatment accordingly. Score 3 on both	problems and adapts treatment with supervisor assistance Score 2 on both	culture and the impact on client problems Score 1 on one or more	client problems Score 0 on one or more		
Multicultural Competence		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 4 of 4							
Learns strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.	Internship	Score 3	Score 2	Score 1	Score 0	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. Score 3 on all	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.

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	Internship Year	Score 3	Score 2	Score 1		Internship Evaluation: Item 36	Internship Instructor Review/Referr

of assessment and evaluation in mental health counseling							al to BRC or ARC
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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

PMHC/PMHCA Internship - Adult/Child

Jeff Christensen, PhD
Rm 329 Rogers Hall
503-768-6071

Tentative syllabus for MHC 582/583 - Fall 2017

Office hours: Email for appt. or
before and after class
jchristensen@lclark.edu

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:

Refer to Syllabus Cover Sheet

Course Readings: ***Readings as assigned based on issues as they arise in the semester.***

Note: 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 (x7156). After you have submitted documentation and filled out paperwork there for current semester requesting accommodations, staff in that office will notify me of the accommodation for which you are eligible.

Methods of Evaluation:

- Coming to class prepared to share current experiences in your internship and client issues that you want to sound out with peers.
- Participation in discussion and feedback to client/site supervision issues of peers.
- One comprehensive written case conceptualization and presentation over the semester (video preferred but optional).
- Documentation of work/hours completed.
- Site Supervisor's evaluation of performance.

Requirements for credit:

- **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 completion of a minimum of 240 hours of supervised direct counseling client contact with individual, couples, families and groups combined over 2 semesters at assigned internship sites and 600 total hours.
- Present one comprehensive case summary/conceptualization (see below for details)
- Submit weekly documentation of supervision session [CARE note] 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. Failure to follow ethical guidelines and/or nondisclosure of ethical errors and seeking of appropriate supervision may result in dismissal from the internship and/or Professional Mental Health Counseling Program.
- 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 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: Attendance and active participation is critical to learning in an internship experience. The group supervision course for internship will meet once every two weeks, making attendance even more crucial. One absence from class per semester for extenuating reasons is allowed, but you will need to make up the absence by attending one of the other sections of supervision the following week (Amy, Stella, or Cort's sections). You will need to communicate with these instructors in advance before attending their class. More than once absence may lead to a failure to complete requirements for credit.

BE ON TIME FOR CLASS! Your comments and contributions are invaluable to the supervision process, your colleagues will need it! If you arrive to class more than 30 minutes late or leave more than 30 minutes early, you will be considered to be absent from class for that day.

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 refer to them by a pseudonym. If materials are copied that contain client names, the name should be blacked out with a black felt tri-pen.
- Optional videotapes of client counseling sessions should be kept on an IronKey encrypted flash drive 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 need to follow confidentiality guidelines.
- What we discuss in class **STAYS IN THE CLASSROOM!**

Class Structure:

First part of class: Group supervision – Each intern will share how they are doing, challenges they are having personally or professionally, or issues related to their internships/clients. Each intern will identify one client, or topic they need to discuss. This can be a client, a site issue, a personal issue related to counseling, etc. If you do not discuss an issue, we will question and question you about everything that is going on!

Issues involving suicide, child abuse reporting, or major ethical considerations should always be discussed!

Second part of class: Formal presentations on scheduled date.

Guidelines for Comprehensive Case Summary/Conceptualization

- Brief overview of theoretical orientation demonstrated in a non-written/non-narrative way. This might be a chart, drawing, painting or extended metaphor. Our feedback will be designed to help you find a better fit between your theory and your work with clients (15 minutes)
- Handout of presentation must include all categories listed below and uploaded to Moodle the night before class.

- Review/present written case emphasizing theoretical conceptualization (5 minutes)
- Specifically state feedback you are seeking (1 minute)
- Class views 10-15 minute section of videotaped counseling session if available (15-20 minutes presentation on client if not.)
- Class discussion and feedback 20-40 minutes

Case Conceptualizations must include ALL of the following sections/areas.

- I. Overview of theoretical perspective, presented as a visual model (chart, painting, drawing).
- II. Chief Complaint/Presenting problem
- III. Demographic Data
- IV. History of the present illness
- V. Family issues/influences
- VI. Psychiatric/Medical concerns, medical/medication history of client and family
- VII. Substance Use, Abuse, Dependence History of client and family
- VIII. Cognitive/Affective/Behavioral/Physical Status (mini Mental Status Exam)
- IX. Client Strengths/weaknesses
- X. Diagnostic summary
- XI. Treatment plan consistent with theoretical orientation (include treatment goals and remember realistic, timely and measurable!)
- XII. Transference/Counter transference issues
- XIII. Ethical issues involved

Class Schedule: Tentative!

September 6: Introductions, syllabus review, schedule individual meeting, overview of class format

September 20: Case discussion all students. Come prepared to discuss one of your clients, use form provided to guide oral presentation of case data, working hypothesis/case conceptualization, feedback needed from group.

October 11: Case Presentation _____
Case Presentation _____

October 18: Case Presentation _____
Case Presentation _____

November 1: Case Presentation _____
Case Presentation _____

November 15: Case Presentation _____
Case Presentation _____

November 29: Case Presentation _____
Case Presentation _____

December 13: Wrap up, End of semester reflections

Supervision CARE Note (continue on back for each section if necessary)

Student name: _____ Date of Supervision: _____

Clients (List all current clients/groups, presenting problem/dx, # of visits, & possible risk factors)

Analysis/reflection (Synopsis of cases/issues discussed this session, what I learned, was it helpful):

Recommendations from supervisor:

Ethical Issues (List any relevant or possible ethical issues regarding clients, supervision, or the site):