

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	
Course Readings	X
Group Presentation	
Individual Presentation	X
DVD/Video Presentation	
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	X
Case Study	X
Debate	
Class Visitor / Guest Lecturer	

Off-Campus / Field Visit	
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	Consistently implements	Begins to implement a	Fails to implement	Internship Evaluation	Internship Instructor

		range of interventions with adults Score:3	a range of interventions with adults Score:2 as relev.	range of interventions with adults Score: 1	a range of interventions with adults Score: 0	37, adult 84, child/adol 85, family	Review/Referral to BRC or ARC
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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 3 on all	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

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 communication 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 <i>good</i> 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 Score 0 on most	Internship evaluation Items 41,42,50	Internship Instructor Review/Referral 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 2 of 5							
Students facilitate and manage the counseling process with individuals and families	Internship Year /Graduation	Demonstrates high level of able to facilitate and manage the counseling process across longer periods of time and across many different client populations Score 3 on most	Demonstrates good level of able to facilitate and manage the counseling process across longer periods of time and across several different client populations Score 2 on most	Is beginning to be able to facilitate and manage the counseling process across moderate periods of time and across limited client populations Score 1 on most	Is not able to facilitate and manage the counseling process across periods of time and across many different client populations Score 0 on most	Internship evaluation items 44,45,46,47, 49	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 3 of 5							
Students develop an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other	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

group work approaches.							
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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 demonstrate skills in trauma counseling.	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

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.	Demonstrates ability to address the impact of counselor social locations in therapeutic process	Is able to identify multiple social locations and the impact on personal experience as well as	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

		Score 3 on most	Score 2 on most	how these impact personal and professional worldview Score 1 on most			
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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. 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

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	Internship	Addresses impact of therapist cultural attitudes and beliefs on relationship	Understands how therapist cultural attitudes and beliefs may impact relationship	Understands how therapist cultural attitudes and beliefs may impact	Fails to recognize how therapist cultural attitudes and beliefs impact	Internship Evaluation Item 15,58	Internship Instructor Review/Referral to BRC or ARC

their own cultural attitudes, beliefs,		and therapeutic process with client either directly with client or in tx planning as appropriate Score 3 on both	and therapeutic process with client, begins to develop strategies to address impact Score 2 on both	relationship and therapeutic process with client with supervisor assistance. Score 1 on one or more	relationship and therapeutic process with client, and impedes client care. Score 0 on both		
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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 individual client worldview, culture and social location	Internship	Recognizes client worldview, social locations, and culture and the impact on client problems, and adapts treatment accordingly.	Recognizes client worldview, social locations, and culture and the impact on client problems and adapts treatment with supervisor assistance	Recognizes, with supervisor assistance, client worldview, social locations, culture and the impact on client problems	Fails to acknowledge client worldview, social locations, culture and the impact on client problems Score 0 on one or more	Internship evaluation Items 16,60	Internship Instructor Review/Referral to BRC or ARC

		Score 3 on both	Score 2 on both	Score 1 on one or more			
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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 remediates 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 measureable outcomes with clients supported by research literature	Internship	Develops measureable outcomes/goals, supported by the literature and within the therapists theoretical orientation	Develops measureable outcomes/goals supported by literature.	Outcomes/goals are not measureable 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

Lewis and Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology

Mental Health Counseling & Mental Health – Addictions Counseling Internship
MHC 582-03/583-03
Rogers Hall, Room 219, Mondays 1:00-4:00pm
September 17, 2018 – December 10, 2018
This class meets every other week

Cort Dorn-Medeiros, PhD, LPC, CADC III
Rogers Hall 427
Office Phone: 503-768-6147
dorn-medeiros@lclark.edu

Office Hours: Please call or e-mail to schedule an appointment.

Required Reading:

Ratts, M., Singh, A., Nassar-McMillan, S., Butler, S.K., & McCullough, J. (2015). *Multicultural and Social Justice Counseling Competencies*. The American Counseling Association.
Available for free download: <http://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>

Recommended Readings:

- Joiner Jr, T. E., Van Orden, K. A., Witte, T. K., & Rudd, M. D. (2009). *The interpersonal theory of suicide: Guidance for working with suicidal clients*. American Psychological Association.
- Miller, W. & Rollnick, S. (2012). *Motivational Interviewing: Helping People Change*, 3rd Edition. Guilford Press.
- Safran, J. (1993). Breaches in the therapeutic alliance: An area for negotiating authentic relatedness. *Psychotherapy*, 30(1), 11-24. Available for free download via <http://www.safranlab.net>
- Safran, J. & Kraus, J. (2014). Alliance ruptures, impasses, and enactments: A relationship perspective. *Psychotherapy*, 51(3), 381-387. Available for free download via <http://www.safranlab.net>
- Safran, J. D., & Muran, J. C. (2000). *Negotiating the therapeutic alliance: A relational treatment guide*. Guilford Press.
- Safran, J., Muran, C., Samstag, L., & Stevens, C. (2002). Repairing Alliance Ruptures. In J.C. Norcross (Ed.), *Psychotherapy Relationships That Work*. 235-254. New York: Oxford University Press. Available for free download via <http://www.safranlab.net>

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.

Textbook:

ALL STUDENTS MUST READ ARTICLES/READINGS FROM MOODLE LINKS AS ASSIGNED

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 the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Methods of Evaluation:

- Sharing current experiences in your internship to sound out with peers
- Participation in discussion and feedback to client/site/supervision issues of peers
- One comprehensive written case conceptualizations and presentation over the semester (video preferred, not required but optional)
- Documentation of work completed
- Site supervisor's evaluation of performance
- Satisfactory performance on the Professional Qualities Evaluation Form

Requirements for credit:

- Complete a minimum of 240 hours of supervised direct counseling/client contact with individuals, couples, families and groups combined over 2 semesters at assigned internship sites, other hours to total 600 over 2 semesters.
- Complete one written case presentation/extended check-in)
- Submit **weekly** documentation of supervision [CARE note] session to faculty supervisor during class.
- Satisfactory evaluations from on-site supervisor and on-campus instructor/supervisor. This includes satisfactory responses to ethical dilemmas and challenges.
- Attendance and active participation in on-campus intern supervision class for two full semesters.
- Demonstration of ability to accept and respond responsibly to both site and campus supervision.
- Demonstration of ability to work collaboratively with colleagues at the internship site and on campus.

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

Attendance: Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work. Being 30 minutes late to class or leaving 30 minutes early (except when class is dismissed early) will be considered one absence.

A Note on Confidentiality: Much of our class discussion and most of the written work you do for this class will contain information about clients. All such private information falls within our shared responsibility for maintaining its confidentiality and protecting the privacy of our clients. Guidelines for fulfilling our responsibilities in this regard include the following:

- Written materials referring to clients should either refer to them by their initials or a by a pseudonym. If the materials are copied and contain the client's name, the name should be blocked out with a black felt tip pen.
- Videotapes of client counseling sessions should be kept secure and should be erased when they have been viewed.
- Classroom doors will be closed when we are discussing cases or viewing videos of actual clients.
- Written materials you turn in for review must follow confidentiality guidelines.
- Remember, what we talk about in the classroom STAYS IN THE CLASSROOM!

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 (see brief conceptualization requirement) or a topic they need to discuss. This can be a client, a site issue, a personal issue related to functioning as a counselor, career issues, etc. If you do not discuss an issue, we will question and question you about everything that is going on!

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

Second part of class: Comprehensive Case Summary/Conceptualization (aka extended check- in) on scheduled date(s).

**Guidelines for Comprehensive Case Summary/Extended Check-In:
Due one time per semester**

Structure of Presentations:

- Before talking about the client, present a brief overview of your theoretical orientation demonstrated in a non- written/non- narrative way. This might be a chart, drawing, painting, dance or extended metaphor. Our feedback will be, in part, designed to help you to find a better fit between your theory and your work with clients (about 10 minutes)
- After completing the interpretive theoretical orientation presentation and before presenting the client, clearly communicate to the class the reason you chose this client and the type of feedback you hope to receive. Say what you hope will be different for you after the presentation.
- Write a brief handout of your presentation/paper that must include all categories listed below. This will be distributed to your classmates so they can follow along during your presentation. As an alternative, you may use the template provided by the instructor on Moodle. Please e-mail your handout to the instructor the night before your presentation so it can be uploaded to Moodle. You may also bring in hard copies if you prefer.
- **You must upload your full case write-up to Taskstream by Noon on December 10, 2018.**
- Review/present written case emphasizing theoretical conceptualization (15 minutes)
- Class discussion and feedback 20- 40 min

Handout must include all of following sections/areas. List each numerical (so that all of them are listed) as categories, and if the category is non-applicable, state this under the category. Do not omit any of the following categories:

- I. What you want from the class in relation to feedback, advice, knowledge, etc.
Communicate the reason you chose this client and what you hope will be different after your presentation.
- II. Chief complaint/presenting problem
- III. Demographic data
- IV. History of the present illness
- V. Family issues/influences
- VI. Psychiatric/Medical: Medical/RX history for client and family
- VII. Substance Use, Abuse, Dependence History: Client and Family
- VIII. Cognitive/Affective/Behavioral/Physical Status (mini Mental Status Exam)
- IX. Client strengths/weaknesses
- X. Diagnostic Summary: DSM-5 diagnosis and brief explanation
- XI. Treatment plan consistent with your theoretical orientation (include short-term goals and longer term, theory-consistent objectives.
- XII. Transference/Counter transference issues
- XIII. Ethical Issues involved

Tentative Weekly Agenda*

Date	Topic(s)	Assignment
9/17/18	Introductions Syllabus Review Schedule case presentations	N/A
10/1/18	Check-in Informal case/client issues Case presentations	Case presentations
10/15/18	Check-in Informal case/client issues Case presentations	Case presentations
10/29/18	Check-in Informal case/client issues Case presentations	Case presentations
11/12/18	Check-in Informal case/client issues Case presentations	Case presentations
11/26/18	Check-in Informal case/client issues Case presentations	Case presentations
12/10/18	Check-in Informal case/client issues Case presentations Last class wrap-up	Case presentations Upload case write-up to Taskstream no later than Noon

***Please Note: The weekly schedule is offered as a guideline only and is subject to revision by the instructor based on the needs of the class.**