

**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**

<b>Instruction Method</b>	<b>Mark All That Apply</b>
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	X
Group Supervision	X
Case Study	X
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other: Students will also be working with real clients a their internship sites.	

## 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
<b>Goal 2 of 6 Human Development</b>							
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
<b>Goal 3 of 6</b>							
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
<b>Goal 4 of 6</b>							
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
<b>Goal 5 of 6</b>							
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
<b>Goal 6 of 6</b>							
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
<b>Goal 1 of 5</b>							

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 <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 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

<b>Clinical skill</b>		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
<b>Goal 4 of 5</b>							
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

<b>Clinical skill</b>		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
<b>Goal 5 of 5</b>							
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

<b>Self as Counselor</b>		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
<b>Goal 1 of 5</b>							
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	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

				professiona l 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
<b>Goal 2 of 5</b>							
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
<b>Goal 3 of 5</b>							
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
<b>Goal 4 of 5</b>							
Demonstrates awareness of	Internship	Demonstrates clear awareness	Demonstrates clear awareness of	Is under confident or	Overestimates competence	Internship Evaluation Item 25	Internship Instructor

competence and limitations		of competence and limitations, goes above and beyond to seek opportunities for learning using multiple channels	competence and limitations, uses multiple channels to learn/grow (e.g. supervisor, literature search, colleague feedback.	inconsistent in awareness of limitations, unsure when to seek supervision	does not recognize limitations		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
<b>Goal 5 of 5</b>							
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
<b>Goal 1 of 4</b>							
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
<b>Goal 2 of 4</b>							
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
<b>Goal 3 of 4</b>							
Students recognize limitations of theory and	Internship	Recognizes client worldview,	Recognizes client worldview,	Recognizes, with supervisor	Fails to acknowledge client	Internship evaluation Items	Internship Instructor Review/Referral
Multicultural Competence and demonstrates		Proficient (A) locations, and culture and the	Benchmark (B) locations, and culture and the impact on	Emerging (C) client worldview, social	Inadequate /Fail locations, cultural	AS 16,60 evidenced by:	Evaluation and Remediation
<b>Goal 4 of 4</b>							
Learns 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
<b>Goal 4 of 6</b>							
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
<b>Goal 5 of 6</b>							
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
<b>Goal 1 of 1</b>							
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	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	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.

		errors with supervisor consultation Score 3 on all		Score 1 on one or more			
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Research and Assessment		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Review and Remediation
<b>Goal 5 of 7</b>							
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
<b>Goal 6 of 7</b>							
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
<b>Goal 7 of 7</b>							
Students understand social and cultural factors related to assessment and	Internship	Score 3	Score 2	Score 1		Internship Evaluation; Item 36	Internship Instructor Review/Referral to BRC or ARC

ethical strategies for using assessment in mental health counseling.							
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**Spring 2020 MHC and MHCA 582/583 Adult/Child Mental Health Internship**  
**3 credits, CR/NC, Mondays 5:30-8:30 p.m. biweekly**  
**Corbett Annex 100**

Nathaniel Brown, Ph.D., CSW-A  
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Office: 503.768.6096  
[nbrown@lclark.edu](mailto:nbrown@lclark.edu)

Office hours:  
Schedule appointment via Zoom

*Please email me to make appointments for office hours! If I have no appointments scheduled during office hours, I may schedule meetings or other appointments during those times.*

**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:**

**Yalom, I. (2002). *The Gift of Therapy***

**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.
- Upload at least one resource on Moodle (on the day you present)
- 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. If you miss a class you must attend another section the following week.
- 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!

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**Ethical Guidelines:** Students are expected to follow the ethical guidelines put forth by the American Counseling Association and to seek supervision when there is case confusion or an ethical dilemma to be resolved. Failure to follow ethical guidelines and/or non-disclosure of ethical problems and the seeking of appropriate supervision may result in dismissal from the practicum and/or counseling program. To follow ethical guidelines in relation to clients and to respect the work of our peers it is of fundamental importance that the contents of group discussion be regarded as absolutely confidential.

**Confidentiality and Informed Consent:** Students will make their clients aware they are enrolled in the M.A. or M.S. program in Professional Mental Health Counseling at Lewis and Clark College and that they are working under supervision. Clients should know that they are being observed and videotaped and that the counseling experience will be discussed for training purposes.

**Informed Consent, Professional Disclosure Statement, and other forms** will be used with all clients that delineate what information about them will be used (and how it will be protected) and for what purpose. Clients under the age of 14 must have the forms signed by a parent or legal guardian. This informed consent is required in addition to any of the other forms. Students will be vigilant in keeping records and tapes secure during transportation for the purpose of keeping client information confidential.

**Mandated Reporting:** Students will make mandated reports in accordance with Oregon law. Any questions about what constitutes a report or how to make a report should be immediately discussed with your instructor or the back-up supervisor. Students will utilize policies and forms related to making mandated reports as provided at the Lewis and Clark Community Counseling Center.

**Attendance:**

- It is essential that students attend each class session to receive credit for the required supervision and to provide reliable, ethical, and competent client care.
- Any missed classes will require make-up work including any of the following; written work including research, transcript of counseling session and professional reading with written review.
- Any “planned absences” must be discussed with and approved by the course professor at least two weeks in advance of the absence.
- In case of illness and true emergencies, please notify site supervisor, center supervisor, and your client as soon as possible.
- More than one absence a semester could result in a failure to complete the class.
- Any unexcused absences or failure to notify supervisors of absences will also result in the loss of supervision credit and counseling hours for that week as well as a meeting with the campus supervisor to determine outcome which might include receiving a failing grade for the class
- Late to class: More than 20 minutes will require make-up work at the discretion of the professor. Please implement the necessary boundaries for leaving work or internship sites on time. Arriving late impacts the work of your classmates.

**Laptops and Cell Phones:** Due to the experiential nature of the class laptops may be used only when designated by the instructor. Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell. Laptops and cell phones may of course be used on breaks. Please come prepared to take hand written notes. If a disability requires the use of a laptop please let the instructor know at the beginning of the semester.

**Teaching Statement:** My pedagogical philosophy is influenced by my professional and personal experiences as a college counselor, college student affairs professional, counselor educator, and counselor supervisor. My philosophy is an evolutionary process changing over time because of my professional experience and development in the classroom. As an educator, I believe in challenging students to creatively learn the fundamental content of required courses; broaden thinking about what constitutes mental health challenges in client or student development, disabilities, and holistic approaches towards improvement; develop critical thinking skills through a social justice lens in the context of diverse populations; and function effectively in an information and global economy. According to McKeachie (2002), most American universities have viewed scholarship as published research, but teaching and shared learning are equally important to prepare future professional mental health counselors as competent practitioners. Furthermore, I believe that students need to demonstrate their ability to master the content, ideas, philosophy, and transferrable skills of a counseling professional. One of the assumptions in the Student Learning Imperative (1996) that resonates with my values and beliefs include the concepts of "learning," "personal development," and "student development" as inextricably intertwined and inseparable. Higher education traditionally has organized its activities into "academic affairs" (learning, curriculum, classrooms, cognitive development) and "student affairs" (co-curriculum, student activities, residential life, affective or personal development). However, this dichotomy has little relevance to post-college life, where the



quality of one's job performance, family life, and community activities are all highly dependent on cognitive and affective skills. Indeed, it is difficult to classify many important adult skills (e.g., leadership, creativity, citizenship, ethical behavior, self-understanding, teaching, mentoring) as either cognitive or affective. And, recent research shows that the impact of an institution's "academic" program is mediated by what happens outside of the classroom. Peer group relations, for example, appear to influence both affective and cognitive development. Additionally, as stated and highly emphasized in the Student Learning Imperative (1996), I further believe that learning and personal development occur through transactions between students and their environments broadly defined to include other people (faculty, student affairs staff, peers), physical spaces, and cultural milieus.

**Supervision Statement:** I integrate Stoltenberg (1981) and Stoltenberg and Delworth (1987); Stoltenberg, McNeill, and Delworth (1998); Falender & Shafranske (2004); Haynes, Corey, & Moulton (2003) with Bernard and Goodyear's (1992) Discrimination Supervision Model and Relational Cultural Supervision (Jordan, 2009) for this class. You will become familiar with my structure and style of feedback based on the aforementioned supervision models throughout the semester. It will be important to learn how to receive and implement feedback with clients and peers in your learning experience as a counselor-in-training.

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

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**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 and your therapeutic relationship up to this point, such as how many sessions you have seen the client for, obstacles/successes in the relationship, etc. 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 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.
- Handout of presentation **MUST INCLUDE ALL CATEGORIES LISTED BELOW (uploaded to Moodle the night before class). Must also upload to Taskstream!!**
- 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 numeral (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/Cultural considerations
- 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

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments for Following Week</b>
5/11/2020 (1 <sup>st</sup> class)	Syllabus & Course Overview-Sign up for <b>Case Presentations</b>	Chapters <b>1-20</b> (pp. 1-64) <i>The Gift of Therapy</i>
5/25/2020 (2 <sup>nd</sup> Class)	Case Presentations/Chosen Topic to Discuss & Yalom	Chapters <b>21-31</b> (pp. 68-96) <i>The Gift of Therapy</i>
6/8/2020 (3 <sup>rd</sup> Class)	Case Presentations/Chosen Topic to Discuss & Yalom	Chapters <b>32-45</b> (pp. 99-138) <i>The Gift of Therapy</i>
6/22/2020 (4 <sup>th</sup> Class)	Case Presentations/Chosen Topic to Discuss & Yalom	Chapters <b>46-57</b> (pp. 139-170) <i>The Gift of Therapy</i>
7/6/2020 (5 <sup>th</sup> class)	Case Presentations/Chosen Topic to Discuss & Yalom	Chapters <b>58-67</b> (pp.171-200) <i>The Gift of Therapy</i>
7/20/2020 (6 <sup>th</sup> Class)	Case Presentations/Chosen Topic to Discuss & Yalom	Chapters <b>68-77</b> (pp. 201-226) <i>The Gift of Therapy</i>
8/3/2020 (7 <sup>th</sup> Class)	Case Presentations/Course Wrap-Up/Evals	Chapters <b>78-85</b> (pp. 227-255) <i>The Gift of Therapy</i>
	<p>All class assignments are due on the last day of class by 11:30 p.m. (August 3, 2020). However, students are encouraged to submit care notes weekly so not to become behind, and to demonstrate weekly work with clients. Students may use the course schedule to help manage their own due dates, but if you would like documented feedback beyond feedback during class, please submit your care notes weekly.</p>	

