

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

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 |
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| 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 |
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| 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 |
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| 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 both 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 |
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| 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 |
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| Goal 1 of 5 | | | | | | | |

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| 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 |
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| 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 |
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| Goal 3 of 5 | | | | | | | |
| Students develop an understanding of group development, dynamics, counseling theories, group counseling methods and | 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 |

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| skills, and other group work approaches. | | | | | | | |
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| Clinical skill | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate /Fail | As evidenced by: | Evaluation and Remediation |
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| 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 |
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| 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 |
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| 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 | Demonstrates ability to address the impact of counselor social locations in | Is able to identify multiple social locations and the impact on personal | 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 |

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| | | therapeutic process. Score 3 on most | therapeutic process Score 2 on most | experience as well as 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 |
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| 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 |
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| 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 |
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| 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 |
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| 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 |
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| Goal 1 of 4 | | | | | | | |
| Students develop awareness of the effect of power, privilege, and | Internship | Addresses impact of therapist cultural attitudes and | Understands how therapist cultural attitudes and beliefs may | Understands how therapist cultural attitudes | Fails to recognize how therapist cultural | Internship Evaluation Item 15,58 | Internship Instructor Review/Referral to BRC or ARC |

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

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| worldview, culture and social location | | and adapts treatment accordingly. Score 3 on both | treatment with supervisor assistance Score 2 on both | on client problems Score 1 on one or more | Score 0 on one or more | | |
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| Multicultural Competence | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate /Fail | As evidenced by: | Evaluation and Remediation |
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| 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 |
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| Goal 5 of 6 | | | | | | | |
| Demonstrates Understanding of roles & functions of | Internship | | | | | Internship Evaluation | Internship Instructor Review/Referral to BRC or ARC |

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| mental health counselors | | | | | | | |
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| Ethical Practice | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate /Fail | As evidenced by: | Review and Remediation |
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| 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 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 |
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| 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 |
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| 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

MHC 582/583 & MHC A 582
Mental Health Internship
Amy M Rees
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Office hours
Please call office for appt.

Course Readings:

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

Catalog Description: Internship in a community setting. Participants engage in counseling and related professional activities under supervision. Students write reports, prepare case histories, and submit work samples for supervisory review.

Goals: See cover sheet

Course Description:

This course provides group supervision to students in their mental health internship placement. This format is designed to provide students with experiences in addition to the on-site supervision each student will receive. The class will use a developmental model to focus on counselor growth in competence (skills, techniques), purpose and direction (goal setting, direction in counseling), theoretical identity (application of theory), ethics, respect for individual differences and diversity, and counselor self awareness, sense of personal motivation, and development of appropriate autonomy.

Class activities will primarily be organized to provide time in each class period for case review, student presentations, supervision focused on above model, consultation with peers, and discussion of readings. As part of this process students will develop an understanding of the role of supervision for counselors in order to learn to become active participants in their personal and professional growth. In order for supervision to be effective and useful for the supervisee (student), a working alliance between supervisors (on campus and on site) and supervisees is vital to the process.

Class discussion will provide each supervisee with support, critical feedback, and treatment suggestions and recommendations. Coordination will occur between the supervisors. Students are expected to

provide information as accurately and completely to both supervisors in order to facilitate this process. Additionally, the discussion addresses topics concerning transference and counter-transference issues, personal concerns, and interpersonal communication. IT IS OF FUNDAMENTAL IMPORTANCE THAT THE CONTENTS OF GROUP DISCUSSIONS BE REGARDED AS STRICTLY CONFIDENTIAL.

It is intended that mental health interns will complete the internship prepared for entry into the professional community with the skills necessary to provide competent and effective treatment services.

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.
 - Video recordings of client counseling sessions should be kept secure and should be erased when they have been viewed. They should be in a password protected file, preferably on an IronKey or other encrypted drive.
 - Classroom doors will be closed when we are discussing cases or viewing videos of actual clients.
 - Written materials you turn in for review must follow confidentiality guidelines.
 - NEVER, NEVER leave materials in your car unattended. Even if you are just running into a store for coffee – take your bag with materials with you. It takes 30 seconds to break a window and grab a bag and it HAS happened to our students before.
 - Remember, what we talk about in the classroom STAYS IN THE CLASSROOM!
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Course Requirements:

1) **Attendance:** Attendance and active participation are ESSENTIAL. More than ONE absence from class per semester may result in a grade of "no credit." Please call me in advance if you have any problems preventing you from attending class. You may be able to attend the "off week" section of internship with me with advance permission. Missed classes not made up will require SIGNIFICANT makeup work which may include any or all of the following: meeting with me to make up time missed, written work, or additional documentation of supervision in a group setting on-site.

Active participation is defined as bringing video of sessions to class for case review on a regular basis, offering feedback to others in an appropriate manner, participation in class discussions, and presentation of articles as assigned.

2) **Program/Internship Expectations:** Students are expected to meet all requirements for the program and internship as outlined in the Counseling Psychology Student Handbook, Internship Handbook, and Internship Contract. This includes receiving satisfactory ratings on the evaluation form from the on-site supervisor.

3) **Ethical Behavior:** Students are expected to understand and follow ethical guidelines, and to seek supervision when there is confusion or an ethical dilemma to be resolved. The student must inform both the on-site supervisor and the faculty supervisor in the event that an ethical error is made. Failure to

follow ethical guidelines and/or non-disclosure of ethical errors and seeking of appropriate supervision may result in dismissal from the internship and/or counseling psychology program.

4) **Case Presentation:** Students are expected to do one formal case presentation, using the format from CPSY 549 (if you took the course from me) or I will provide a format. You will turn in a written case summary and treatment plan. Be prepared to discuss your conceptualization of the case and choice of treatment goals. **Dates will be scheduled for each student. 30 minutes, 15 presentation, 15 feedback/discussion.**

5) **CARE form:** Complete the supervision CARE form each week and uploaded to Moodle. NOTE: this must be done EVERY WEEK, even when internship class does not meet.

6) All final hours forms and evaluations will be uploaded to the Moodle page for the program(s):

[PMHC/PMHC-A 2020 Practicum/Internship Hours Logs and Evaluations](#)

Due to the COVID limitations for office staff and faculty to be on-site, we also need for you to upload all of your prior paperwork from PRACTICUM 1 & 2.

7) **Other:** Other assignments may be required as needed for optimal student development, and based on your individual needs.

Documentation required by semester end:

First semester internship students:

Evaluation by the on-site supervisor

Spring hours summary sheet (logged at link sent to you in email)

Second semester internship students:

Evaluation by the on-site supervisor

Fall hours summary sheet (logged at link sent to you in email)

Site evaluation (your evaluation of the site)

Spring hours summary sheet (logged at link sent to you in email)

Exit survey (anonymous, print thank you page, sign)

Grading: Although this class is graded on the basis of credit/no credit, completion of all requirements at a satisfactory level of competence is necessary to obtain credit. Each student will be evaluated in the areas of counseling competence, self-awareness, theoretical knowledge, integration and application, ethical considerations, effectiveness of oral and written communication, and openness to feedback/supervision. Judgments about what constitutes satisfactory performance will be made by the

campus instructor in collaboration with the on-site supervisor. Final decisions will be made by the campus instructor.

Evaluation methods include written work, observation, tape review, case study, and in class participation/performance. I will visit you at your site and meet with your supervisor at minimum one time during the semester. I will also have telephone contact with the supervisor as needed.

All students will receive a Credit grade at the end of each semester if all requirements of the internship are met. Completion of the required number of hours is only one of the minimum standards, Students must also demonstrate the appropriate growth and skills as outlined above and in the Internship Manual and Contract. Sometimes students need more than two semesters to develop and demonstrate the requirements of a master's level counselor. Also, occasionally a student will have personal issues or life events that make it impossible to develop as a counselor, and the student will be encouraged or required to take time off for self-care. In the event that the internship needs to be interrupted or discontinued, a plan will be developed in conjunction with the instructor, on-site supervisor, and other faculty members in the department.

Students with Disabilities

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Office of Student Accessibility in Albany Quadrangle (503-768-7192). 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.

Class format: Check in (personal and professional), emergency issues, ethical issues, case presentation(s)

Class Schedule: 1/24, 2/7, 2/21, 3/7, 3/28, 4/11, 4/25

1/24: Introductions, syllabus review

2/7: TBD

Feb 21

Case Presentation _____

Case Presentation _____

March 7 Case Presentation _____

Case Presentation _____

March 28: Case Presentation _____

Case Presentation _____

April 11 : Case Presentation _____
Case Presentation _____

April 25: _Case Presentation _____
Case Presentation _____

Direct Service Hours:

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):

Supervisor Signature _____ Date _____