

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

CPSY 582/583  
Mental Health Internship  
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Office hours  
Please call office for appt.

Course Readings:

**Text:**

**Ingram, B.L. (2006). Clinical case formulations: Matching the integrative treatment plan to the client. New Jersey: Wiley.**

**Other 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:**

- To develop the skills, attitudes and knowledge to be qualified for employment as an entry-level professional counselor.
- To develop entry-level skills in establishing a constructive working relationship with clients, assessing client needs, goals and relevant cultural and personal contexts, forming accurate diagnoses, developing sound treatment plans, and evaluating client progress.
- To develop familiarity with and use of person-centered, culturally appropriate relationship skills and a collaborative approach to working for change, commonly referred to as assessment and treatment intervention.
- To learn to identify and use evidence-based practices to inform judgments in assessment, intervention, and evaluation of outcomes.
- To establish a successful working relationship with supervisors and peers in an internship setting and internship supervision group on campus.
- To document work in formats accepted in professional settings.
- To understand the work environments, expectations and requirements for effective work in client service settings, and to demonstrate competence in meeting those standards.
- To identify and respond to ethical issues, problems and dilemmas using knowledge and procedures that meet current professional standards.

**Objectives:**

- To demonstrate effective skills in forming and maintaining constructive working relationships with clients.
- To demonstrate effective skills and attitudes in forming and maintaining successful working relationships with supervisors and other professionals in client-serving settings.
- To demonstrate the use of client-centered, empirically supported procedures in assessment, diagnosis, goal-setting, and treatment strategies and implementation skills.
- To demonstrate recognition, competent evaluation, sound decision-making, and competent implementation of action regarding ethical issues and dilemmas.
- To demonstrate development and growth in one's capacity to work effectively with clients and colleagues.
- To demonstrate growing capacity to understand and guide one's work informed by theory and practice that is accountable to contemporary professional, ethical and community standards.
- To document one's work accurately, clearly, and in forms that meet community standards for professional communication and accountability.

Course 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.
  - Videotapes of client counseling sessions should be kept secure and should be erased when they have been viewed
  - Classroom doors will be closed when we are discussing cases or viewing videos of actual clients.
  - Written materials you turn in for review must follow confidentiality guidelines.
  - NEVER, NEVER leave materials in your car unattended. Even if you are just running into a store for coffee – take your bag with materials with you. It takes 30 seconds to break a window and grab a bag and it HAS happened to our students before.
  - Remember, what we talk about in the classroom STAYS IN THE CLASSROOM!
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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. Missed classes 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) **Data/Case conceptualization/treatment plan:** Students are expected to turn in one case report, conceptualization, and treatment plan. Details on format will be provided. Bring copies of agency paperwork (blank) to second class meeting. **Due:** \_\_\_\_\_

5) **Skill Presentation Videotape:** Students are expected to do one formal videotaped (10-15 minute tape), case presentation. with conceptualization summary and treatment plan (see #6 below). Be prepared to discuss your conceptualization of the case and choice of treatment goals. **Dates will be scheduled for each student.**

6) **Case Study:** Students will complete one oral case study with an annotated literature review or a single article copied or posted for discussion. The case study and article may focus on one or more of these types of issues: clinical issues you are facing with one or more particular clients, ethical issues at your agency with clients or supervisors, best practices in your approach to treatment, etc. Please post or distribute copies of your literature review/article prior to your day to present. Students unable to complete this assignment will be responsible for turning in a written evaluation of a particular question related to their site, complete with citations (at least 10) and references, APA style. **Due December 9**

7) **Strengths, Goals, Theoretical Orientation Summary:** Students are expected to write a 1 page (2 page maximum) summary of their learning experiences, strengths, and areas for growth (goals) for your second semester of internship or (for second semester students) during your first year as a counselor. This assignment will also contain a ONE PARAGRAPH summary of your theoretical orientation. **Due December 13**

8) **CARE form:** Complete the supervision CARE form each week.

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

10) **Individual Supervision Meeting:** Listed last, but not the least important. During the first 4 weeks of the semester you will need to schedule a ½ hour individual meeting with me during my office hours. If you absolutely cannot make my office hours we'll see what we can do to balance both of our schedules.

Documentation required by semester end:

Evaluation by the on-site supervisor

Self-evaluation on same form that supervisor completes

Fall hours summary sheet

Site evaluation (your evaluation of the site) FINAL semester only

Detailed hours summary sheets

If finished by the end of December – Final hours sheet (Summer/Fall added together)

**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.

Americans with Disabilities Act

Any student who requires some special arrangement in order to meet course requirements because of a disability should contact the professor as soon as possible to make necessary accommodations.

Class Schedule:

Sept 9: Introductions, syllabus review, schedule individual meeting, overview of class format,

Sept 16: Topic – Theoretical Orientation/Case conceptualization  
Read Chapters 1, 2

Sept 23: Topic –Theoretical Orientation/Case Conceptualization  
Read Chapters 11,12

Sept 30: Topic: Theoretical Orientation/Case Conceptualization  
Read Chapters 13, 14, 15

Oct 7: Topic: \_\_\_\_\_

Oct 14: Topic: \_\_\_\_\_

Oct 21: Topic: \_\_\_\_\_

Oct 28: Case Presentation \_\_\_\_\_

Nov 4: Case Presentation \_\_\_\_\_  
Case Presentation \_\_\_\_\_

Nov 11: Case Presentation \_\_\_\_\_  
Case Presentation \_\_\_\_\_

Nov18 Case Presentation \_\_\_\_\_  
Case Presentation \_\_\_\_\_

Dec 2: Case Presentation \_\_\_\_\_  
Case Presentation \_\_\_\_\_

Dec 9: **Case studies oral presentations due**, post article/bibliography to Moodle page

Dec 16: **Due: Learning experiences/goals paper**

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

Student name: \_\_\_\_\_ Date of Supervision: \_\_

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**C**lients (List all current clients/groups, presenting problem/dx, # of visits, & possible risk factors):

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

**R**ecommendations from supervisor:

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





