

COURSE SYLLABUS COVER SHEET

Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	Group Counseling with Children/Adolescents
Course Number	CPSY 582-583
Term	Spring 2009
Department	Counseling Psychology
Faculty Name	Margaret Eichler

Catalogue Description: Instruction and practice in developing group treatments for children and adolescents in clinical and school settings. Students gain practice as group leaders in addressing issues related to group dynamics, cultural diversity, potential problems encountered when running groups, and generalization and maintenance of behavioral change. Students also gain experience constructing curriculum for specific issues such as divorce, substance use, grief, and social skills.

Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards

Learning and Living Environments	X
Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	
Disciplinary Knowledge	X
Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	
Professional Practice	X
Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	
Connection to Community	X
Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.	
Professional and Technological Resources	X
Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.	
Assessment	X
Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	
Research and Reflection	X
Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	
Leadership and Collaboration	X
Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community wellbeing.	
Professional Life	X
Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).	

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

Early Childhood	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) _____ of this syllabus (student performance includes goals, evidence, and levels of performance).

Mental Health Internship

Counseling Psychology 582/583-05 Spring 2009

January 14th to April 19th Wednesdays 5:30 to 8:30 Howard Hall 121

Margaret Eichler PhD NCC LPC meichler@lclark.edu 503-768-6076

Advising Hours Wed/Thur 4:00 to 5:00, call CPSY Office to make Appointment

“Your internship can be viewed as a time to build a framework of new professional relational skills on a foundation of the material you have learned in your counseling program courses, your own life experiences, and your personal values and philosophies. This framework is composed of new perspectives, understandings, abilities, and skills, added gradually and with care. Your goal is to construct a strong framework over a solid foundation, working diligently but patiently, and often standing back to take a look at the work you have accomplished so far.”
(Faiver, Eisengart & Colonna, 1994)

Catalogue Description

CPSY 583 - Mental Health Internship: Emphasis on Child and Family Problems

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.

Prerequisite: CPSY 579, 580, consent of adviser.

Credit: 3 semester hours each semester, for a total of 6 semester hours, CR/NC.

No required text

Required purchase of Self-Care Journal: \$5.00 by Instructor

Course Description

This class is designed to provide weekly group supervision to internship students while they are working with child and adolescence clients at their designated Lewis and Clark internship site. Students will receive supervision from this class in conjunction with weekly supervision from a designated qualified professional at their internship location. The focus of the class will be on the integration of theoretical knowledge, counseling skills and other academic training into the experience and practice of working effectively with clients at their internship site while growing professionally as a counselor.

Overall Internship Goal:

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

Class Activities

Class meeting time will include weekly check-ins for all interns followed by previously assigned case reviews, formal case presentations and videotaped presentations reflecting ongoing work with clients. Other meeting time activities will be student generated to fulfill areas of special need as related to ongoing client work. This might include appropriate readings, “lectures”, role-play or other student presentations. Due to the importance of the actual counseling experiences drawn from the internship, the vast majority of class time will be devoted to this work. Integrated into all areas of supervision will be the awareness of ethical responsibilities, and respect for individual differences and human diversity when working with clients.

Class Discussions

Class discussions will provide each intern with guidance and support along with meaningful feedback from the instructor and classmates as well as treatment suggestions and recommendations. The discussions will include theory exploration, personal concerns, transference and counter transference issues as well as interpersonal communication. Ongoing attention will be given to intern self-awareness and especially a practice of self-care. Through these experiences of reflecting on strengths and challenges students will learn to use and value direction and feedback as a springboard for ongoing professional case consultation.

Class Expectations and Requirements

Semester Requirements:

- Weekly check-in
- Self –care journal
- Readings related to client issues
- One verbal case presentation
- One case presentation (with write-up)
- One tape presentation (with write-up)
- One on site meeting with Instructor and Supervisor
- Documentation of Clinical hours
- Documentation of On-site supervision
- Final Hours Summary Form
- Evaluation by on-site supervisor

Ethical Guidelines

Students are expected to follow the ethical guidelines put forth by the American Counselor 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 internship and/or counseling program.

It is expected that students have read and will follow the guidelines put forth in the internship manual for the Lewis and Clark Graduate School Counseling Psychology Program.

Students are expected to share their process and case information as accurately and completely as possible in order to facilitate a meaningful and successful supervision opportunity.

Confidentiality and Informed Consent:

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**.

Students will make their clients aware they are student interns from Lewis and Clark College under supervision. Clients should know that information about the counseling experience will be brought to a group supervision class for the purpose of training interns. Their names will not be used in order to keep their identity confidential. Informed consent forms will be used with all clients that delineate what information about them will be used (and how it will be protected), for what purpose and in what setting. 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 forms a supervision site requires for release of confidential information. Student interns will be vigilant in keeping records and tapes secure during transportation for the purpose of keeping client information confidential.

Mandate Reporting:

Students will make mandate reports in accordance with Oregon Statutes. Any questions about what constitutes a report or how to make a report should be immediately discussed with site supervisor (or phone class professor if a licensed professional is not available at the site.) Students will utilize policies and forms related to making those mandate reports as provided at their internship sites.

Attendance

It is essential that students attend each class session to receive credit for the required campus supervision hours. More than one absence a semester could result in a grade of “no credit”. Please call me and let me know in advance if you are unable to attend class. Missed classes will require make-up work including any or all of the following: written work, documentation of additional supervision on-site, arrangements to meet with instructor for supervision. Any “planned absences” must be discussed with and approved by the course professor and site supervisor at least two weeks in advance of the absence. Any unexcused absences will result in the loss of supervision credit and counseling hours for that week.

Sometimes a student needs more than two semesters to develop and demonstrate the requirements of a master’s level counselor. Occasionally personal issues or life events will make it impossible for a student to move forward in their growth as a counselor and they will be encouraged or required to take some time off for self care.

Grading

This class is graded on a credit/no credit basis; 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, theoretical knowledge, self-awareness, and ethical practice. Of consideration is case presentations, case conceptualization, effectiveness of oral and written communication, and openness to feedback/consultation. Evaluation methods will include written work, observation, tape review, case presentations, supervisor evaluations and in class participation. Students will be able to review the evaluation forms utilized by the site supervisor so as to have an understanding of that part of the evaluation criteria. There will be a site visit each semester and also telephone contact with your supervisor as needed. Judgments about what constitutes satisfactory performance will be made by campus instructor in collaboration with the on-site supervisor. The campus instructor will make final decisions about the earning of credit. Failure to complete the required number of direct service hours in the spring semester may result in a deferred grade.

Successful completion of this course is necessary for fulfillment of degree requirements for any specialty areas in the Counseling Psychology Department. This course is necessary for gaining access to licensure as a professional counselor.

Americans with Disabilities Act

Any student who requires special arrangements in order to meet course requirements because of a documented disability should contact the professor as soon as possible to request necessary accommodations. If there are other special needs or points of awareness that the professor needs to know due to the possibility they might impact your educational performance please let me know.

During Class:

Laptops maybe used only when designated. Please bring pencil and paper for taking notes.

Cell phones must be on vibrate and only used for necessary communications.

