COUN 530, Applied Counseling Skills, AKA “Practicum,” Clinical Mental Health Section, 3 CR. Fall Semester 2012 Course Meeting Time: Mondays, 8:30-10:00 + individual/dyadic supervision

Instructor: Cathy Jenni Email: Cathy.Jenni@mso.umt.edu Cell: 544-8357; Campus 243-2608
Office Hours Mondays 10:00-Noon; 4:00-4:30; Tuesdays 1:00-3:00 and by appointment

Department of Counselor Education Mission Statement

The Department of Counselor Education at the University of Montana strives to provide an academically stimulating learning environment which engenders healthy intellectual and emotional development. We prepare students to function as competent, ethical professional counselors who work sensitively with a diverse array of needs and people in a wide range of school and mental health settings. Our department recognizes the need for professional advocacy and the importance of social justice. We also support the College of Education and Human Sciences conceptual frame into our program. The conceptual frame emphasizes: integration of ideas, cooperative endeavors, and respect for diversity.

Course Description: COUN 530 is the first course in which students have the opportunity to conduct supervised counseling sessions with clients. Course requirements are detailed in the Practicum and Internship Guide, aka “The PIG.”

COUN 530 must be successfully completed to enroll in COUN 585 (Internship). Completion includes at least 40 hours of direct client contact and at least 100 hours total, including indirect work. These terms are defined in the PIG and we will discuss them in class as they may require additional clarification. Successful completion of this course includes a score of 2 or higher on all evaluations. Areas with a score of “1” must have an approved improvement plan prior to advancement to Internship. See below for details.

During your enrollment in COUN 530, clients will come from several sources. They will primarily be undergraduate students at The University of Montana. Some will be Self Over Substance (SOS) group psycho-education referrals, largely due to MIP citations (Minor in Possession). Others will be students enrolled in an undergraduate “Intimate Relationships” course being taught by one of our doctoral students. In the case of the Intimate Relationships course, these students have the option of eight individual or group counseling sessions with a graduate student in Counselor Education. “IR” students must complete all eight sessions to receive credit for this option, should they select it. Most students from this course select this option and rate the counseling provided by Counselor Education students as a highlight of their course! However, don’t be surprised if these students cancel appointments. They will need to reschedule with you to meet the requirements of the Intimate Relationships course.

In addition to providing the counseling services above (and all the responsibilities associated), you are required to (1) present at least four video recordings of your work to the class during the semester; (2) document your work as required by the setting, including turning in bi-weekly Practicum logs and case notes; (3) provide a provisional, culturally appropriate multi-axial diagnosis using the DSM IV-TR; (4) provide a treatment plan based on the client’s stated focus, purpose/goal of work and the DSM, where appropriate; (5) write a short (3-4 pages) paper discussing your developing counseling theory (to be included with your fourth client presentation); (6) present a short paper to the Practicum class regarding a topic that has emerged in your work.
with a client this semester. This paper must include three scholarly references focused on this topic—references that have an application to potential (or actual) treatment approaches and is to be included with your fourth case presentation; and (7) participate in required faculty-supervised case presentations. See below:

**Supervision Schedule**: This course meets weekly in a group format of 1½ hours throughout the semester including during Finals Week. In addition each enrolled student will receive one hour weekly of individual (one student) or triadic (two students) together with the course instructor, scheduled at a mutually convenient time. Please also feel free to contact me during office hours or on my cell phone (544-8357) any time you have a concern or question about work with a client or your Practicum experience more generally.

*Please note*: you may not see clients unless a copy of your current liability insurance has been provided to our master’s TA and you are a student member of the American Counseling Association. Scheduling clients must take into account that other students, staff or faculty are present in the Counselor Education rooms or waiting area. You must also have a current background check on file with the College of Education & Human Sciences.

**Required readings**: Please read and refer to the *Practicum and Internship Guide*. I will occasionally provide additional journal articles.

**Course Objectives**:

1) To assist in student development of counseling theories as these are applied to actual client case conceptualization and selection of appropriate counseling interventions.

2) To assist in student application of research findings relevant to clinical mental health counseling.

3) To enhance student development of the counseling relationship, especially through observation and supervision of student micro skills.

4) To enhance student ability to effectively utilize supervision.

5) To contribute to student development of a personal counseling model.

6) To develop student awareness and application of ethical and legal standards to “real” clients.

7) To provide for the development of high quality, professional student record-keeping.

8) To enhance student awareness and utilization of community resources.

9) To develop student awareness of personal and professional limitations as these arise in clinical practice.

**CACREP Standards Covered and Evaluated in this Course**: Core Standard 5d; Clinical Mental Health Standards B1, D1, D4, D7, D9, F1, J1. Please see pages 11-13 for CACREP Standards details and evaluation rubrics.

**DISABILITY ACCOMMODATIONS**: If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not
yet contacted Disability Services, located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at http://life.umt.edu/dss.

IN CLASS BEHAVIOR AND LEARNING ENVIRONMENT STANDARDS

1) Class participation is a very important aspect of our learning community and your learning experience. Please come to class prepared to participate. This includes arriving on time! It also includes having read or otherwise completed the assigned material and/or being well-prepared for your Practicum Case Presentation. Any absence should be cleared ahead of time with the instructor. You must schedule routine medical or dental appointments when class is not in session.

2) Cell phone use is prohibited during class. This includes texting! If you have an emergency and must use your phone, please step out of class.

3) Unless other arrangements are made the class instructor, late assignments will be penalized 10% for every weekday they are late. Please talk to me if this is a concern.

4) Respect and curiosity are critical to the learning community, as are openness and developing self awareness. These characteristics and behaviors are as central to professional counseling skills as they are to academic learning!

ACADEMIC INTEGRITY: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code at http://www.umt.edu/AS/APS/index.cfm/page/1321. Plagiarism of any kind is not tolerated in the Department of Counselor Education or The University of Montana. If you use the written or oral work of another person, you must give the author credit. This includes any material found on the Internet.

TEACHING METHODS:

1. Student Practicum case presentations with video recordings.

2. Faculty and student collegial supervision.

3. Class discussions.

4. Occasional faculty lecture.

GRADING PROCEDURES: This course is offered Credit/No Credit only. Credit will be awarded for those who complete all assignments (at least 40 hours of direct client contact and at least 60 hours of indirect work; PIG reading and discussion; four case presentations with video recordings for review; completing and filing quality case notes and internship logs; completing the course research paper focused on a clinical issue; and completing a short developmental paper describing your developing model of counseling.) Your evaluation on the supervisor-completed Session form must include scores of “2” or higher. Any area in which you receive a “1” must have an improvement plan prior to advancement to Internship. Areas in which a “1” is received may determine progress through the program and will usually be subject to whole faculty review.

Course Schedule:

August 27, 2012   Introduction to the Practicum experience; tour of facilities; preliminary review of PIG; scheduling of dyadic supervision appointment times, to begin the week prior to your first scheduled client appointment. Course expectations.
September 3, 2012 Labor Day Holiday—no class!

September 10, 2012 Continuing PIG discussion; logistics; procedures for client contact outside of scheduled sessions; counting supervised hours and direct/indirect hours definitions; review of Ethical Standards.

September 17, 2012 Possible visit with Clinical Experiences Manager, Kim Brown-Campbell, Ph.D., discussion of crisis intervention; scheduling of clients; possible first client tape; discussion of record-keeping; Sign up for client presentations;

September 24, 2012 Client Presentation(1); discussion of trauma treatment

October 1, 2012 Client Presentations (1); Begin turning in client logs for signature and review. Be sure to make a copy of all logs. You retain the original! We will also allow for all Practicum students to check in at 8:30 regarding brief discussion of issues that may have emerged during the previous week! The formal client presentation will begin at roughly 9:00.

October 8, 2012 Client Presentations (1);

October 15, 2012 Client Presentations (1);

October 22, 2012 Client Presentations (1);

October 29, 2012 Client Presentations (1);

November 5, 2012 Client Presentations (1);

November 12, 2012 Client Presentations (2?);

November 19, 2012 Major Client Presentation (1); This presentation must include a discussion of your theoretical approach and the three scholarly papers you have read to inform your work with this client.

November 26, 2012 Major Client Presentation (1); This presentation must include a discussion of your theoretical approach and the three scholarly papers you have read to inform your work with this client.

December 3, 2012 Major Client Presentation (1); This presentation must include a discussion of your theoretical approach and the three scholarly papers you have read to inform your work with this client.

December 10, 2012 Major Client Presentation (1); This presentation must include a discussion of your theoretical approach and the three scholarly papers you have read to inform your work with this client.

Please schedule an individual appointment with me Finals week or the week prior. I want to meet with each of you for a final evaluation of your work. Please fill out a self-evaluation on the “Supervision Session Rating Form, pp. 8-13 in this syllabus prior to your appointment so that we can go over our ratings together.

ALL paperwork must be completed and turned in by Thursday December 13, 2012!
Case Presentation Format

Please come to class prepared to present a case. Though this will often be the presentation of an individual or group client, it may also be an ongoing difficulty in a setting, an issue that has shown up in a site or with a site supervisor, with co-workers or in the larger system, including with collaborating agencies and community services. Below find the usual format to use. Plan on a case presentation of 20 to 25 minutes including discussion. As a class member, when others are presenting, offer your thoughts when the presenter indicates readiness to hear you. Avoid “quick fix” suggestions so that you can reflect more deeply on the presenter’s concerns. This may involve asking the presenter a question or two first. Stay curious and avoid overly quick closure by providing early advice!

1) For a client-focused presentation, begin with the client’s first name and a brief description of how the client came to you: a referral, assigned to you, etc. Include a description of the setting in which you see this person, the session number and the number of sessions, if applicable, that you are allowed to work with this person.

2) Provide a potential diagnosis for this client and why you would give this diagnosis.

3) Describe the client’s previous psychological history, including previous treatment or medication and the client’s evaluation of previous treatments.

4) Describe other factors in this client’s life: Employment, student in what major at what stage of study, substance use, family status (in a committed relationship, married, any children, living situation: alone, with roommates, living with parents, partner, etc.), sexual orientation or identity. Provide what you know of the client’s family history, health history and/or academic history. Include cultural and/or religious factors including ethnicity, rural/urban background, religious beliefs and practices, economic challenges or privileges, such as poverty or wealth.

5) What is/was the client’s presenting concern when counseling began? Has this changed over time? What has the client done to address this concern already? What are his or her goals for counseling? What ethical issues are or may be present?

6) Provide your specific concern about your counseling practice. Be sure to “cue up” to show a part of the session that reveals this concern. Plan on about five minutes of video. I may ask you for more, but start with five minutes.

7) When you present your specific concern, let us know what approaches you have tried so far. What has been more or less productive in your work with this client?

8) What has the client’s response to the counseling rating forms been? What has the client told you about her or his satisfaction with your work? If everything has been positive, what have you done to help the client express constructive criticism?

If your presentation involves a system, group process, a concern about supervision or collaborating agencies, be prepared to be specific. Include what you have done already to address your concern and the outcome of your efforts. Use numbers 1-8 above as these apply.

In your presentation, whether of clients, settings, or the larger context, reflect on how your personality, family issues, current stress, stage of knowledge and training and ways of handling these may contribute to the case and concerns you bring to class.
COUN 530 Case Presentation Preparation Form

Date ____________________ Your name _______________________________ Session # ___

What is the setting in which you see this client or setting in which you are working? If this is a supervision, counseling setting or collaborating agency concern, please describe on the back of this page. As well, feel free to use the back of this paper as needed to respond to the areas below.

Describe any limit on the number of sessions you have with this person. Include missed appointment or “no show” concerns.

What is significant about the client’s previous psychological history?

Provide a diagnosis and briefly describe your justification for this diagnosis:

Has the client been seen previously (even if for a different issue)? How does the client evaluate previous treatment and/or therapist? Was or is the client using psychiatric medication?

Note other factors: Employment; if a student, the major, year, etc., client’s age, substance use/abuse, family status, living situation, sexual orientation/identity, health history, academic history, disabilities, racial and/or cultural identity, religious beliefs and practices, rural or urban
background, international experience, history of poverty or privilege. How do this impact your work with this client? (Use back of page as needed).

What is/was the client’s presenting concern? Has the concern changed over time? What has the client done to address this concern already? What are the client’s counseling goals or counseling focus?

What concerns lead you to present this client (or situation) at this time? Be sure to cue your recording so that it illustrates your concerns or presentation focus.

What approaches have you tried so far? How would you evaluate your results? How does the client evaluate your work?

What ethical or potential ethical concerns do you notice with this client? Are there legal concerns of any kind present or potentially present?

When you think about your relationship with this client ("the counseling relationship"), what comes to mind?

When you think about your strengths, weaknesses, ways of handling stress and personal history, how might these interact positively and negatively when working with this client or situation?
**Faculty-Led Supervision Session Rating Form**

**Clinical Mental Health Counseling**

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<tr>
<th>Area</th>
<th>1</th>
<th>2</th>
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<th>N/A</th>
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<td><strong>Preparation Area</strong></td>
<td>Skills lacking, inconsistent or incomplete. Area needs an improvement plan before internship placement.</td>
<td>Beginning proficiency is evident. Student’s skills are appropriate to Internship placement.</td>
<td>Skill mastery is evident. Student significantly exceeds expectations for developmental level.</td>
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**Counseling Skills**

1. Establishes a safe and warm environment.

2. Affirms client strengths.

3. Validates client thoughts and feelings.

4. Able to address client-counselor interpersonal dynamics.

5. Able to facilitate client expression of affect when appropriate.

6. Use of self-disclosure is appropriate.

7. Able to challenge client beliefs or statements.

**Interviewing Skills**

1. Begins and ends sessions effectively.

2. Focuses on client’s central concern.

3. Use of open-ended questions.

4. Shows ability to track patterns or themes.
5. Seeks clarification when needed.

6. Shows awareness of pacing.

7. Shows and utilizes accurate awareness of client non-verbal cues.

8. Provides useful feedback.


**Management Practices**

1. Effectively explores presenting and collateral issues.

2. Gathers significant client information, including systemic and cultural context.

3. Demonstrates understanding of standard diagnostic systems.

4. Establishes a case formulation utilizing a theoretical stance.

5. Sets collaborative treatment goals.

6. Able to assess problem severity, including risk.

7. Utilizes community resources and referral as needed.

8. Responds effectively to crises or emergencies.

**Professional and Ethical Conduct**

1. Understands and follows ethical principles.

2. Effectively manages personal issues.
3. Shows sensitivity and respect for sociocultural differences.

4. Maintains professional demeanor.

5. Actively seeks supervision.

6. Follows agency policies or addresses these if a concern or difference of opinion arises.

7. Timely completion of paperwork and records.

8. Develops collegial relationships in setting.

9. Contributes to the overall effectiveness and success of the agency or program.

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<th><strong>Student Supervision Practices</strong></th>
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<td>1. Is organized and ready for supervision.</td>
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<td>2. Is open to and thoughtfully utilizes supervisor feedback.</td>
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<td>3. Shows ability to discuss personal issues as these arise.</td>
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<td>4. Is able to openly and comfortably address differences with supervisor.</td>
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<td>5. Assists in communication between supervisor and Department faculty.</td>
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<th><strong>Cultural Awareness</strong></th>
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<td>1. Demonstrates sensitivity to cultural, social and economic issues.</td>
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<td>2. Shows respect for diversity.</td>
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<td>3. Uses socio-culturally appropriate interventions.</td>
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CACREP Standards Addressed and Evaluated in COUN 530

In this course student performance will be evaluated in many ways. Below are the clinical mental health counseling standards that are evaluated in this course. Although your competence with respect to the following standards will undoubtedly be related to receiving credit for this course and advancing to Internship, the particular rubric included below is also designed for faculty to systematically evaluate our effectiveness in teaching these areas. We provide this information because it may be useful to you to know what sorts of standards we’re covering in the program and how we’re going about measuring these standards in this course. If you find this process confusing or overwhelming, then you can feel free to ignore this section because if you do a good job completing the assignments described above, then you’ll be doing a good job in this class!

CACREP Standards for COUN 530, Applied Counseling Skills AKA “Practicum”

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<th>CACREP Core Standards</th>
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<td><strong>5d:</strong> Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling.</td>
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<th>CACREP Clinical Mental Health Counseling Standards, COUN 530</th>
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<tr>
<td><strong>B1 Learning Activity:</strong> Three class case presentations. See syllabus (above) for case presentation format and for faculty supervisor session evaluation form. Individual and/or triadic supervision. Video recordings of counseling sessions.</td>
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<td><strong>Rubric, Standard B1:</strong> Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. Student fails or is largely unable to apply and adhere to ethical and legal standards in clinical mental health counseling. Student fails to seek and/or follow supervision when ethical or legal issues are present.</td>
<td>Student is able to apply and adhere to ethical and legal standards in clinical mental health counseling. Student seeks and/or follows supervision when ethical or legal issues are present.</td>
<td>Student is thoughtfully and exquisitely sensitive to ethical and legal standards in clinical mental health counseling. Student seeks and/or follows supervision when ethical or legal issues are present. Student consistently applies and adheres to ethical and legal standards.</td>
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| **D1 Learning Activity:** Three class case presentations. See syllabus (above) for case presentation format and for faculty supervisor session evaluation form. Individual and/or triadic supervision. Video recordings of counseling sessions. |

**Standard D1:** Uses the principles and
practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.

This Standard is assessed for Student Learning Outcomes in COUN 589, Comprehensive Examination.

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<th><strong>D4 Learning Activity:</strong></th>
<th>Three class case presentations. See syllabus (above) for case presentation format and for faculty supervisor session evaluation form. Individual and/or triadic supervision. Video recordings of counseling sessions.</th>
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<td><strong>D4:</strong> Applies effective strategies to promote client understanding of and access to a variety of community resources.</td>
<td>This Standard is assessed for Student Learning Outcomes in COUN 589, Comprehensive Examination.</td>
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<td><strong>D7 Learning Activity:</strong></td>
<td>Three written case presentations, reviewed by faculty instructor. See syllabus (above) for case presentation format. Client notes (SOAP format) reviewed by faculty instructor. Internship logs reviewed and signed by faculty instructor every two weeks.</td>
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<td><strong>Rubric, Standard D7:</strong> Applies current record-keeping standards related to clinical mental health counseling.</td>
<td>Student fails to adequately apply current record-keeping standards related to clinical mental health counseling.</td>
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<td><strong>D9 Learning Activity:</strong></td>
<td>Three assigned case presentations. See syllabus (above) for case presentation format and for session evaluation form. Personal model of counseling paper.</td>
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<td><strong>Rubric, Standard D9:</strong> Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.</td>
<td>Student fails to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. Student is unable to incorporate supervisor’s concerns or instructions.</td>
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<td><strong>F1 Learning Activity:</strong></td>
<td>Three assigned case presentations. See syllabus (above) for case presentation format and for evaluation form. Class development of campus referral list. Individual development of a community resource list as potentially useful to clients being seen.</td>
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<td>Rubric, Standard F1: Maintains information regarding community resources to make appropriate referrals.</td>
<td>Student finds it unimportant and/or fails to maintain information regarding community resources to make appropriate referrals.</td>
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<td><strong>J1 Learning Activity:</strong> Three assigned case presentations. See syllabus (above) for case presentation format and for session evaluation form. Research paper focused on a clinical area presented by a client.</td>
<td>Student finds research findings to inform the practice of clinical mental health counseling irrelevant or does not explore the literature or clinical trainings.</td>
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