COUN 530 Applied Counseling Skills (Practicum), School Counseling
The University of Montana
Department of Counselor Education
Spring 2012, Monday: 9:00 – 10:30 a.m., Room - ED 210

The Department of Counselor Education at the University of Montana strives to provide an academically stimulating learning environment that 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.

Instructor Information: Dr. Lindsey Nichols
ED 211 A
lindsey.nichols@umontana.edu
406-243-5820

Office Hours: Tuesday’s 10am-noon, 4-5pm and by appointment

COURSE MATERIAL AND CLASS RECOMMENDED TEXTS

Required
Department of Counselor Education Practicum and Internship Guide.
Additional reading as assigned.

Recommended


COURSE DESCRIPTION
Review and application of counseling theories and techniques to client issues. Intensive supervision including ethics, professional practice and diagnostic considerations. Lecture and class presentation with a focus on professional counseling development.

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.

**AS YOUR INSTRUCTOR AND SUPERVISOR:** It is my goal throughout the semester to provide a safe and supportive environment for you to develop your counseling skills. I will do this by challenging you and holding high expectations while recognizing your specific needs as a student and counselor-in-training. Just as I will come prepared as your instructor and supervisor, I expect your active participation in class by asking thoughtful questions of me and your classmates, and encourage critical thinking and self-reflection. I believe learning is an on-going, life-long process and to do so, focusing on the importance of wellness for self in addition to counseling focus.

**COURSE OBJECTIVES**
The practicum is designed to provide opportunity for students to develop and demonstrate mastery of relationship building skills as well as specific counseling skills and techniques appropriate to individual client situations and needs. Students will provide individual counseling and will complete at least 40 hours of direct service with clients and combine with indirect activities for a total of 100 hours. At the completion of this course, the student will

1. Synthesize, integrate, and apply basic counseling skills, theories, interventions, and knowledge learned in previous classes.
2. Establish and maintain counseling relationships consistent with ACA Ethical Standards.
   a. Demonstrate the ability to explain to clients the nature of the counseling relationship and what clients can expect.
   b. Demonstrate the ability to communicate respect for the client.
   c. Demonstrate the ability of maintain a confidential relationship consistent with professional standards.
   d. Maintain comprehensive treatment records and ensure their confidentiality.
   e. Demonstrate the ability to communicate client’s freedom to choose to discontinue counseling and make a professional referral if considered necessary and desired.
3. Demonstrate the ability to effectively pace individual counseling sessions and establish relevant and realistic counseling goals.
4. Conceptualize client’s issues from a variety of theoretical perspectives and within the context of developmental levels.
5. Obtain relevant background information and design appropriate counseling plan.
6. Apply counseling theories and/or techniques that are culturally and ethically appropriate.
7. Develop ability to assess risk for harmful behaviors and appropriately intervene as needed.
8. Reflect on the relationship dynamics and interpersonal processes present in interactions with clients.
9. Develop ability to objectively assess therapeutic outcomes.

**CACREP RELATED OBJECTIVES**
1. Understand and practice self-care strategies appropriate to the counselor role (1. d.)
2. Apply 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 (5. d.)
3. Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (SC. D. 1.)
4. Demonstrate the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. (SC. D. 5.)
5. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (SC. F. 1.)
COURSE REQUIREMENTS

1. **Liability Insurance.** Due to the clinical nature of this class, you are required to purchase and provide evidence of student liability insurance. This needs to be printed off and provided to Lindsey by no later than the second class.

2. **Participation and attendance.** Students are expected to be engaged in their own learning and be an active participant in the supervision. This class is designed with a clinical focus; attendance and participation are paramount to making this a successful learning experience for everyone. While one cannot participate if one has not attended class, attending class does not necessarily mean that one is participating in class. For the purpose of this class, participation will be defined as preparing for group supervision by reading the required materials, completing the necessary case presentation forms, intentionally cuing session recordings for supervision, engaging in class discussions and peer feedback, remaining open and receptive to feedback, and arriving prepared for supervision. Evaluation of participation/attendance will be ongoing throughout the semester. If you have questions or concerns related to your class participation, please see me.

3. **Individual Counseling Sessions.** You will conduct 40 (1 hour) individual counseling sessions. You will see at least three clients for eight sessions each. Intakes and case notes must be completed for each client seen. You will maintain a log documenting your clinical hours (see PIG).

4. **School Immersion Experience.** In the beginning weeks of class, you will choose at least one 2nd year counseling students to shadow and participate at his or her internship site for at least 8 hours. You will need to shadow for at least 20 total hours in a school setting (Trapper Creek included) throughout the semester. You will need to complete the Shadowing Experience Form (located on Moodle) for each site you attend. If you are interested in conducting additional practicum hours at a location of your choosing, please see the PIG and Lindsey for the necessary requirements.

5. **Supervision.** You will meet with the instructor each week for individual/triad supervision (1 hour) and group supervision (1½ hours per week). Counseling recordings will be reviewed throughout the semester during these meetings. The purpose of supervision is to maximize the development of skills based on feedback from others. Each time supervision occurs you will be expected to come to class/meeting with your recording cued AND forms completed (pages 11 & 12).

6. **Personal Awareness.** Aspects of this course are designed to be introspective in nature; that is, they are designed for you to apply course materials to yourselves as a way to increase your personal awareness and refine your counselor identity. Note: your evaluation in this class is not dependent on chosen levels of self-disclosure.

7. **Readings:** The texts and articles for this class provide the foundation for clinical knowledge. Students are expected to come to class having read the material and be prepared to discuss it and engage in activities focused around their readings. It is expected that all readings be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and risk taking are welcomed and encouraged.

8. **Late Assignments.** Unless other arrangements are made with the course professor, course assignments are due on the date indicated in the syllabus. **Assignments will be penalized 10% for each day late.** Please call or e-mail the professor if you are experiencing difficulties in turning in an assignment on time.
9. **Academic Dishonesty.** Plagiarism will not be tolerated. Academic dishonesty (plagiarism, falsification of information, cutting and pasting from web-based resources without acknowledgement, presenting another students’ work as your own, etc.) is a serious violation and will result in consequences that affect grades and/or may result in disciplinary charges. Plagiarism is defined as “copying another’s work or portions thereof and/or using ideas or concepts of another and presenting them as one’s own without giving proper credit.”

10. **Extra Credit.** Out of fairness to all students, selective extra credit assignments will not be permitted.

**ASSIGNMENTS**

**Preparedness and Utilization of Supervision**

Students will come prepared to participate in individual/triadic and group supervision each week. Evaluation of preparedness and utilization of supervision will be based on completing the necessary case presentation forms, intentionally cuing session recordings for supervision, engaging in class discussions and peer feedback, remaining open and receptive to feedback, and attending each scheduled supervision. Students will meet with the professor each week for individual/triadic supervision (1 hour) and group supervision (1 ½ hours per week). Counseling recordings will be reviewed throughout the semester during these meetings. The purpose of supervision is to maximize the development of skills based on feedback from others.

**Site Survey, Suicide Abuse Plan**

Students will prepare a 2-3 page document, that identifies the procedures or programs policies and steps of their practicum site when responding to concerns of relationship violence, suicide, child abuse, and elder abuse.

**Theoretical Skill Goals and Evaluation Rubric**

Students will read a seminal work of their chosen counseling theory approved by the course professor. Upon reading, students will compile notes representing the skills used to implement their chosen theoretical orientation. Students will then describe 5 theory-based skills in a rubric format. **The rubric will describe what each skill will look like in session using measurable terms** and provide a 1-5 likert rating scale, 1 representing unsuccessful implementation of the skill and 5 representing successful implementation of the skill.

**Group Supervision Presentations**

Students are required to present three counseling session recordings in group supervision. Each presentation will consist of a **Journal Article Integration.** When you present your case you will be required to integrate a professional journal article related to your case. This article will be distributed to the class one week prior to your presentation, and becomes required reading for the course.

For each presentation, students will cue the recording to a place they would like to receive supervision and complete the case presentation form distributed in class, sharing their conceptualization of the client, goals of counseling, etc.

**The first and second presentation** will last about 30 minutes (including feedback) and focus on basic skill development. Students will present their overview and basic skills rubric (PEPA) to the group, so we can conceptualize effective feedback and provide creative ideas to support the counselor-in-training in their development. Students will play 5 minutes of their recording allowing 10 minutes for discussion.

**The third presentation** will last about 1 hour (including feedback) and focus on theoretical skill development. Students will present their overview, PEPA coding sheet, and theoretical skills rubric to the group, so we can
conceptualize effective feedback and provide creative ideas to support the counselor-in-training in their development. Students will play 10 minutes of their recording allowing 15 minutes for discussion at the end.

Counseling Skill Development and Session Performance 40 points
Evaluations of student’s skill development and session performance will be completed at the midterm and final by both site (if applicable) and university supervisors. These assessments will be based on the Performance Evaluation Form found in the Practicum and Internship Guide. (Shadowing experience included here = 10pts)

EVALUATION AND GRADING

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Preparedness and Utilization of Supervision</td>
<td>15</td>
<td>15%</td>
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<tr>
<td>Site Survey</td>
<td>10</td>
<td>10%</td>
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<tr>
<td>Theoretical Skill Goals and Evaluation Rubric</td>
<td>15</td>
<td>15%</td>
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<tr>
<td>Group Supervision Presentations</td>
<td>20</td>
<td>20%</td>
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<tr>
<td>Counseling Skill Development and Session Performance</td>
<td>40</td>
<td>40%</td>
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<tr>
<td>TOTAL</td>
<td>100</td>
<td>100%</td>
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This is a credit/no credit course. To pass, students must achieve 86 points. Missing more than one class period will disallow a student from passing.

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. The Code is available for review online at http://www.umt.edu/AS/APSA/index.cfm/page/1321.

NOTES ON ETHICAL PRACTICE
There are four tenets of professional ethical behavior that are critical for students' understanding and must be fully comprehended to insure client welfare and student success. These are: confidentiality, informed consent, disclosure, and the ethical guidelines for counseling supervisors. They are detailed below, but will be discussed in much greater detail in class.

1. **Confidentiality.** As stated in the American Counseling Association (ACA) Code of Ethics (http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx) Section B1c: "Counselors do not share confidential information without client consent or without sound legal or ethical justification.”
Students in this class will be expected to uphold this ethical standard. All information that is shared by any "client," including fellow classmates acting as a client, will be treated as confidential and will not be shared with anyone outside the class. Additionally, all audio and video recordings that are made for the purpose of this class contain confidential information. Students are expected to maintain the security of these recordings at all times. Only students in the class are allowed to view the recordings.

2. **Informed Consent and Student Self-Disclosure.** Clients who participate in counseling must do so with informed consent via a disclosure by the counselor about the counseling process. In order to give their consent, they must be knowledgeable of their rights as clients. Section A2a&b of the ACA Code of Ethics (included in its entirety below) delineates this.

   a. Informed Consent. Clients have the freedom to choose whether to enter into or remain in a counseling relationship and need adequate information about the counseling process and the counselor. Counselors have an obligation to review in writing and verbally with clients the rights and responsibilities of both the counselor and the client. Informed consent is an ongoing part of the counseling process, and counselors appropriately document discussions of informed consent throughout the counseling relationship.
b. Types of Information Needed
Counselors explicitly explain to clients the nature of all services provided. They inform clients about issues such as, but not limited to, the following: the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services; the counselor’s qualifications, credentials, and relevant experience, continuation of services upon the incapacitation or death of a counselor; and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis, the intended use of tests and reports, fees, and billing arrangements. Clients have the right to expect confidentiality and to be provided with an explanation of its limitations (including how supervisors and/or treatment team professionals are involved); to obtain clear information about their records; to participate in the ongoing counseling plans; and to refuse any services or modality change and be advised of the consequences of such refusal.

Each client will sign an informed consent form/letter to participate in the class counseling sessions. Additionally, for the purposes of this class, all clients should be aware of all the individuals who could be potentially observing their sessions.

Informed Consent also applies to students in counselor training programs. Since you will be involved in the counseling sessions, you need to be informed about the process. Sections F.5.b & F.7.b. in the ethical standards, address the issue of student limitations and student self-disclosure and the role of the counselor educator. These will be explained in class and you will be asked to verify that you understand them and that you willingly agree to participate knowing the risks. Both sections of the Code of Ethics are listed below.

3. Ethical Guidelines for Counseling Supervisors.

F.5. Counseling Supervision Evaluation, Remediation, and Endorsement
b. Limitations. Through ongoing evaluation and appraisal, supervisors are aware of the limitations of supervisees that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, or state or voluntary professional credentialing processes when those supervisees are unable to provide competent professional services. Supervisors seek consultation and document their decision to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

F.7. Student Welfare
b. Self-Growth Experiences. Counselor Education programs delineate requirements for self-disclosure or self-growth experiences in their admission and program materials. Counselor educators use professional judgment when designing training experiences they conduct that require student and supervisee self-growth or self-disclosure. Students and supervisees are made aware of the ramifications their self-disclosure may have when counselors whose primary role as teacher, trainer, or supervisor requires acting on ethical obligations to the profession. Evaluative components of experiential training experiences explicitly delineate predetermined academic standards that are separate and do not depend on the student's level of self-disclosure. Counselor educators may require trainees to seek professional help to address any personal concerns that may be affecting their competency.

**Calendar of Coursework Activities:** The following is an approximate guide to this course. Some variations may occur as a function of (a) our being either slightly behind or slightly ahead of a listed topic for a given date, *(b) additional readings to be announced during the course*, and (c) the needs of the students.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>1/28</td>
<td>Introductions &amp; Logistics (syllabus)</td>
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<td>Goal Setting (special topics)</td>
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<td>Establish Supervision Times</td>
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<td>Week 2</td>
<td>2/4</td>
<td>Site Orientation &amp; Paperwork</td>
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<td>Basic Skills &amp; PEPA Review and Distribution</td>
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<td>Self care strategies</td>
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<td>Week 3</td>
<td>2/11</td>
<td><strong>Intimate Relations Training from 2-5pm in Room 110 instead of meeting at regular time</strong></td>
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<td>Week 4</td>
<td>2/18</td>
<td>HOLIDAY, NO CLASS</td>
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<td>Week 5</td>
<td>2/25</td>
<td>Check-in and Special Topic(s)</td>
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<td>Suicide/Abuse Policies Due</td>
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<td>Individual/Triadic Supervision Begins</td>
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<td>Client work begins</td>
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<td>Week 6</td>
<td>3/4</td>
<td>Presentation (1) and Special Topic(s)</td>
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<td>Week 7</td>
<td>3/11</td>
<td>Presentation (1)</td>
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<td>Week 8</td>
<td>3/18</td>
<td>Presentation (1) and Special Topic(s)</td>
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<td>Theory Skill Rubrics Due</td>
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<td>Week 9</td>
<td>3/25</td>
<td>Presentation (2)</td>
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<td>Week 10</td>
<td>4/1</td>
<td>SPRING BREAK</td>
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<td>Week 11</td>
<td>4/8</td>
<td>Presentation (2)</td>
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<td>Reminder: MSCA in Bozeman April 11th &amp; 12th</td>
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<td>Mid-term evaluation review in individual/triadic sessions (student &amp; faculty complete, p. 9 &amp; 10)</td>
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<td>Week 12</td>
<td>4/15</td>
<td>Presentation (3)</td>
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<td>Week</td>
<td>Dates</td>
<td>Activity</td>
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<td>Week 13</td>
<td>4/22</td>
<td>Presentation (3)</td>
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<td>Week 14</td>
<td>4/29</td>
<td>Presentation (3)</td>
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<td>Week 15</td>
<td>5/6</td>
<td>Presentation (3)</td>
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<td></td>
<td></td>
<td>Course Evaluations</td>
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<tr>
<td>Week 16</td>
<td>5/13</td>
<td>Check-in. Course wrap-up and reflection</td>
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</tbody>
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PERFORMANCE EVALUATION FORM
University of Montana Department of Counselor Education

Student: ____________________________ Date: ____________________________
Supervisor: _________________________ Site: ____________________________

☐ Self Evaluation  ☐ Supervisor Evaluation

This form should be completed (1) by the student as a self-evaluation, and (2) by the student’s individual supervisor at the end of each semester. Important domains of intern competence are listed below along with specific items in each domain. Signed copies of the student’s self-evaluation and of the supervisor’s evaluation should be turned into the faculty instructor/group supervisor at the beginning of the last week of the semester.

Please rate the student therapist using the following scale:

<table>
<thead>
<tr>
<th>Needs Development</th>
<th>Acceptable</th>
<th>Exemplary</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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Please know that the expected score is 2, with 3 being reserved for exceptional effort or skill, and 1 being used to signal the need for significant educational or interpersonal intervention.

*IO = Inadequate Opportunity to Observe  *NR = Not Relevant to this setting

Personalization Skills

Please rate the student therapist’s ability to:

_____ Convey warmth and establish a therapeutic environment
_____ Be genuine and authentic in the role of a therapist
_____ Gain client confidence and establish an effective working relationship
_____ Monitor reactions and remain aware of own defenses as they emerge in session
_____ Build rapport with all parties in the agency or school system (classroom teacher, parents, etc.)

Additional Comments: ____________________________________________

Conceptualization Skills

Please rate the student therapist’s ability to:

_____ Comprehend the client’s issues, including identifying a working diagnosis
_____ Understand theoretical and conceptual principles as applied to particular client concerns
_____ Show an understanding of diverse ethno-cultural and racial dynamics, as well as multicultural complexities and values
_____ Collaborate with the client to develop a therapeutic framework
_____ Show awareness of developmental stages and tasks, as appropriate

Additional Comments: ____________________________________________

Intervention Skills

Please rate the student therapist’s ability to:

_____ Gather historical and relevant information about clients
_____ Facilitate client expression of concern (thoughts, feelings, behaviors)
_____ Purposefully implement a variety of counseling responses (reflection, summary, etc.) and intervention strategies

Additional Comments: ____________________________________________
Facilitate the client's resolution of concerns

Appropriately refer clients and terminate the counseling relationship effectively

Identify the source of the presenting problem (schools, classroom, home, client)

Additional Comments: ________________________________

Professional Development

Please rate the student therapist's ability to:

_____ Behave professionally (e.g., demeanor, dress, language, etc.)

_____ Articulate and adhere to ethical and legal aspects of counseling

_____ Manage schedule responsibly, use time well

_____ Write concise, complete intake summaries and case notes

_____ Keep adequate and timely client records

_____ Understand and respect components of the system in which they are placed

Additional Comments: ________________________________

Group Counseling Skills

Please rate the student therapist's ability to:

_____ Identifies group stages and understands the role of the group leaders at each stage

_____ Understand the difference between content and process in group sessions and is able to effectively address both during sessions.

_____ Adequately paces the group sessions while attending to effective role and norm development.

_____ Effectively uses advanced group counseling skills such as linking, drawing out, cutting off, holding, shifting, or deepening the focus, and appropriate use of exercises or activities.

Additional Comments: ________________________________

Supervision

Please rate the student's ability to:

_____ Meet with Supervisor as scheduled

_____ Form an effective working relationship with the supervisor

_____ Handle feedback well and use supervision constructively

_____ Be open and engaged in supervision

Additional Comments: ________________________________

Signature of Supervisor ____________________________ Date ____________________________

My signature below indicates that I have read and discussed the material above with my practicum/internship supervisor. It does not indicate my total or partial agreement with the evaluation.
Signature of Supervisee

Date
1. Counselor’s Name:

2. Practicum Setting:

3. Client’s Pseudonym: Gender: Age:

4. Referral Source and Reason for Referral:

5. Therapeutic Contract:

6. Case Conceptualization:

7. Scholarly resource consulted and summary (1 page) *Group Supervision only

8. Therapeutic Interventions Used:

9. Therapeutic Goals:
   Short-term:

   Long-term:

10. Group Feedback
PEPA CODING SHEET

I. Developing Rapport: (Check off as completed)
   - Thanked the client for coming in to the session today, made them feel welcomed
   - Discussed confidentiality

II. Value/Judgmental Statements:

III. Questions

IV. Reflections:

Open
   - Simple
   - Repeat

Closed
   - Rephrase

Total: Total:

Complex
   - Paraphrase
   - Double-Sided Reflection
   - Metaphor
   - Reflection of Feeling
   - Summary

Total:
A Brief List of Seminal or Ovarian Works

Adlerian Theory

Person-Centered Theory

Behavioral Theory

Cognitive Theory

REBT
COUN 530

Reality Theory

Existential Theory

Gestalt Theory