COUN 585 Applied Counseling Methods (Internship)  
Course Syllabus  
The University of Montana  
Department of Counselor Education

Instructor Information
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Supervising Instructor
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Office Hours
Monday: 1:00 – 2:30  
Tuesday: 3:30 – 5:30  
Wednesday: 10:00 – 12:00  
Also by appointment

Scheduled Class Meetings
Monday, 9:00 – 10:30, ED 210

COURSE DESCRIPTION
Supervised counseling methods and theories as applied in mental health agencies and schools. Review of the principles of counseling as these apply to various settings and client issues.

CLASS TEXTS AND COURSE MATERIAL

Required
Department of Counselor Education Practicum and Internship Guide.

Additional reading as assigned.

Recommended


COURSE OBJECTIVES
The overall purpose of this course is to oversee your internship direct counseling services experiences. Because of the general and comprehensive nature of providing direct counseling services, the learning objectives are diverse and will likely cover many of the skill-oriented internship-related CACREP Standards. Specific objectives include, but are not limited to the following:

- Acquire and practice assessment skills appropriate to your practicum setting.
- Continue developing your awareness of culturally appropriate and culturally inappropriate assessment and counseling procedures.
- Continue developing counseling skills with one or more of the following populations: children, adolescents, adults, couples, families, and/or groups.
- Increase your awareness and intentionality as you apply theoretically- and empirically-derived counseling approaches and techniques within your practicum setting.
- Display effective communication skills with colleagues, clients, students, and supervisors.
- Display an awareness of ethical issues that you commonly face, or are likely to face, in your internship setting.
- Articulate professional sensitivity and competence when presenting cases to other internship students.
Acquire skills for questioning and contributing to discussions of specific case material.

Demonstrate openness to supervision and willingness to calmly and non-defensively consider feedback provided by fellow students and supervisors.

Provide services, as appropriate, to ethnically diverse students or clients.

Identify the role, function, and nature of the agency with which you are working.

Obtain knowledge and skills for self-, peer-, and program evaluation with respect to counseling and case management services.

CACREP RELATED COURSE OBJECTIVES

CACREP Core Standards:
Due to the nature of internship work, we will intermittently focus on (a) self-care strategies for counselors (Core Standard G. 1. d.); and (b) counseling theories that provide you with models for conceptualizing client problems and models consistent with current professional research and practice which will help you begin developing your own personal counseling model(s) (G. 5. d.).

CACREP Specialty Standards: Mental Health Counseling
D3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
D4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
D5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
E4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.
H1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
H2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
L2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
L3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

COURSE REQUIREMENTS AND GRADING PROCEDURES

Attendance, Preparedness, Participation and Utilization of Supervision 25 points
Students will come prepared to participate in group supervision each week. Evaluation of preparedness and utilization of supervision will be based on completing the necessary case presentation forms, intentionally cueing session recordings for supervision, engaging in class discussions and peer feedback, remaining open and receptive to feedback, and attending each scheduled supervision. The purpose of supervision is to maximize the development of skills based on feedback from others.

Group Supervision Presentations 35 points
There are four critical elements to group supervision presentations:

- **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.
• **Theory write-up.** A description of your working counseling theoretical orientation. The theoretical write-up will address the theory’s view of the following:
  - Human Nature
  - Role of the Counselor
  - Mental Health
  - Disturbance in Mental Health
  - Counseling Process
  - Techniques and Interventions

• **Case presentation form.** A case presentation form, sharing student’s conceptualization of the client, goals of counseling, and interventions used (see the *Group Supervision Presentation* form). Your theoretical orientation should be reflected in elements of the case presentation write-up (how you conceptualize the case and allow the theory to guide you towards goals and interventions).

• **Recording.** Present a counseling session recording, appropriately cued for 15-20 minutes of viewing. Students will come prepared to group supervision requesting specific feedback from the group to aid them in their skill development.

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**Counselling Skill Development, Session Performance, Hour Completion**

40 points

Evaluations of student’s skill development and session performance will be completed by site and university supervisors. These assessments will be based on the Performance Evaluation Form found in the Practicum and Internship Guide and will inform your grade for the course. Evaluation of your skill development and performance on site will also be conducted during site visits by your University supervisor. In addition, students must complete the appropriate amount of clinical hours to receive a grade in this course. One credit is the equivalent of 100 Internship hours (40 direct service hours and 60 indirect service hours).

**EVALUATION AND GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance, Preparedness, Participation and Utilization of Supervision</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>Group Supervision Presentation</td>
<td>35</td>
<td>35%</td>
</tr>
<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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**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](http://life.umt.edu/dss).

**CLASS BEHAVIOR AND LEARNING ENVIRONMENT STANDARDS**

1. **Liability Insurance.** Due to the clinical nature of this class, you are required to purchase and provide evidence of student liability insurance.

2. **P.I.G. Forms.** Due to the clinical nature of this class, it is critical that you review the Department’s Practicum and Internship Guide and collect and turn in all necessary forms.

3. **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, completing the necessary case presentation forms, intentionally cueing session recordings for supervision, engaging in class discussions and peer feedback, requesting specific feedback, and remaining open and receptive to feedback. Evaluation of participation/attendance will be ongoing throughout the semester. If you have questions or concerns related to your class participation, please see me.

4. **Supervision.** You will meet with the professor each week for group supervision (1.5 hours each week) and hold weekly supervision meetings with your site supervisor (1 hour each 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 with your recording cued and assigned forms completed.

5. **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.

6. **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.

**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.2. Informed Consent in the Counseling Relationship

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.

**APPROXIMATE SCHEDULE OF CLASS TOPICS AND ASSIGNMENTS**

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 and READINGS</th>
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| Week 1 8.27 | Introductions & Logistics  
  - Class time  
  - Presentation times  
  - Sign PIG  
  Site Orientation & Paperwork  
  Supervision Expectations  
  Goal Setting | Collect site contact information and supervisor agreements (pg.19 of PIG)  
  Review responsibility checklists with site supervisor (pg.16, 17, 18 of PIG) |
| Week 2 9.3 | LABOR DAY, NO CLASSES |                                                                  |
| Week 3 9.10 | Presentation | PIG forms due  
  Confirm Liability Insurance  
  Journal Article Case Reading |
| Week 4 9.17 | Presentations | Schedule Site Visits  
  Journal Article Case Reading |
<p>| Week 5 9.24 | Presentation | Journal Article Case Reading |
| Week 6 10.1 | Presentation | Journal Article Case Reading |
| Week 7 10.8 | Presentation | Journal Article Case Reading |
| Week 8 10.15 | Presentation | Journal Article Case Reading |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Week 9</td>
<td>10.22</td>
<td>Presentation</td>
<td>Journal Article Case Reading</td>
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<tr>
<td>Week 10</td>
<td>10.29</td>
<td>Presentation</td>
<td>Journal Article Case Reading</td>
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<td>Week 11</td>
<td>11.5</td>
<td>Presentation</td>
<td>Journal Article Case Reading</td>
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<tr>
<td>Week 12</td>
<td>11.12</td>
<td>VETERAN'S DAY, NO CLASSES</td>
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<tr>
<td>Week 13</td>
<td>11.19</td>
<td>Presentation</td>
<td>Journal Article Case Reading</td>
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<tr>
<td>Week 14</td>
<td>11.26</td>
<td>Presentation</td>
<td>Journal Article Case Reading</td>
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<tr>
<td>Week 15</td>
<td>12.3</td>
<td>Presentation</td>
<td>Journal Article Case Reading</td>
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<tr>
<td>Week 16</td>
<td>12.10</td>
<td>FINALS WEEK</td>
<td>Collect Student Evaluations of sites and supervisors (pgs. 26 &amp; 27 of PIG)</td>
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<td></td>
<td>Collect Final Performance Evaluations of students</td>
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<td>Collect Hour Logs</td>
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