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COUN 512.02: Fundamentals of Counseling

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**University of Montana
Department of Counseling
Phyllis J. Washington College of Education
COUN 512: Fundamentals of Counseling
Fall 2022**

Instructor:	Daniel Salois, PhD, LCPC
Contact:	Daniel.salois@umontana.edu PJW 341
Class Dates and Location:	Wednesdays from 9:00 – 11:50; Location, Room 313 Cindy Boyle cynthia.boyle@umconnect.umt.edu
TA Information:	Sabina Sabyrkulova sabina.sabyrkulova@umconnect.umt.edu

Course Description

Overview of approaches to counseling, including common factors. Includes meta-theoretical considerations and guided dyadic practice.

Course Materials

*Required: Registration with [Skillsetter.com](https://www.skillsetter.com) Costs for this program are commensurate with that of a used textbook. More information on this learning tool will be given on day one.

Recommended but not required: Young, M. E. (2021). *Learning the art of helping*. Hoboken, NY: Pearson.

Additional reading and/or media will be assigned on given topics and will be dispersed via email or accessible through the University of Montana library.

Course Objectives

1. Identify and explain the nature of the helping profession and the helping relationship.
2. Openly engage in the process of self-reflection and self-analysis with regard to ongoing counseling skill development.
3. Demonstrate the ability to develop and terminate a therapeutic relationship with a client.
4. Understand and demonstrate active listening skills (e.g. attending, reflecting, and paraphrasing) with clients.
5. Effectively manage the counseling session(s).
6. Identify and differentiate client affective and cognitive statements.
7. Identify and demonstrate appropriate, effective, culturally relevant, and ethical counselor responses.
8. Appraise and conceptualize client issues.
9. Facilitate client goal development, emphasizing wellness and prevention strategies.
10. Understand and apply conceptual basis for the counseling and consulting process including counselor-client interaction and interventions.
11. Identify and evaluate the skills of self and others based on counselor developmental level.

12. Synthesize performance across sessions especially for supervision.

CACREP Key Performance Indicators

3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues
5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

5.f. Counselor characteristics and behaviors that influence the counseling process

Method of Instruction

- a) professor lectures
- b) class discussion
- c) individual and dyadic work in skillsetter.com
- d) experiential learning
- e) thoughtful and reflective learning
- f) small group activities
- g) supervision

Students with Disabilities Notice

Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. For more information, visit the ODE website at <https://www.umt.edu/disability/>. It's important to remember that the formal accommodation process is designed to have people with the relevant training determine the needs, which can then be implemented in a consistent and fair way.

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/student-affairs/community-standards/Student%20Conduct%20Code%20-%20FINAL%20-%2008-24-18.pdf>.

E-mail Policy

You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly (at least once a day).

Extra Credit.

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

COVID-19 Considerations

Below is the current campus guidance for the fall semester as it relates to COVID-19.

- The University encourages COVID-19 vaccines and boosters, which are offered for both students and employees at the Health Services Pharmacy inside Curry Health Center.
- Masks are only required inside Curry Health Center and in some medical/research laboratories on campus. This requirement will be clearly posted. Required or not, we respect those choosing to wear a mask to reduce spread of respiratory viruses.
- COVID-19 testing for students is available at Curry Health Center. For employees, contact your primary care provider or visit a walk-in clinic. [Free at-home tests can be ordered online](#), or there may be tests available through the Health Services Pharmacy by calling 243-5171.

Remote Learning Statement

The Department of Counseling is an in-person program. As we continue the transition from Covid, we are aware that the pandemic continues to present risk for some. Should you have health concerns preventing in-person learning, we will work with you to make accommodations.

Because nearly all classes are designed for an in-person curriculum, arrangements for continuous remote learning must be approved by the faculty. Should short term, immediate needs require remote learning (travel due to the loss of a family member, quarantine, illness) please consult with your instructor as soon as possible. Remote learning will not be used to facilitate convenience, accommodate vacations, or the like.

We look forward to having you in class and creating rich learning environments together.

COURSE REQUIREMENTS

1. **Liability Insurance.** Due to the clinical nature of this class, you are required to purchase student liability insurance. Please follow these links to purchase liability insurance from ACA or ASCA. <https://www.counseling.org/membership/membership-savings/liability-insurance> or <https://www.schoolcounselor.org/Membership/Membership-Options>
2. **Participation and attendance.** Students are expected to be engaged in their own learning and be an active participant in the classroom. This class is designed with a peer-counseling 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 class by reading the required materials, engaging in class discussions and peer feedback, remaining open and receptive to feedback, and arriving to class 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. **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.
4. **Recording Expectation. Sessions must be recorded with equipment compatible for supervision.** Students will **practice only with peers** enrolled in the class. Students and their classmates are expected to schedule and conduct sessions outside of class time.

EVALUATION AND GRADING PROCEDURES

STUDENT RESPONSIBILITIES and ASSIGNMENTS:

1. Participation & Attendance

Making-up the learning experiences we co-construct through practice, demonstration, discussion, and feedback in class is impossible. We are co-creating learning together every time we meet. Participation

and attendance are crucial. Arrive for class on time, actively participate for the duration of the class, and remain focused on the course process and material for the duration of our meetings. Participation will be defined as preparing for class by reading the required materials, engaging in class discussions and peer feedback, remaining open and receptive to feedback, and arriving to class prepared for supervision. **In addition to class time, students will form small working groups outside of class to practice skills and provide feedback. Regular, weekly meetings with your group are expected.** Evaluation of participation/attendance will be ongoing throughout the semester. If you have questions or concerns related to your class participation, please see me. All students who use the counseling lab are expected to engage in weekly coverage of the lab. This includes fundamentals students. You'll be expected to sign up for lab coverage when clients are being seen by your colleagues.

2. Session Recordings

During your training, you will be required to record, review, and code counseling sessions as a part of your clinical sequence (Fundamentals, Practicum, and Internship). Sessions are recorded one of three ways: (1) you may record your peer-to-peer tele counseling sessions over Zoom *or* (2) record in the Department of Counseling clinic space, (3) the initial building blocks of skill development will be recorded on [Skillsetter.com](https://www.skillsetter.com)

- **Zoom Recordings for Tele-Counseling:** Students will set up a Zoom meeting at umontana.zoom.us – Login – Meetings – Schedule a New Meeting. Once the meeting is set up and you are ready to begin counseling, you can record by clicking the record icon on the bottom of the screen. You will be presented the option to *record to cloud* or *record to computer*. Click *record to cloud*. Once the recording is complete (usually a few hours after the zoom session ends) you can view the recording by clicking the link.
- **Recordings in Clinic Space:** If you choose to practice counseling in a traditional face-to-face environment, you will need to use our small group counseling rooms. The Department of Counseling has installed recording equipment in all clinic rooms. All recordings are stored on a secure server. Instructions on operating the clinic recording software will be covered in class.

3. Skillsetter Practice

Most weeks (see the calendar below) you will be required to record practice responses on Skillsetter. There will be time in class for giving and receiving feedback on your Skillsetter responses in dyadic groups. Your top response for each module (as determined by you and your partner) will be reviewed (with feedback) by your instructor and/or doctoral TA's each week.

4. Graded Counseling Session 30-minute *Midterm*

This peer session will be 30 minutes in length and recorded and transcribed outside of class time. The supervision team will evaluate each recording and provide written feedback on the execution of skills, in addition to determining if the skill demonstrates an exemplary, acceptable, or lacking performance. The recordings will also be evaluated for session management, professionalism, timing, and pace. A rubric outlining specific details of the assignment will be provided, and will guide the summative feedback for the assignment.

5. Graded Counseling Session 50-minute *Final*

This session will be between 50 minutes in length and recorded and transcribed outside of class time. The supervision team will evaluate each recording and provide written feedback on the execution of

skills, in addition to determining if the skill demonstrates an exemplary, acceptable, or lacking performance. The recordings will also be evaluated for session management, professionalism, timing, and pace. A rubric outlining specific details of the assignment will be provided and will guide the summative feedback for the assignment.

6. Professional Disposition and Engagement

Students will be evaluated at midterm and at the final, regarding the following: counseling dispositions and behaviors, adherence to professional ethics, professional behavior, personal boundaries, adherence to course policies, commitment to Skillsetter practice including additional Skillsetter work if needed, emotional stability and self-control, openness to feedback, flexibility and adaptability, and motivation to learn and grow. If students do not meet expectations in ALL categories by the end of the term, remediation will take place in form of a professional development plan and potentially enrollment in pre-practicum.

CONTRACT GRADING

You can earn one of three grades in this class: A, B, or C.

This class employs contract grading. One of the major goals of contract grading is to encourage students to develop their own motivations for excellence. Another goal is to reduce the anxiety about grades that students often experience. A key aspect of contract grading is to emphasize qualitative evaluative feedback over quantitative assessments of students' work.

During the semester I will not assign grades or scores to individual assignments; instead I will provide written or verbal feedback on the assignments that you turn in. In my feedback I will identify the strong aspects, point out skills or concepts that were missing, and/or suggest additional work (thinking, writing, specific skills practice, etc.) that you need to do in order to improve your integration of learning and counseling skill development. Ideally this feedback will help you deepen your awareness, provide breadth to your knowledge, and enrich your clinical skills necessary to establish counseling fundamental skills.

In courses with contract grading, the instructor sets a clear and unambiguous bar for earning a B in the course. If students meet this bar, they are guaranteed a B in the course. Dependent on effort and energy put towards growth, students can go above and beyond this bar to earn an A in the course, and they can also fall below the bar resulting in earning a C in the course.

Grading Contract

You are guaranteed a final grade of B in this class if you:

1. Meet the acceptable criteria for clinical skills on graded recordings;
2. Meet the due dates for all assignments;
3. Attend class, arrive on time, and stay for the duration of the class;
4. Actively participate in all class discussions and exercises including providing peer feedback;
5. Integrate feedback from the supervision team.
6. Meet expectations in ALL categories of counseling professional disposition and behaviors and professionalism.

If you meet the conditions above, you will earn a B in this class. However, your final grade will fall below a B if you do not meet these conditions. I will let you know via email, in person, or in assignment feedback if your work falls below a B in the course.

To earn an A in the course, you must do everything that you must do to earn a B as well as:

1. Demonstrate exceptional execution of clinical skills on graded recordings;
2. Seek out, review, and integrate regular feedback from the supervision team;
3. Receive feedback in a professional and non-defensive manner;
4. Offer clear, balanced, and accurate feedback to your small group;
5. Exceed expectations on categories of counseling professional disposition and behaviors and professionalism.

Student work is expected to evolve and change over the semester as feedback is integrated. This class is a developmental process. As such, formative feedback from class practice is expected to be integrated into clinical skills over the course of the semester. Summative feedback from the midterm recording is expected to be integrated into students' final recording. Given this process, the final recording students turn in will be weighted heavily when determining your performance in the class. (For example, you can perform at a C or B level at the midterm, and go on to successfully integrate feedback to earn an A for the final recording, and an A for the class).

All feedback will be given from the lens of expectations for “A” work.

Earning a C in this class means skills critical to the foundations of counseling are under-developed or not yet demonstrated by the time the class ends, and that feedback is not readily integrated and self-reflection and personal awareness may need support. Absences of assignments or participation can also result in a C grade.

A grade of a “C” will result in additional supervision and clinical practice before advancing to COUN 530 Applied Clinical Practice (Practicum).

You are welcome to discuss this grading contract, your performance in the course or your concerns about your final grade with me. Grade questions and concerns are always best addressed earlier rather than later, so please don't hesitate to ask.

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.

DATE	TOPIC	READINGS	ASSIGNMENTS DUE
Week 1 8.31	Introductions & Course Overview Supervision Model Skillsetter.com The Therapeutic Relationship Paraphrase A Potpourri of Therapeutic Stuff		
Week 2 9.7	Invitational Skills <input type="checkbox"/> Nonverbal Skills <input type="checkbox"/> Opening Skills	Principles of working with emotion video—	Proof of Liability Insurance Due Skillsetter: Module #1

	Reflecting Skills <ul style="list-style-type: none"> <input type="checkbox"/> Paraphrasing <input type="checkbox"/> Reflecting Feelings Informed Consent Clinic Logistics Skillsetter Feedback Peer:Peer Practice		Due (Reflecting Skills - Paraphrase)
Week 3 9.14	Advanced Reflection Skills <ul style="list-style-type: none"> <input type="checkbox"/> Reflecting Meaning Skillsetter Feedback Peer:Peer Practice	Chapter 4 in Clinical Interviewing	Skillsetter: Module #2 Due (Reflecting Skills – Reflecting Feelings)
Week 4 9.21	Review of Relationship Building Skills Advanced Reflection Skills <ul style="list-style-type: none"> <input type="checkbox"/> Summarizing Skillsetter Feedback Peer:Peer Practice	12 key concepts	Skillsetter: Module #3 Due (Empathy) Module #4 Due (Advanced Reflecting - Meaning)
Week 5 9.28	Relationship Building Skills Working Stage Skills <ul style="list-style-type: none"> <input type="checkbox"/> Challenging/Confrontation Skillsetter Feedback Peer:Peer Practice		Skillsetter: Module #5 Due (Advanced Reflecting – Summarizing)
Week 6 10.5	Relationship Building Skills Working Stage Skills <ul style="list-style-type: none"> <input type="checkbox"/> Challenging/Confrontation Skillsetter Feedback Peer:Peer Practice	Emotion Focused Therapy	Skillsetter: Module #6 Due (Challenging Skills – Confrontation)
Week 7 10.12	Review Peer:Peer Practice	Cultural Humility	Skillsetter: Review of Modules #1 - #6

Week 8 10.19	Review Peer:Peer Practice		Skillsetter: Module #7 Due, Review of Modules #1 - #6
Week 9 10.26	Assessment and Goal Setting Open Questions Peer:Peer Practice		Mid-Term Due
Week 10 11.2	Assessment and Goal Setting Immediacy Skillsetter Feedback Peer:Peer Practice	Fontaine & Hammond (2001). Twenty counseling maxims. <i>Journal of Counseling and Development</i> , 73, 223-226	Module #8 Due (Open Questions)
Week 11 11.9	Suicide Assessment Skillsetter Feedback Peer:Peer Practice		Module #9 Due (Immediacy)
Week 12 11.16	Change Techniques Skillsetter Feedback Peer:Peer Practice		Module #10 Due (TBD)
Week 13 11.23	No Class		Happy Break!
Week 14 11.30	Termination Process Skillsetter Feedback Peer:Peer Practice	Termination Reading TBD	Module #11 Due (TBD)
Week 15 12.7	Closing and Termination		Final Recording Due
Week 16 12.14	Individual Meetings with Instructor as Requested		

A FEW NOTES ON ETHICS

Ethical Considerations

To download the ACA Code of Ethics, visit:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

There are key 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 greater detail in class.

1. Confidentiality.

"Counselors do not share confidential information without client consent or without sound legal or ethical justification". Student 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 video recordings that are made for the purpose of this class contain confidential information. Students are expected to maintain the security of these video recordings at all times. Only students in the class are allowed to view the recordings.

2. Informed Consent and Student Self-Disclosure.

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.

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 class counseling sessions. Additionally, for the purposes of this class, all clients should be aware of **all** individuals who could potentially be observing their sessions.

3. Counseling Supervision Evaluation, Remediation, and Endorsement

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.

4. Student Welfare

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.