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COUN 585.02: Applied Counseling Methods (Internship)

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COUN 585 Applied Counseling Methods (Internship)

Fall 2022 Course Syllabus
The University of Montana
Department of Counseling

INSTRUCTOR INFORMATION

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SUPERVISING INSTRUCTOR

Veronica Johnson

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Office Hours: ED 338, Wednesdays 9:00 – 12:00, Thursdays 10:00 – 11:00, also by appointment.

Scheduled Class Meetings

Tuesday, 4:00 – 5:50, Rooms ED 357 (Hana); 359 (Adrienne); and 358 (Sabina)

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. This is a Service Learning course.

UM SERVICE LEARNING DEFINITION

Service Learning is a method of teaching and learning in which students, faculty and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community, as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students' understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.

CLASS TEXTS AND COURSE MATERIAL

Required

Department of Counseling Practicum and Internship Guide (PIG).

Tevera Membership.

Log-in Page <https://umt.tevera.app/#/logon>

*Note that you will also receive an invitation link from Emily Sallee via your UM email address.

Tutorial:

<https://knowledge.tevera.com/space/OS/1340276737/Onboarding+%7C+Students>

Additional reading as assigned.

Recommended

Jongsma Jr, A. E., Peterson, L. M., & Bruce, T. J. (2021). *The complete adult psychotherapy treatment planner*. John Wiley & Sons.

Skovholt, T. M., & Trotter-Mathison, M. (2016). *The resilient practitioner: Burnout and compassion fatigue prevention and self-care strategies for the helping professions*. Routledge.

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 2016 CACREP Standards. This is a service learning course, which provides you with the opportunity to directly apply academic knowledge in a community-based setting, working directly with clients who struggle with issues related to mental health and wellness. You will engage in ongoing reflection on this service learning experience and how you are integrating counseling theory and practice. Specific objectives include, but are not limited to the following:

- Acquire and practice assessment skills appropriate to your internship 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: 2016 CACREP Core and Specialty Standards: Clinical Mental Health Counseling

- 2.F.1.i. Students can identify ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (**KPI 1; Case formulation write-up and presentation**)
- 2.F.2.e. Students can identify the effects of power and privilege for counselors and clients (**KPI 3; Case formulation write-up and presentation**)
- 2.F.5.f. Students can describe counselor characteristics and behaviors that influence the counseling process (**KPI 6; Case formulation write-up and presentation**)
- 2.F.5.g. Students can demonstrate essential interviewing, counseling, and case conceptualization skills (**KPI 7; Case formulation write-up and presentation**)
- 5.C.1.c. Students can identify principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (**KPI 11; Case formulation write-up and presentation**)
- 5.C.2.l. Students can identify legal and ethical considerations specific to clinical mental health counseling (**KPI 12; Weekly group supervision consultations**)
- 5.C.3.a. Students can describe an intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (**KPI 13; Final case presentation**)
- 5.C.3.b. Students can identify techniques and interventions for prevention and treatment of a broad range of mental health issues (**KPI 14; Final case presentation theoretical orientation write-up**)

COURSE REQUIREMENTS AND GRADING PROCEDURES

Professional Behavior, Attendance, Preparedness, Participation and Utilization of Supervision (45 points)

Students will come prepared to participate in group supervision each week, engaging peers and supervisors in a professional manner. Evaluation of preparedness and utilization of supervision will be based on completing the necessary case presentation forms, testing technology before presenting, intentionally cuing 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.

Case Presentations (30 points)

Students are required to present at least TWO cases throughout the semester. Each Presentation must include:

1. A Case Report turned into your supervising instructors (review details in the Templates & Examples document).
2. A Case Conceptualization to share with the group (review details in the Templates & Examples document).
3. A recording of your counseling work cued to a place for supervision. Students will troubleshoot technology prior to class, ensuring effective playback of sessions. Plan to watch 10-20 minutes of content.
4. Be prepared to ask for specific feedback from the group that will aid in your reflection and counseling skill development.

For the final case presentations of the semester, students must include everything above and:

1. A Theoretical Orientation Write-up (review details in the Templates & Examples document).

Students will receive feedback on their counseling skill development during the presentation, and also receive written feedback on their documentation (Case Reports, Case Conceptualization, and Theoretical Orientation Write-up). **To receive full credit for case presentations, students must complete the tasks outlined above and integrate all written feedback documented by their supervisor.**

Counseling Skill Development and Session Performance (25 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 Counselor Competencies Scale – Revised (CCS-R). Evaluation of your skill development and performance at your service site will also be conducted during site visits by your University supervisor. In addition, students must complete the appropriate amount of clinical service hours to receive a grade in this course. One credit is the equivalent of 100 Internship service hours (40 direct service hours and 60 indirect service hours).

EVALUATION AND GRADING

Assignment	Points	Percentage
Attendance, Preparedness, Participation and Utilization of Supervision	45	45%
Case Presentations	30	30%
Counseling Skill Development and Session Performance	25	25%
1. Midterm Evaluation		
2. Final Evaluations		
TOTAL	100	100%

ETHICAL CONCERNS AND VIOLATIONS:

Ethical concerns and violations may result in failing the course and stopping student progress in the program.

GRADING PROCEDURES: The particular grading system for your performance in Internship is listed below. The course assignments and expectations informing evaluation are described in detail above and linked to CACREP standards later in the syllabus.

Please note that a grade at the C level or below in a clinical service class will result in a conference for remediation. This meeting will construct a plan for clinical improvement and include involved parties such as the Internship Instructor, Advisor, etc.

100 – 93 = A

92 – 85 = B

84 – 77 = C

Below 77 = D

TRACKING NECESSARY INTERNSHIP HOURS:

You will complete 6 credits of Advanced Counseling Methods (Internship) throughout your program of study. Upon completion of your 6th credit, Internship hours MUST TOTAL 600 SERVICE HOURS (240 DIRECT CONTACT HOURS AND 360 INDIRECT HOURS). Via Tevera, you will turn in signed service hour logs to your University Supervisor to be kept in your student file. You will have continued access to this documentation after graduation via Tevera. After completing your 6th and final credit of Internship, your cumulative service hours must total 600. You will be responsible for tracking hour logs from your site(s) and signed by your site supervisors indicating this grand total prior to graduation.

Please note, that grading for Advanced Counseling Methods (Internship) this semester is dependent on both performance and clinical service hour completion. 1 credit = 100 hours of service. Should service hours not total 100 hours per registered credit, students will receive an “N,” and must attend COUN 585 in subsequent semesters until the service hours are complete.

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 the Office of Disability Equity verifying your right to reasonable modifications. If you have not yet contacted the Office of Disability Equity, 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 <https://www.umt.edu/disability/>.

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. Most students choose to renew their ACA membership, as student liability insurance is a benefit of membership.
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 submit all necessary forms via Tevera.

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 cuing 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/Reflection.** 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.

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 <https://staging.umd.edu/student-affairs/community-standards/>.

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.

For additional ethical concerns, please refer to the ACA Code of Ethics (2005). A copy is available to download at: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

LAND ACKNOWLEDGEMENT:

The University of Montana resides on the traditional lands of many Indigenous peoples including the Selis (Salish), Ksanka (Kootenai), and Qlispe (Kalispel). Many other Indigenous peoples including the Amskapi Pikuni (Blackfeet), Nimiipuu (Nez Perce), Shoshone, Bannock, and Schitsu'umsh (Coeur D'Alene) also relied upon their traditional knowledge and relationships with this land and this space for survival in the past and today.

Action statement: We acknowledge that educational, health, and legal systems have led to the direct removal, oppression, and marginalization of Indigenous people throughout Montana and the nation. The University of Montana strives to improve education, service, and scholarship for all Indigenous peoples through actions aimed at respecting tribal sovereignty, empowering Indigenous scholars, and creating safe learning environments for all students to live, work, and learn together in equitable and positive ways.

—This statement was developed with the Leadership of Dr. Annie Belcourt (Blackfeet, Mandan, Hidatsa, Chippewa), Professor in the School of Community and Public Health Sciences



Flathead Indian Camping - Southeast of Missoula

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	ASSIGNMENTS
Week 1 08/30	Introductions & Logistics <ul style="list-style-type: none"> • Class time • Presentation times Tevera Site Orientation & Paperwork Syllabi Review Supervision Expectations Goal Setting	Collect site and supervisor contact information <ul style="list-style-type: none"> • Site • Supervisor • Email • Phone
Week 2 09/06	Presentation 1. _____ 2. _____	Review Tevera, Establish Membership, and Watch Tutorials
Week 3 09/13	Presentation 1. _____ 2. _____	Submit (via Tevera): <ol style="list-style-type: none"> 1. Liability Insurance 2. PIG Signature 3. Supervisor Agreement Form 4. Site Agreement Form
Week 4 09/20	Presentation 1. _____ 2. _____	Review CCSR
Week 5 09/27	Presentation 1. _____ 2. _____	Schedule Site Visits this Week
Week 6 10/04	Presentation/Flex Week 1. _____	Review Site Crisis Procedures

	2. _____	
Week 7 10/11	Final Case Presentation _____	Midterm Evaluations Complete
Week 8 10/18	Final Case Presentation _____	
Week 9 10/25	Final Case Presentation _____	
Week 10 11/01	Final Case Presentation _____	
Week 11 11/8	ELECTION DAY, NO CLASS _____	
Week 12 11/15	Final Case Presentation _____	
Week 13 11/22	Final Case Presentation _____	
Week 14 11/29	Final Case Presentation _____	

Week 15 12/06	Final Case Presentation <hr/>	Complete Course Evaluations
**Week 16 12/13 FINALS WEEK	Final Individual Meetings	Review Student Evaluations of sites and supervisors. Complete and Review Final Evaluations of students. Collect Hour Logs.