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.

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COURSE MATERIAL AND CLASS RECOMMENDED TEXTS

Required
Department of Counselor Education Practicum and Internship Guide.
Intimate Relationships Lab Manual
Doctoral Handbook
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.

COURSE OBJECTIVES
Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee. At the completion of this course, the doctoral student will

1. Synthesize, integrate, and apply advanced counseling skills, theories, interventions, and knowledge learned in previous classes and professional experience.
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.)

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.

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 supervision, attending supervision does not necessarily mean that one is participating. For the purpose of this course, participation will be defined as preparing for supervision by reading the required materials, intentionally cuing session recordings for supervision,
engaging in 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 participation, please see me.

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

4. **Supervision.** You will meet with the professor each week for individual/triadic supervision (1 hour) and group supervision (2 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 attend with your recording cued.

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.

**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 hour and 50 minutes 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.

**Group Supervision Presentations**

Students are required to present one counseling session recording in group supervision. For the presentation, students will cue the recording to a place they would like to receive supervision and complete the case presentation form, sharing their conceptualization of the client, goals of counseling, etc. The presentation will last about 1 hour (including feedback) and focus on advanced theoretical skill development. Students will present an outline of their theoretical approach so the group can conceptualize effective feedback and provide creative ideas to support the counselor-in-training in their development. See the theoretical and case conceptualization forms attached.

**Counseling Skill Development and Session Performance**

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.

**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>45</td>
<td>45%</td>
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<tr>
<td>Group Supervision Presentations</td>
<td>15</td>
<td>15%</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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To pass, students must earn a “B”. Missing more than one scheduled supervision 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/APS/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.

For additional ethical concerns, please refer to the ACA Code of Ethics (2014). A copy is available to download at: [http://www.counseling.org/resources/aca-code-of-ethics.pdf](http://www.counseling.org/resources/aca-code-of-ethics.pdf)

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>Introductions &amp; Logistics</td>
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<tr>
<td>8/31</td>
<td>Group Supervision</td>
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<td>Week 2</td>
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<td>9/7</td>
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<tr>
<td>Week 3</td>
<td>Site Orientation &amp; Paperwork</td>
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<td>9/14</td>
<td>Intimate Relations Lab Training, Part 1</td>
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<td></td>
<td>Group Supervision</td>
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<tr>
<td>Week 4</td>
<td>Intimate Relations Lab Training, Part 2</td>
<td>Individual/Triadic Supervision</td>
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<td>9/21</td>
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<td>Begins</td>
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<td>Client work begins</td>
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<td>Week 5</td>
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<td>Week</td>
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<td>7</td>
<td>10/12</td>
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<td>12</td>
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<tr>
<td>16</td>
<td>12/14</td>
<td>Course wrap-up and reflection</td>
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DOCTORAL CLINICAL PRACTICUM STUDENT EVALUATION

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 practicum student/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 counselor using the following scale:

Needs Development Acceptable Exemplary
1                      2      3                      4                    5

Please know that the expected score is 3, with 5 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 counseling session, agency, and/or school system

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 advanced counseling responses that are theoretically congruent and intentional

Facilitate the client's resolution of concerns

Appropriately refer clients and terminate the counseling relationship effectively

Identify client and systemic patterns that are the source of the presenting problem

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:

**Utilization of Supervision**
Please rate the student therapist'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:

Overall comments/observations:

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 ____________
A Brief List of Seminal or Ovarian Works

**Adlerian Theory**

**Person-Centered Theory**

**Behavioral Theory**

**Cognitive Theory**

**REBT**

**Reality Theory**

Existential Theory

Gestalt Theory