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COUN 585.03: Counseling Methods - Mental Health, Addiction, and Group

Daniel J. Salois

University of Montana, Missoula, daniel.salois@umontana.edu

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COUN 585 Counseling Methods: Mental Health, Addiction, and Group
Course Syllabus Spring 2021
The University of Montana
Department of Counselor Education

Instructor Information

Daniel Salois, MA, NCC

Email: daniel.salois@umconnect.umt.edu

Adrienne Tausers, MSW, LCSW PhD Student

Email: adrienne.tausers@umconnect.umt.edu

Office Hours: by appointment

SCHEDULED CLASS MEETINGS

Tuesday 4:00pm-5:50pm

EDU 334 and Zoom

COURSE DESCRIPTION

Supervised counseling methods and theories as applied in mental health agencies. Review of the principles of counseling as these apply to various settings and client issues. This is a Service Learning course. Please see description below.

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 Counselor Education Practicum and Internship Guide.

Additional reading as assigned.

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. 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.
- Be able to link your counseling assessment and intervention approaches to specific counseling theory and/or empirical evidence.
- 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 Specialty Standards: Mental Health Counseling

3.a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.

3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues.

COURSE REQUIREMENTS AND GRADING PROCEDURES

Professional Behavior, Attendance, Preparedness, Participation and Utilization of Supervision

(25 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.

***Each class will be started by someone in the class. We will simply rotate through, please be ready to open this group however you would like, some ideas are grounding technique, opening thought provoking question, round robin, etc. Have fun with this😊**

Midterm Case Presentation

(25 points)

Students are required to present counseling session recording(s) in group supervision. For each presentation, students will present for 45 mins to one hour (including feedback time). Write up should be uploaded to UMBox for instructor to read prior to presentation. Please note that at instructor discretion case write ups may be returned for edits and may need to be re-submitted for credit. Rubric and outline will be provided. This has been modified to present the larger case presentation to include the case conceptualization as well as the written case report to be done at midterm to ensure receipt of feedback from peers and supervisors can be integrated into continual clinical work for the remainder of the semester.

Prepare a written and oral case conceptualization that includes the following written in professional, clinical language:

- Relevant information obtained in the intake interview (biopsychosocial history, mental health history, legal history, counseling history, and mental status evaluation),
- Describe the culturally sensitive psychological assessment strategies used to provide a diagnosis
- Provide a diagnosis with an explanation of your process to land on this diagnosis,
- Develop a treatment plan for this client. (C.3.a.)
- Describe how the prognosis and treatment plan tie into student's theoretical orientation
- Show 15 minutes of a session with the case used.

- g. Be prepared to elicit feedback from instructor and peers on the case that will aid in reflection and counseling skill development (how can we help?)

Final Case Presentation

(10 points)

Students are required to bring in a 15-minute clip of a counseling session for consultation. Students will practice brief conceptualization and effective communication skills by giving group a 2-minute synopsis on the client and asking for feedback on something specific. Ex.) “Do I appear congruent in this moment?” “Do you think I am displaying accurate empathy here?”

Please note: These needs to be a different case than you plan to use for COMPS.

Counseling Skill Development

(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 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 at your service site will also be conducted during site visits by your University supervisor. Students need a minimum total of 6 credits of **COUN 585**. This entails **600 hours (100 hours per credit)**. **At least 240 of the 600 hours must include direct work with clients.** Students serve under the supervision of a licensed professional clinical counselor, psychologist, or licensed clinical social worker. All requirements for supervision remain the same as described for COUN 530.

EVALUATION AND GRADING

Assignment	Points	Percentage
Attendance, Preparedness, Participation, Professionalism, and Utilization of Supervision	30	30%
Mid-term Case Presentation with write up	30	30%
Final Case Presentation	15	15%
Counseling Skill Development and Session Performance	25	25%
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.

A= 93%+

A-=90-92%

B+=87-89%

B=83-86%

B-=80-82

C+=77-79%

C=73-76%

C-=70-72%

D+=67-69%

D=63-66%

D-=60-62%

F=below 60%

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)**. Throughout the semester, you will turn in signed service hour logs to your University Supervisor to be kept in your student file. Keep one copy for yourself. After completing your 6th and final credit of Internship, your cumulative service hours must total 600. You will be responsible for presenting logs to your

University Supervisor indicating this grand total. Have your individual supervisor **sign it each week**, provide a copy to your faculty supervisor and keep a copy for your files. These must be uploaded (Note: You will need this information for licensure/certification so be sure to keep copies).

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>.

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 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 (2.0 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 or already uploaded to UM Box.
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.
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 pdf version of the Student Conduct Code is available at <https://www.umt.edu/student-affairs/community-standards/student-code-of-conduct-2020-pdf>

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

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 and READINGS due
Week 1 1/12	<ul style="list-style-type: none"> ⇒ introductions & logistics <ul style="list-style-type: none"> ○ Health safety measures ⇒ site orientation, where are you, how are your hours ⇒ syllabus review <ul style="list-style-type: none"> ○ discuss all assignments ○ sign up for presentation date ○ supervision expectations ⇒ Dyadic Activity (goals/challenges/needs) 	<ul style="list-style-type: none"> • Write down goals you have for this semester, challenges you have experienced or are experiencing with possible trouble shooting within goal setting. • Please remember to continually be uploading/updating your logs!
Week 2 1/19	<p>Someone in the group to open class!</p> <hr/> <p>Case Presentation for Supervision:</p> <hr/> <hr/>	<p>*Be aware of the dates of your presentations, if you are unable to present a certain day, take it upon yourself to email instructors and colleagues in your class and switch. We highly encourage sooner than later to plan accordingly.</p>
Week 3 1/26	<p>Case Presentation:</p> <hr/>	<p>⇒ Make sure your logs are up to date</p>
Week 4 2/2	<p>Case Presentation:</p> <p><u>Go Over Case Reports for Midterm</u></p> <hr/>	
Week 5 2/9	<p>Midterm Presentations Begin</p> <p>Midterm Presentation:</p>	<p>Case conceptualization write up (formal case presenter only)</p>

Week 6 2/16	Midterm Presentations: <hr/>	Case conceptualization write up (formal case presenter only)
Week 7 2/23	Midterm Presentations Midterm Presentation <hr/>	Case conceptualization write up (formal case presenter only)
Week 8 3/2	Midterm Presentation Clinical Class Presentation <hr/>	Case conceptualization write up (formal case presenter only)
Week 9 3/9	Final Case Presentations Start Final Presentations: <hr/>	Case conceptualization write up (Brief)
Week 10 3/16 (No Class)	No Class Student Break Make sure your logs are up to date <hr/>	No Class-Student Break
Week 11 3/23	Final Presentations Final Presentations: <hr/>	Case conceptualization (Brief)
Week 12 3/30	Final Presentations Final Presentation: <hr/>	Case conceptualization write up (Brief)
Week 13 4/6	Final Presentations Final Presentation: <hr/>	⇒ Case conceptualization write up (Brief) ⇒
Week 14 4/13	Final Presentations Makeup Presentations: <hr/>	Case Conceptualization writeup (Brief)
Week 15 4/20	Makeup Presentations and Final Group <hr/>	• Due in Box by end of the week:
Week 16 (Finals) 4/27	<hr/>	<ul style="list-style-type: none"> • Student Evaluations of sites and supervisors • Final Performance Evaluations of students • Final Hour Logs

	Individual Student Meetings	<ul style="list-style-type: none"> • All internship paperwork due from checklist. Eval of course will be sent out
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STUDENT LEARNING OUTCOMES AND EVALUATION RUBRICS

In this course student performance will be evaluated in many ways. Below are the school and clinical mental health counseling standards that are evaluated in this course. Although your competence with respect to the following standards will undoubtedly be related to your final grade in the course, the particular rubric included below is also designed for faculty to systematically evaluate our effectiveness in teaching these areas. We provide this information because it may be useful to you to know what sorts of standards we're covering in the program and how we're going about measuring these standards in this course. If you find this process confusing or overwhelming, then you can feel free to ignore this section because if you do a good job completing the assignments described above, then you'll be doing a good job in this class!

CACREP Student Learning Outcomes: Mental Health Counseling

Standards	Needs Improvement (Unacceptable)	Acceptable	Exemplary
CMHC Specialty Standards PRACTICE	1	2	3
Measurement: Presentations and Group Feedback			
3.a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.	The student was not able to provide information or demonstrate skills of intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.	The student provided information or demonstrated skills that showed his/her ability to conduct an intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.	The student provided information or demonstrated a skill in a manner that is acceptable as described by a rating of "2" but also systematically or spontaneously integrated multicultural, research, professional ethics, developmental, or other important counseling domains into his or her performance.
Measurement: Presentations and Group Feedback			

Standards	Needs Improvement (Unacceptable)	Acceptable	Exemplary
3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues.	The student was not able to provide information or demonstrate skills, techniques, and interventions for prevention and treatment of a broad range of mental health issues.	The student provided information or demonstrated skills, techniques, and interventions for prevention and treatment of a broad range of mental health issues.	The student provided information or demonstrated a skill in a manner that is acceptable as described by a rating of "2" but also systematically or spontaneously integrated multicultural, research, professional ethics, developmental, or other important counseling domains into his or her performance.