Instructor: Dani O’Malley, PhD LPC  
E-mail: danielle.omalley@unco.edu  
Phone: (970) 396-1236  
Office Hours: I will be available before and after class and through e-mail, phone, and text messaging.

Doctoral Supervisors: Thomas Killian MEd, NCC  
Chloe Hinton, BA

Class Meeting Times: August 21-22; August 28-29; October 2-4; October 9-11
   Fridays: 4:00-10:00; Saturdays: 8:00-5:00; Sundays: 8:00-4:00.
   Additional hours arranged

Please note: Although every attempt will be made to follow this syllabus, the instructor reserves the right to make changes as the course proceeds. In such instances, you will be provided with as much advance notice and/or accommodations as possible.

Course Description: Course content includes direct instruction of basic counseling skills, supervision of counseling activity, and individual and group feedback. Students will have the opportunity to learn and develop counseling skills, initial diagnostic competencies, client record keeping, and the formation of treatment plans through a combination of lecture, demonstration, experiential activities, and guided practices. Subsequently, counselors-in-training will work with clients while class members and supervisors observe.

PREREQUISITES:  
APCE 558, APCE 607 APCE 602 or 650, PSY 530 & consent of coordinator.

COREQUISITE:  
APCE 657

Client Recruitment: Each student is required to recruit three volunteer clients who will receive three sessions free of charge. This expectation has been discussed since the beginning of your program. If you do not believe you can meet this course requirement, please contact Dr. Helm immediately to discuss whether this is the time for you to take this course. It is expected that you will have volunteer names by Friday of the 2nd week of class. Please do not rely on classmates to bring additional volunteers if you do not have all three of yours. Doing so limits that classmate’s ability to view sessions and participate in supervision and feedback sessions.

In accordance with the ACA 2005 Ethical Standards and established clinic policy the volunteer clients cannot be a spouse/partner, former spouse/partner, nor should they be first order relatives of the student (grandparents, children, in-laws). Each volunteer client will be expected to attend sessions on the 3rd and 4th weekends (in some combination of either, 2 session the 3rd weekend and 1 session the 4th weekend, or 1 session the 3rd weekend and 2 sessions the 4th weekend). Clients will not be seen twice on the same day. Sessions will begin at 5 pm (4 pm if absolutely necessary for the schedule of the volunteer) on Friday night (3rd and 4th weekends) and 9 am on Saturdays and Sundays. Each session is 50 minutes long. When
recruiting clients students need to inform them that they will be videotaped and observed. Students need to ensure that volunteer clients are not in crisis and that they are not currently seeing another therapist. Students will provide the instructor the names and available times of volunteer clients during the second weekend of class. A schedule will be developed at that time.

**Course Objectives:**

1. To learn and develop fundamental counseling skills
2. To learn and develop intake skills, including data collection and initial diagnostic assessment
3. To begin and further formulate a personal theory of counseling and apply this theory to clinical practice
4. To receive supervision on issues related to client and interpersonal issues
5. To follow the American Counseling Association (ACA) ethical guidelines and the UNC Psychological Services Clinic Manual
6. To formulate treatment and evaluation plans

**Course Requirements:**

1. **Proof of Insurance.** Provide on the first day of class a copy of your liability insurance to the instructor. Before you can see clients, you must obtain liability insurance (through ACA or ASCA) and give proof of insurance to the instructor and the instructor will submit the copy to the department. You can obtain reasonably priced insurance through the ACA Student Member services at [www.counseling.org](http://www.counseling.org).
2. Attend all class meetings – attendance is essential for successful completion of your practicum experience.
3. Meet all clients as assigned, conduct initial client assessments and make appropriate recommendations for counseling services.
4. Provide feedback to fellow class members in group supervision.
5. Maintain a complete and up to date clinical record for each client and keep this record secure according to HIPAA and the Psychological Services Clinic Manual and demonstrate the ability to complete and maintain appropriate clinical records.
6. Begin to articulate a personal theoretical orientation and to demonstrate its application in sessions.
7. Reflect on and critically evaluate in-session counseling behaviors and professional behaviors in practicum.
8. Knowledge of counselor [and consultant] characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.
9. Demonstrate appropriate counseling skills equivalent to a master’s level counselor (such as: attending, empathy, respect, concreteness, genuineness, reflection, immediacy, confrontation).
10. Informal case presentation to class during group supervision.
11. Complete assigned readings prior to class meetings and be prepared to discuss.
12. Actively and constructively participate in class discussions and group supervision meetings.
14. Accept and use supervisory feedback to improve counseling effectiveness.

15. Use counseling skills and competencies such as:
   a. Opening and closing an interview.
   b. Responding effectively to cognitive and affective content of clients’ communication (use of reflections).
   c. Setting outcome goals with clients.
   d. Planning change strategies with clients.
   e. Employing a variety of counseling techniques, procedures, and resources as appropriate.

14. Reflect on and critically evaluate in-session counseling behaviors.

15. Demonstrate awareness, knowledge and skills in counseling clients who are culturally different, including racial, ethnic, gender, sexual orientation or socioeconomic differences.

**KNOWLEDGE AND SKILL OUTCOMES:** Upon successful completion of this course students will:

1. Complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term (CACREP III.F). (Practicum Log, Class Meeting Times, Supervision, and Counseling Sessions).

2. Complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills (CACREP III.F.1). (Practicum Log and Counseling Sessions).

3. Participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract (CACREP III.F.2). (Practicum Log and Supervision).

4. Participate in an average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor (CACREP III.F.3). (Practicum Log and Group Supervision Schedule).

5. Participate in program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients (CACREP III.F.4). (Practicum Log, Counseling Sessions, and Supervision).

6. Receive evaluation of his/her counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum (CACREP III.F.5). (Mid-term evaluation, Final evaluation, Reflective Journal and Supervision).

7. Demonstrate an understanding of professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications (CACREP II.G.1.b). (Lecture, Class Discussion, Reflective Journal, and Readings).

8. Implement self-care strategies appropriate to the counselor role (CACREP II.G.1.d). (Lecture and Wellness Plan).


10. Demonstrate an understanding of the counseling process in a multicultural society (CACREP II.G.5). (Lecture, Readings, Reflective Journal, Role Plays, and Counseling Sessions).
11. Demonstrate an orientation to wellness and prevention as desired counseling goals (CACREP II.G.5.a). (Lecture, Readings, Wellness Plan, Reflective Journal, Client Files, Role Plays, and Counseling Sessions).

12. Demonstrate counselor characteristics and behaviors that influence the helping process (CACREP II.G.5.b). (Role Plays and Counseling Sessions).

13. Demonstrate essential interviewing and helping skills (CACREP II.G.5.c). (Role Plays and Counseling Sessions).


15. Demonstrate an understanding of crisis intervention and suicide prevention models (CACREP II.G.5.g). (Lecture, Role Plays and Counseling Sessions).

16. Demonstrate the ability to apply and adhere to ethical and legal standards in clinical counseling (CACREP CMHC.B.1). (Role Plays, Counseling Sessions, Evaluation, Treatment Plans and Case Conceptualizations, and Client Files).

17. Demonstrate an ability to use the principles and practices of diagnosis, treatment, referral and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (CACREP CMHC.D.1). (Role Plays, Evaluation, Counseling Sessions, Treatment Plan and Case Conceptualization, and Client Files).

18. Demonstrate an ability to apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental health and emotional disorders (CACREP CMHC.D.2). (Role Plays, Counseling Sessions, Evaluation, Client Files, Treatment Plan and Case Conceptualization).

19. Promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities (CACREP CMHC.D.3). (Role Plays, Counseling Sessions, Evaluation, Client Files, Treatment Plan and Case Conceptualization).

20. Apply effective strategies to promote client understanding of an access to a variety of community resources (CACREP CMHC.D.4). (Role Plays, Counseling Sessions, Evaluation, Client Files, Treatment Plan and Case Conceptualization).


22. Apply current record-keeping standards related to clinical mental health counseling (CACREP CMHC.D.7). (Role Plays, Counseling Sessions, Evaluation, Client Files, Treatment Plan and Case Conceptualization).

23. Recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate (CACREP CMHC.D.9). (Wellness Plan, Reflective Journal, Evaluation, Supervision, and Supervisory Disclosure Statement).

24. Demonstrate an ability to maintain information regarding community resources to make appropriate referrals (CACREP CMHC.F.1). (Role Plays, Counseling Sessions, Evaluation, Client Files, Treatment Plan and Case Conceptualization).

25. Advocate for policies, programs, and services that are equitable and response to the unique needs of clients (CACREP CMHC.F.2). (Readings, Class Discussions, Supervision, Reflective Journal, Role Plays, Counseling Sessions, and Evaluation).

26. Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (CACREP...
CMHC.F.3). (Class Discussions, Role Plays, Reflective Journal, Counseling Sessions, Evaluation, and Treatment Plan and Case Conceptualization).

27. Demonstrate skill in conducting an intake interview, a mental status evaluation, a bio psychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management (CACREP CMHC.H.2). (Role Play, Counseling Session, Evaluation, and Client Files).

28. Demonstrate appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments (CACREP CMHC.L.1). (Role Plays, Counseling Sessions, Evaluation, Client Files, Treatment Plan and Case Conceptualization).

29. Demonstrate an ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals (CACREP CMHC.L.2). (Role Plays, Counseling Sessions, Evaluation, Client Files, Treatment Plan and Case Conceptualization).

30. Demonstrate an ability to differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma causing events (CACREP CMHC.L.3). (Role Plays, Counseling Sessions, Evaluation, Client Files, Treatment Plan and Case Conceptualization).

COURSE CONTENT:
This course is designed for students to meet the 2009 CACREP Standards requirements for the completion of the first supervised practicum experience. Students must complete a supervised practicum experience of at least 100 hours over at least a 10 week semester. Throughout this experience, the student will receive individual or triadic supervision and group supervision on a weekly basis. Course content includes direct instruction on core counseling skills, supervision of counseling activity, and individual and group feedback. Students will have the opportunity to learn and develop counseling skills, initial diagnostic competencies, client record keeping, and the formation of treatment plans through a combination of lecture, demonstration, experiential activities, and guided practices.

2009 CACREP Standards:
Section II.G.
5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
   a. an orientation to wellness and prevention as desired counseling goals;
   b. counselor characteristics and behaviors that influence helping processes;
   c. essential interviewing and counseling skills;
   d. 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;
   e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
   f. a general framework for understanding and practicing consultation; and
   g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

Section III.
**PRACTICUM**

F. Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student’s practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.
5. Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

**Texts and Other Required Readings:**


Additional readings will be assigned by the instructor as class proceeds.

**Suggested Readings:**


- ISBN-10: 0465057675


**Reading Schedule:**

*I absolutely expect readings to be done on time.*

**Prior to Start of Class:**

- APCE Student Handbook;
- ACA code of ethics.

Week 1: Young Chapters 1-8
Week 2: Young Chapters 9-15
All reading, lectures, discussions, activities, assignments, etc. are designed to facilitate your growth as a counselor-in-training; please keep this in mind throughout your practicum experience.

Counselors-in-training will see clients the third and fourth weekend of this class. The Young text was chosen due to the quality of the information and the relevance to this class. You will learn and develop as a counselor-in-training far more efficiently and effectively when you read the text prior to seeing clients and as you refer back to the text and lectures throughout the semester. There will be “quizzes” related to the Young text. Some quizzes will be overt and some will be veiled within the lectures and activities during the first two weeks of class. Be prepared by having read the text and by having given each topic critical thought. Consider how each core skill may bring challenges to you personally and think about how each core skill may challenge others.

Grading: This course is graded on an S/U basis. Students will receive feedback on their counseling and professional behaviors. The instructor will decide on the final grade after careful consideration of feedback from all evaluation sources (e.g., doctoral student supervisors, individual supervision, group supervision, and classroom participation/interactions). There will be a mid-term evaluation during which specific written and verbal feedback will be given to each student. Final grades will be based on counseling skills, participation in class discussions, and completion of case notes, conceptualization abilities, treatment planning, and professional/ethical behavior.

- A Note about the Doctoral Student Supervisors: The doctoral student supervisors will be responsible for providing/assisting with supervision, reviewing case notes and treatment plans, and coordinating with the Psychological Services Clinic to ensure that supervisees have enough clients (among other duties). Doctoral Student Supervisors are an important and valuable part of the practicum experience. The assignment of grades is the sole responsibility of the instructor. All questions pertaining to evaluation are to be directed to Dr. O’Malley.

General Expectations: This course meets over four weekends and due to the nature of this course, you are expected to be at all scheduled class sessions. Additionally, you will be expected to meet outside of class meeting times as arranged. While some events are unavoidable, it is imperative that you attend all class sessions. Therefore, requests to leave early or miss a session are strongly discouraged. Class participation includes being present for all class meetings, providing consistent and constructive feedback, being prepared for individual supervision, integrating supervisory feedback, and clearly demonstrating commitment to personal and professional development. Additionally, you will be expected to read all assigned material by the dates listed without exception.

Academic Conduct: Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University.

Professional Conduct: Students are expected to adhere to the ACA code of ethics. Any behavior which is deemed unethical will be grounds for dismissal from the program. All
information shared in a counseling course is confidential; therefore disclosure of any kind including audio taping of the course is a violation of the ACA code of ethics.

**Disability Statement**: Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Center at 970-351-2289 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

**The College of Education and Behavioral Sciences (CEBS)** supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in…educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in…educational services on the basis of sexual orientation or political affiliation.” (See [http://www.unco.edu/hr/AAEO_TitleIX.htm](http://www.unco.edu/hr/AAEO_TitleIX.htm)).

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity ([http://www.unco.edu/cebs/diversity](http://www.unco.edu/cebs/diversity)).

**Inclusivity Statement**
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.