

COUN 620 Counseling Pre-Practicum

Instructor

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Course Description

This course provides students with the foundation for all practicum and internship experiences. Through course content, case conceptualization, and focused practice, students develop and demonstrate core communication and interpersonal skills essential for the counseling field: building relationships, conducting initial assessments, setting goals, implementing interventions, and evaluating outcomes. Students examine attitudes, values, and beliefs that enhance the helping process and acclimate to their future practicum sites. In-progress and pass/fail grading. Offered fall term only.

Office Location

Howarth 3rd floor

Office Hours

M 10am, W 1pm

Class Meeting Time

Wednesdays, 4-6p.m.

Course Objectives

At the end of the course, students should be able to

- Demonstrate and apply counseling skills such as utilizing active listening skills, forming effective responses, establishing a therapeutic relationship, setting goals, planning treatment, understanding and clarifying the counselee's worldview and actively facilitating change, engaging in self-evaluation, and practicing self-care.
- Effectively engage in giving and receiving feedback to improve counseling skills
- Apply ethical decision-making models to complex therapeutic situations
- Articulate culturally relevant counseling strategies and considerations
- Explain current uses of and issues related to technology and counseling

Course Relationship to Program Goals

The following program goals are addressed in this course: prepare counselors who are reflective, collaborative, and justice-oriented practitioners, who 1) Engage in multiple contexts to promote the social emotional growth and development of individuals, groups, families, and organizations, 2) Critically and intentionally utilize multiple theories of counseling and human development and multiple sources of evidence to inform and develop their own practice and to promote growth and positive change, and 3) Interrogate their own biases and social location to actively pursue culturally responsive practice and to contribute collaboratively to the ongoing work of equity.

METHODS OF INSTRUCTION

The following methods will be used throughout the course: didactic instruction, videos, case studies, role plays, and structured group exercises.

CACREP STANDARDS ADDRESSED IN THIS COURSE

F1i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
F1j. Technology's impact on the counseling profession
F1k. Strategies for personal and professional self-evaluation and implications for practice
F1m. The role of counseling supervision in the profession
F5d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
F5e. The impact of technology on the counseling process
*F5g. Essential interviewing, counseling, and case conceptualization skills (KPI)
F5h. Developmentally relevant counseling treatment or intervention plans
F5l. Suicide prevention models and strategies
F5n. Processes for aiding students in developing a personal model of counseling
F7b. Methods of effectively preparing for and conducting initial assessment meetings
F8e. Evaluation of counseling interventions and programs

* = KPI (CACREP Key Performance Indicator)

Key Performance Indicators

In COUN 620, the KPI 2.F.5.g “Essential interviewing, counseling, and case conceptualization skills” is assessed in the Formal Skills Demonstration assessment. If you are not able to achieve “at standard” on this assessment, a plan of academic remediation will be developed between you, the course instructor, and the program director.

COURSE REQUIREMENTS AND EXPECTATIONS

- Proof of Liability Insurance (see below)
- Depending on spring practicum placement, additional requirements may be needed prior to working with clients/students (fingerprinting and background checks, etc.; see below)
- Pre-practicum requires a high level of personal engagement, accountability, and integrity. Students are expected to come to class fully prepared to participate in activities and class discussions by having completed the required readings or activities in advance of class.
- Students are expected to be familiar with and adhere to both the American Counseling Association and the American School Counselor Association codes of ethics.
- Students are expected to keep any personal information or views shared in class confidential; directly communicate in a timely manner any questions, concerns, conflicts, or needs; and demonstrate mutual respect and an openness to professional feedback.

LIABILITY INSURANCE

Prior to the start of direct services to clients (typically during the spring of your first year in the program), students are required to secure and submit verification of liability insurance. [ACA](#) and [ASCA](#) offer complimentary liability insurance to students as part of their membership benefits. If you do not wish to become a student member of ACA or ASCA, you can purchase liability insurance through [HPSO](#) for approximately \$38 or you can also choose to purchase separate liability insurance. Currently, if you join ASCA or ACA, liability insurance is included in the premium and therefore you will need to simply supply a copy of your membership and to keep this active throughout the Practicum semester. You must assure that your membership remains active throughout the MEd program.

FINGERPRINTING

Fingerprinting and background checks are required for most practicum placements in K-12 schools. The fingerprinting process can take up to six weeks or so to complete, so it is important to begin the process early in the term in order to be ready to begin Practicum in spring term. Fingerprinting fees typically run between \$65-100. See Karen Stump (kstump@pugetsound.edu ; Howarth Hall, 3rd floor) for more information.

VIDEO/AUDIO RECORDINGS

Reflecting on your practice over time and receiving feedback on your counseling skills are central to your development as a counselor, both during this program and throughout your counseling career. Recording your work allows both instructors and peers to offer constructive feedback; it also assists the instructor in evaluating and supporting your development as a counselor.

Seeing yourself on video can be unnerving at first; the sooner you get more comfortable with it, the easier it is to focus more on the value of the feedback and the unique opportunity for growth this format provides. For these reasons, you will be expected to present portions of recorded course activities such as role plays and other skill-building assignments. We will start small and focus on relatively brief recordings during this term. As you continue through the program, you will select segments of recorded work with clients to present during supervision time in Practicum and Internship. We encourage you to make the most of this opportunity by bringing video segments that will most support your growth as a counselor, including times in sessions that were more challenging to you.

When working with clients, written permission for recording and sharing must be obtained in advance. Permission requirements vary; both parental and client permission is required for minors. When presenting a recording during class, come prepared to share a basic case conceptualization, diagnosis, and treatment plan appropriate for your own professional developmental level, and a sense of what aspects of your work you would like feedback on. (Don't worry, we'll cover all of this in class!)

Evaluation of Student Learning

This course is heavily experiential in nature. Your full participation in classes and other course activities is important not only to your own skills development, but your classmates as well. In addition to our Wednesday classes and scheduled assignments, this course incorporates a number of other activities that may require time outside of class, such as skills practice with classmates, and conducting a job shadow or informational interview. Regular, on-time attendance during online synchronous sessions, and mindful engagement in all course activities, count toward your participation grade. Failure to meet participation expectations may place you in jeopardy of not passing this course.

It is expected that students take responsibility for timely completion of assignments. Please check to ensure your assignments have been successfully uploaded or received.

If any element of an assignment does not meet the minimum standard, the instructor may request that you continue to work on and resubmit the assignment. Below-standard performance on a CACREP Key Performance Indicator will necessitate the student redoing and resubmitting the assignment until the standard has been met.

The instructor reserves the right to consider these variables when assigning grades.

Use of Webcams during Remote Learning

Nonverbal communication is an essential component of engaging with each other in the learning environment. Unless there are extenuating circumstances, use of a webcam during synchronous class sessions is expected. If you do not have access to a webcam, please contact Puget Sound [Media Services](#) or [Technology Services](#). There may be occasions when you may be unable to have a webcam on during class; please contact me to discuss in advance, so that I can understand your situation better and we can consider possible solutions as appropriate. Please refer to the M.Ed. program [Online Classroom Netiquette](#) guide for additional tips.

<http://bit.ly/MEdNetiquette> (case-sensitive URL)

Exam and Assignments

Assignment	% of overall grade/ points possible	CACREP standards addressed
Participation and in-class exercises	40	<i>(all course standards)</i>
Discussion Post 1	10	<i>2F5n, 2F1l, 2F1k</i>
Discussion Post 2	10	<i>2F5h</i>
Reflective journal entries (2, @ 5 pts each)	10	<i>2F5n, 2F1m</i>
Midterm quiz	10	<i>(all course standards)</i>
Formal skills demonstration *	20	<i>2F5g (KPI), F1k</i>

* = KPI (CACREP Key Performance Indicator)

Discussion Posts: Two discussion posts are included to provide opportunities for reflection, interaction with peers, and as a way to demonstrate your synthesis of key concepts. Each discussion post assignment consists of 2 parts: an original post and a response to a peer's post. Posts will be graded based on two areas: Responsiveness and Content Knowledge (see rubric below). Where appropriate, include citations and references; follow APA style guidelines for both. Original posts are due on the dates indicated in the syllabus; responses to peers' posts are due two days after the original post. For example, if the original post is due on a Monday, the peer responses are due that Wednesday. As a general guideline, original posts should typically be between 200-400 words; responses to peers' posts should be substantive and include additional considerations, observations, or suggestions.

Reflective Journaling Assignments: Two journaling assignments allow you to reflect on your own professional development over the term. Each assignment will begin with a prompt to consider and address in your response. A typical response might be anywhere from 3-6 *paragraphs* in length. Grading will be based on the presence of meaningful reflection, and responsiveness to the prompt. Grading of this assignment will not take into account your current developmental level as an emerging counselor; there are no 'right or wrong answers' in that respect. Unlike discussion posts, these journal assignments will not be shared and will only be visible to the instructor.

Participation and In-class Exercises: Students are expected to be fully engaged in class discussions, written and oral reflections, and all related course activities. If you must be absent due to illness or other conflicts, it is expected that you will notify your instructor in advance of your absence; alternate activities may be assigned for in-person activities missed due to absences.

Midterm Quiz: The midterm quiz will review some of the basic counseling skills covered to that point in the course. The quiz will be administered in Canvas and will consist of multiple-choice, fill-in-the-blank, and short-answer items.

Formal Skills Demonstration: This assignment gives students the opportunity to demonstrate their use of and competency with counseling skills at a basic level. It also gives students the chance to demonstrate their abilities to self-reflect and to give and receive feedback. The assignment has three parts: 1) Students will pair with each other (one will be in the counseling role, the other in the client role) and will record themselves role-playing a counseling session. This part of the assignment should be 10 minutes long. 2) At the end of 10 minutes, students immediately shift into processing the experience: reflecting on what went well, what skills were demonstrated by the counselor, and what moments may have presented challenges in their particular roles. This section is intended to capture immediate reactions and feedback directly following the role play (no pause). 3) The final part involves completing the Skills Demonstration Worksheet in Canvas, which allows for further reflection. This worksheet can capture in writing your initial responses and reactions from the first two steps. The worksheet should be completed after you review the recorded video. This final step allows both students the opportunity to catch and reflect on aspects of the session that they may not have noticed during the experience. This assignment is designated as a Key Performance Indicator (KPI) for CACREP Standard 2F5g; a copy of your completed Skills Demonstration Worksheets will be retained as evidence you have demonstrated competence on this standard at this time.

Required Texts

- Miller, W. R. & Rollnick, S. (2012). *Motivational Interviewing: Preparing people for change* (3rd ed.). New York, NY: Guilford.
- Okun, B. & Kantrowitz, B. (2015). *Effective helping: Interviewing and counseling techniques* (8th ed.). Stamford, CT: Cengage Learning.

Additional Readings and Resources

- American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author
- American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style*. (Seventh ed.). Washington, DC: American Psychological Association.
- American School Counselor Association. (2016). *ASCA ethical standards for school counselors*.
- Collins Library – Counseling Subject Guide <https://research.pugetsound.edu/counseling>
- Contact our Liaison Librarian, Andrea Klyn: https://research.pugetsound.edu/prf.php?account_id=25472
- The Purdue OWL (an online resource for APA formatting guidelines) <https://owl.purdue.edu>
- (see Canvas for additional course readings)

Grading Rubric for Discussion Posts and Reflective Journaling

Area	Standard Met (3-5 points)	Standard Not Met (0-2 points)
Responsiveness	The student responded to the question or topic, addressing all prompts and requirements. The student interacted with peers/group members.	The student did not address all prompts and requirements when responding to the question or topic. The student failed to adequately interact with peers/group members (discussion posts).
Content Knowledge	The student synthesized the information appropriately, adding new thoughts and ideas.	The student failed to show adequate synthesis and reflection of core information, and/or did not adequately add new thoughts and ideas.

Grading Rubric for Formal Skills Demonstration

Area	Exceeds target	Meets target	Target Not Met
Counseling relationship	Counselor demonstrates strong ability in establishing counseling relationship. Adept in conveying positive regard, respect, warmth, nonjudgmental attitude, empathy, authenticity, and congruence.	Counselor demonstrates an ability to develop and deepen the counseling relationship with the client by displaying positive regard, respect, warmth, non-judgmental attitude, empathy, authenticity, and congruence.	Counselor does not sufficiently develop and deepen the counseling relationship by demonstrating the ability to display positive regard, respect, warmth, nonjudgmental attitude, empathy, authenticity and congruence.
Comprehensive use of skills	Counselor demonstrates a strong ability to effectively and appropriately utilize a wide range of individual and/or group counseling skills.	Counselor demonstrates the use of a range of counseling skills including open ended questions, summarization, clarification, etc. For group counseling, skills include scanning, facilitating member to member communication, mediated confrontation, etc.	Range of skills used was too narrow and/or skills incorrectly applied.
Structure and direction of session	Counselor demonstrates strong ability in creating and maintaining clear structure and productive focus over the course of counseling session(s).	Counselor demonstrates the ability to maintain structure, focus, and direction of the interview, proceeding through defined stages, and is able to end session effectively.	Counselor does not demonstrate the ability to maintain structure, focus, and direction of the session. In group counseling, is unable to make effective use of stages of group process.
Accurate Attention to affect, content and meaning	Counselor demonstrates strong ability in attending to client affect, content, and meaning as demonstrated by accurate and effective reflection, exploration and summarization	Counselor adequately explores and reflects client's expression of affect, content or meaning.	Counselor does not actively, accurately, and/or sufficiently explore and reflect client's expression of affect, content or meaning.
Professional Role Skills	Counselor demonstrates a sophisticated understanding of professional and ethical behaviors, responsibilities, relationships and/or demeanor.	Counselor adequately demonstrates an understanding of professional and ethical behaviors, responsibilities, relationships and/or demeanor.	Counselor does not demonstrate an understanding of professional and ethical behaviors, responsibilities, relationships and/or demeanor.
Case Conceptualization Skills	Counselor demonstrates a superior ability to formulate a clear understanding of the client's problem integrating cultural, historical, developmental and contextual elements to design a counseling plan to work with the client, and articulate case from a theoretical perspective.	Counselor demonstrates the capacity to formulate a clear understanding of the client's problem integrating cultural, historical, developmental and contextual elements to design a counseling plan to work with the client; Can articulate case from a theoretical perspective.	Counselor does not demonstrate the ability to formulate a clear understanding of the client's problem integrating cultural, historical, developmental and contextual elements to design a counseling plan to work with the client. Cannot articulate case from a theoretical perspective.
Personal Growth Skills	Counselor demonstrates a superior ability to self-reflect, articulate own struggles and its impact on the counseling process, and minimize impact of own values and bias on the counseling process. Make good use of feedback and supervision	Counselor adequately demonstrates ability for self-reflection; can articulate how one's own struggles can influence the counseling relationship; responds positively to feedback; and seeks supervision as needed. Counselor adequately demonstrates ability to understand how own values and ethnocentric biases can impede the counseling process.	Counselor does not demonstrate ability for self-reflection, articulation of own struggles, and their impact on the counseling process. Counselor fails to minimize impact of own values and bias on the counseling process and/or does not respond positively to feedback and seek supervision as needed.

University Mission Statement

The University of Puget Sound has a commitment to enduring understandings for student learning which are reflected in the university statement. “The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.”

Classroom Emergency Response Guidance (On-campus emergency procedures)

Please review university emergency preparedness response procedures and a training video posted at www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor away from doors and windows. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

Office of Accessibility and Accommodations

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, (105 Howarth, 253.879.3395, pperno@pugetsound.edu). She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

University Diversity Statement

The university is committed to building a learning community based on a respect and appreciation for all persons.

We Acknowledge

the richness of commonalities and differences we share as a university community.

the intrinsic worth of all who work and study here.
that education is enhanced by investigation of and reflection upon multiple perspectives.

We Aspire

to create respect for and appreciation of all persons as a key characteristic of our campus community.
to increase the diversity of all parts of our University community through commitment to diversity in our recruitment and retention efforts.
to foster a spirit of openness to active engagement among all members of our campus community.

We Act

to achieve an environment that welcomes and supports diversity.
to ensure full educational opportunity for all who teach and learn here.
to prepare effectively citizen-leaders for a pluralistic world.

Names and Pronouns

I want to call you by what you consider your name, no matter what the official roster might tell me. Similarly, I want to use pronouns appropriate to your gender. Please inform me if you want me to refer to you differently than the official record.

Student Religious Accommodations

The university provides reasonable religious accommodations for academic courses and programs, and the university policy is found at <https://www.pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/student-religious-accommodations-in-academic-courses-or-programs/>

Student Bereavement Policy

Upon approval from the Dean of Students' Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook.

Copyright and Fair Use

Course materials (including those made by the instructor) are for educational purposes only and limited to students enrolled in the course. Materials are protected by copyright law and may not be copied, downloaded, stored, transmitted, shared or changed in any way.

Personal and Academic Integrity

The University of Puget Sound is a community of faculty, students, and staff engaged in the exchange of ideas contributing to intellectual growth and development. Essential to the mission of the academic community is a shared commitment to scholarly values, intellectual integrity, and respect for the ideas and work of others. At Puget Sound, we share an assumption of personal and academic integrity at all levels. You are responsible for

reviewing and adhering to the University's Personal and Academic Integrity Policy at <https://www.pugetsound.edu/student-life/personal-safety/student-handbook/student-integrity-code/standards/> .

Course Schedule

Week	Subject	Readings/Assignments	CACREP Standards
Week 1 9/2	<ul style="list-style-type: none"> Intro to Practicum Basics of supervision 	<ul style="list-style-type: none"> Okun & Kantrowitz, ch.1 	F.1.b, f, i, m
Week 2 9/9	<ul style="list-style-type: none"> Ethical Standards The helping relationship 	<ul style="list-style-type: none"> Okun & Kantrowitz, ch.2 ACA Code of Ethics ASCA Code of Ethics 	F.1.i
Week 3 9/16	<ul style="list-style-type: none"> Communication skills (verbal and nonverbal) Strategies for personal and professional self-evaluation 	<ul style="list-style-type: none"> Okun & Kantrowitz, ch.3 See Canvas Due: Reflective Journaling #1 	F.1.k F.5.g
Week 4 9/23	<ul style="list-style-type: none"> Essential interviewing and counseling skills Building effective therapeutic relationships 	<ul style="list-style-type: none"> Okun & Kantrowitz, ch. 4 	F.5.d F.5.g F.1.l, k
Week 5 9/30	<ul style="list-style-type: none"> Developmentally relevant counseling treatment and intervention 	<ul style="list-style-type: none"> Okun & Kantrowitz, ch. 5 See Canvas Due: Discussion Post 1 	F.5.h
Week 6 10/7	<ul style="list-style-type: none"> Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships 	<ul style="list-style-type: none"> Okun & Kantrowitz, ch. 6 See Canvas 	F.5.d
Week 7 10/14	<ul style="list-style-type: none"> Introduction to counseling strategies Use of technology in counseling 	<ul style="list-style-type: none"> Okun & Kantrowitz ch. 7 See Canvas 	F.1.j F.5.d F.5.e, i, j, k
Week 8 10/21	<ul style="list-style-type: none"> Defining therapeutic goals and objectives Evaluating strategies and progress 	<ul style="list-style-type: none"> Okun & Kantrowitz, ch. 8 Due: Midterm Quiz 	F.5.h,i F.8.e
Week 9 10/28	<ul style="list-style-type: none"> Crisis response and suicide prevention 	<ul style="list-style-type: none"> Okun & Kantrowitz, ch. 9 	F.5.l
Week 10 11/4	<ul style="list-style-type: none"> Issues affecting helping Self-care 	<ul style="list-style-type: none"> Okun & Kantrowitz, ch. 10 	F.1.e, i, k, l F.5.d F.5.f F.5.m
Week 11 11/11	<ul style="list-style-type: none"> Intro to Motivational Interviewing (MI) 	<ul style="list-style-type: none"> MI book, chapters 1 & 2 Due: Discussion Post 2 	F.5.g F.5.h
Week 12 11/18	<ul style="list-style-type: none"> MI (continued) 	<ul style="list-style-type: none"> MI chapters 3 & 4 	F.5.g F.5.h
Week 13 11/25	<ul style="list-style-type: none"> NO CLASS- (Thanksgiving Holiday week) 	Take a well-deserved break!	
Week 14 12/2	<ul style="list-style-type: none"> MI (continued) 	<ul style="list-style-type: none"> MI chapters 5 & 6 Due: Proof of Liability Insurance 	F.5.g F.5.h
Week 15 12/9	<ul style="list-style-type: none"> Course reflections, closure, looking forward 	<ul style="list-style-type: none"> Due: Formal Skills Assessment (videos and worksheets) Due: Reflective Journaling #2 	F.5.g F.5.n