I. SERVICE LEARNING COURSE

Dept/Program: Counselor Education, School Counseling
Course Number: 585 - 02

Course Title (Course title should end with the following designation: /SvcLrn) Number of credits
Counseling Methods: School Counseling/Service Learning 1-9

Short title: Coun Meth: School/SrlcLrn

Type of Request: ☐ New ☐ One-time Only ☐ Renew ☒ Change ☐ Remove

Rationale: The course is required in the School Counseling program in the Department of Counselor Education, but we have never pursued designation as a Service Learning course. The “methods” course, commonly referred to as “Internship” in our department involves 600 hours of service work in the community, providing counseling services to students in schools. Students spend 10-15 hours/week in their designated site, then attend 2 hours/week of group supervision, which involves formal case presentations and active reflection of service experiences and how they connect with classroom learning.

II. ENDORSEMENT/APPROVALS

* Instructor: Lindsey Nichols
  Phone / Email: (406)243-5820/lindsey.nichols@umontana.edu

Program Chair: Kirsten Murray
Dean: Roberta Evans

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. 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.

IV. SERVICE LEARNING COURSE CRITERIA

The University of Montana has established the following criteria for service learning designated courses. In order to receive the service learning course designation, the proposed course must clearly exemplify all of the following criteria:

- Students in the course will provide a needed service to individuals, organizations, schools, or other not-for-profit or tax-exempt entities in the community.
- The service experience is directly related to the subject matter of the course.
- Knowledge from the discipline informs the service experiences with which the students are to be involved.
- Activities in the classroom will provide opportunities for students to actively reflect upon what they have learned through the service experience and how these experiences relate to the subject matter of the course. Reflection should be imbedded as course assignments, and in-class time should be scheduled throughout the semester to do reflection — both
should be clear on the syllabus. Reflection should incorporate discussion/assignments that help students understand the importance of meeting community needs through service and civic engagement in a democratic society.

- The course offers a method to assess the learning derived from the service. Credit will be given for the learning and its relation to the course, not for the service alone.
- Student service should address community-identified needs and represent reciprocal partnerships between the campus (class) and community partner organization(s). Community partner(s) should have the opportunity to provide advice and feedback in class on the value and impact of the service performed by the students.
- Training (by the service agency) and preparation (by the course instructor) ensure that students are well-prepared and perform service activities in a professional manner in which vulnerable populations are not harmed.
- Service options ensure that no student is required to participate in a service placement that creates a religious, political, or moral conflict for the student.
- In a 3-credit service learning course, students should be required to perform a minimum of 15 hours of community service per semester (i.e., 5 hours of service per academic credit). Service hours may include hours spent in training, preparation, and direct contact with clients.
- If the proposed course is an internship course, the syllabus should clearly indicate not only the learning objectives that are to be achieved through the service, but also the connection between this course and curriculum from other courses in the discipline. There should be a clear connection of the interrelatedness between the service learning internship and previous coursework the student has taken to prepare them for their service work.

V. CONFIRMATION OF SERVICE LEARNING COURSE CRITERIA

Explain how this course meets each of the following criteria.

1. Need for service: Describe the community-identified need and the nature of the service experience students will be involved in.

In Counseling Methods: School Counseling, students are connected with a school in the community that provides career, social, and academic counseling to students, grades K-12. Students served are often low socio-economic status individuals with several barriers in accessing needed services.

2. Relation to course content: Describe how the service experience is related to the subject matter of the course. How do students apply their classroom learning in the service experience?

Students complete a series of core courses before beginning the Counseling Methods: School Counseling course. They must have demonstrated their ability to practice using fundamental counseling skills, group counseling, ethical sensitivity, and evidence of a developing theory of counseling. Throughout the semester, students are required to present formal case conceptualizations where they show evidence of how they are applying their coursework learning through the services they are providing.

3. Reflection: What opportunities are provided in the classroom for students to reflect upon what they have learned through their service experience? How is service placed within the broader context of civic engagement and service to others? Reflection assignments and activities should be clearly noted as such in the syllabus and should occur throughout the semester, not just at the end.

Students are asked to engage in self-reflection throughout the course through formal presentations, weekly check-in's, and reflective journaling. A major tenet of counseling is that counselors empower clients to make positive changes in their lives. The belief is that individual changes can lead to community and systemic changes. The nature of counseling asks students to constantly reflect upon the impact that students have on their clients and communities, and the reciprocal nature of that impact. Each week students reflect orally on their experiences, and also do so through their application of course material and conceptualization of their
case presentations. Students regularly identify areas of concern or attention and ask for feedback from their classmates and course instructor to aid in the reflective process.

4. **Assessment:** What method(s) are used to assess the learning derived from the service experience? How often do they occur in the semester?

Students are required to present two formal case conceptualizations throughout the semester. Case conceptualizations are graded in accordance with the student learning outcomes associated with our CACREP accreditation standards. Informal feedback is provided in class by the course instructor and other enrolled students, and formal written feedback is provided by the course instructor. In addition, students complete a self-evaluation of their clinical skills and experience at the end of the semester, and pair their evaluation with their designated site supervisor's evaluation of their clinical skills. Evaluations serve to provide opportunity for reflection on both the student's performance and areas of growth from the perspective of the student and site supervisor.

5. **Reciprocity:** How do community partner(s) provide advice and feedback on the nature and value and impact of the service performed by the students?

The course instructor makes contact with the school partners at least three times throughout the service learning experience, and the instructor provides an annual orientation and training for site supervisors, which provides an optimal venue for advice and feedback. The school partners are encouraged to communicate regularly with the course instructor regarding any concerns, questions, or feedback they have about the service learning experience. The course instructor visits the site in person at least once/semester to elicit feedback about the goodness of fit between student and site, identify any gaps in the student’s preparation, and foster continued connection between student academic training and service-learning experience.

6. **Training:** What training and preparation will be provided to students, and by whom, to assure students are prepared to perform their service activities in a professional manner in which vulnerable populations are not harmed?

Students complete a sequence of core courses within the Department of Counselor Education that must be completed for a grade of B or better before any exposure to service learning activities is approved. All courses are taught by core Counselor Education faculty. A list of the prerequisite courses is included below:

- COUN 510: Introduction to the Counseling Profession
- COUN 511: Theories and Techniques in Counseling
- COUN 512: Counseling Fundamentals
- COUN 520: Group Counseling
- COUN 530: Applied Counseling Skills
- COUN 565: School Counseling, Program Development and Supervision
- COUN 566: Counseling Children and Adolescents in Schools
- COUN 610: Professional Ethics/Orientation
7. Service options: What service options exist to ensure that no student is required to participate in a service placement that creates a religious, political, or moral conflict?

We challenge each student in the Department of Counselor Education to develop the awareness, knowledge and skills required to address the concerns of any client issue regardless of culture, religion, ability level, sexual orientation, etc., under the close supervision of a licensed faculty member and qualified site supervisor. In addition, we encourage students to constantly reflect upon how their worldview impacts the work they do in the schools with students, and the reciprocal nature of that impact. That being said, we partner with a variety of K-12 schools in the community that provide varying experiences, and we make efforts to match students with sites that best meet their professional goals, and their skill level.

8. Number of service hours required: How many hours of service per semester are students required to perform? Provide detailed description of the service activities to be performed.

600 total hours over the course of the 5-credit experience, that usually takes place over at least 2 semesters. Of the total 600 hours, 240 need to be in direct client contact. Descriptions as to what constitutes direct vs. indirect activities is listed below:

Direct hours are those in which students are providing direct service in their role as counselor. The following are some examples of what would constitute direct hours:

- Individual counseling
- Group therapy
- Psycho-educational presentations
- Individual student and classroom guidance activities
- Co-counseling
- Meetings with clients and/or family members that have clear therapeutic purpose or evidence goal attainment as stated in treatment plan
- Client observations with clear assessment plan (e.g. classroom observations of a student)

Indirect hours include any activities where the student is either not in direct contact with clients, or is not acting in a therapeutic role or with clear purpose. The following are activities that would constitute indirect hours:

- Training and orientation
- Related readings and research
- Writing of case notes
- Individual and group supervision
- Class time in COUN 530 and COUN 585 ONLY
- Observations of counseling
- Unstructured, informal time spent with clients that does not have clear goal or is not part of treatment plan
- Treatment team meetings
- Case management activities (i.e. contacting human service agencies, consulting with treatment team members)
VI. COMMUNITY PARTNER INFORMATION

Provide information on the organization(s) that will provide service placements for students in this course.

**Name of Agency/Organization:** Sentinel High School  
Contact Person: Aaron Shattuck  
Phone/Email: 406-728-2400 ext. 7040/alshattuck@mcps.k12.mt.us

**Name of Agency/Organization:** Big Sky High School  
Contact Person: Heather Williams  
Phone/Email: 406-728-2400 ext. 8033/hnwilliams@mcps.k12.mt.us

**Name of Agency/Organization:** Hawthorne Elementary  
Contact Person: Robyn Edington  
Phone/Email: 406-728-2400 ext. 4294/raedington@mcps.k12.mt.us

**Name of Agency/Organization:** Willard High School  
Contact Person: Bonnie Fergerson  
Phone/Email: 406-728-2400 ext. 4752/bfergerson@mcps.k12.mt.us

**Name of Agency/Organization:** Washington Middle School  
Contact Person: Dana Olenick  
Phone/Email: 406-728-2400 ext. 4853/dolenick@mcps.k12.mt.us

**Name of Agency/Organization:** Frenchtown Elementary  
Contact Person: Amy Griffin  
Phone/Email: 406-626-2606/amy.griffin@fts.org

**Name of Agency/Organization:** Hellgate High School  
Contact Person: Christine Kolczak  
Phone/Email: 728-2400 ext. 6052/clkolczak@mcps.k12.mt.us

VII. ASSESSING SERVICE LEARNING AT UM

Service learning and community engagement are important aspects of UM’s strategic plan. The Office for Civic Engagement at UM collects data about service learning to track student and faculty engagement and assess its impacts. To streamline data collection, analysis, and reporting, professors of service learning designated courses are highly encouraged to commit to having their students complete the university’s pre/post-test service learning questionnaire. Faculty are also highly encouraged to fill out the online Service Learning Faculty Survey at the end of the semester they teach service learning courses.

- [ ] I will commit to having my students complete UM’s online service learning pre/post-test
- [x] I will commit to filling out UM’s online faculty service learning survey.
VIII. SYLLABUS

PLEASE SUBMIT SYLLABUS IN A SEPARATE FILE.

The syllabus should clearly indicate that this is a service learning course and it should include the UM Service Learning Definition as text within the syllabus (please see definition above). The syllabus should also demonstrate how the above criteria are satisfied. For assistance see preparing a service learning course syllabus or Andrea Vernon, Director of the Office for Civic Engagement.

VII. ELECTRONIC SUBMISSION

Submit approved original, and electronic file to the Faculty Senate Office, UH 221. A PDF of the original signed form is acceptable.