

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: COUNSELOR EDUCATION	COLLEGE: EDUCATION
COURSE PREFIX AND NUMBER: MHS 6800	CURRENT COURSE TITLE: PRACTICUM IN MENTAL HEALTH COUNSELING
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): 2012 SUMMER	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: SUPERVISED COUNSELING PRACTICE AT A BEGINNING LEVEL, INVOLVING INDIVIDUALS, FAMILIES, AND GROUPS IN FIELD PLACEMENT. INCLUDES A UNIVERSITY BASED SEMINAR IN WHICH SKILLS AND COMPETENCIES ARE EVALUATED IN CASE REPORTS AND SESSION PRESENTATIONS.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.

Attach syllabus for ANY changes to current course information.

Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each ESE- no overlap, CCEI- no overlap, T & L – no overlap, ES & HP – no overlap, EDLRM – no overlap
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Faculty contact, email and complete phone number: Dr. Irene H. Johnson ijohnso9@fau.edu 561-297-2136

Approved by: Department Chair: _____ College Curriculum Chair: College Dean: UGPC Chair: _____ Graduate College Dean: _____	Date: <u>1/3/2012</u> <u>1/20/12</u> _____ _____	ATTACHMENT CHECKLIST ♦ Syllabus (see guidelines for requirements: http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php) ♦ Written consent from all departments affected by changes
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Email this form and syllabus to UGPC@fau.edu **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

FLORIDA ATLANTIC UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION

MHS 6800
Practicum in Mental Health Counseling
Spring 2012

Instructor:
Office:
Email:

COURSE DESCRIPTION

Supervised counseling practice at a beginning level, involving individuals, families, and groups in field placement, Includes a university based seminar in which skills and competencies are evaluated in case reports and session presentations.

Prerequisites: MHS6800 and permission of instructor.

RECOMMENDED READINGS & MATERIALS

- ✦ Hodges, S. (2011). *The Counseling Practicum and Internship Manual: A Resource for Graduate Counseling Students*. New York: Springer Publishing Company.
- ✦ Mozdierz, G, Peluso, P.R. & Lisiecki, J. (2009). *Principles of Counseling and Psychotherapy: Learning the Essential Domains and Nonlinear Thinking of Master Practitioners*. New York: Routledge
- ✦ DSM-IV (American Psychiatric Association) and Treatment Planning for Adults, Adolescents, and Children
- ✦ Professional journals: Journal of Mental Health Counseling, Journal of Counseling and Development, Journal of Counseling Psychology, Psychotherapy: Theory & Practice

REQUIRED RESOURCES: LiveText

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

CACREP: General: K1b, K1c, K1d, K1e, K1f, K1g, K1h, K 2f, K3a, K3b, k3c, K3d, K4e, K5a, K5b, K5c, K5e, K5f, K5g, K6a, K6d, K 6e, K6g, K7a, K7b.

CACREP: Mental Health Competencies: B1, B2, B3, C3, C4, C5, C7, C8, C9.

CONCEPTUAL FRAMEWORK

This course supports the College of Education's Conceptual Framework. Accordingly it is expected that as a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and

provide evidence of being a capable professional at their practicum training sites by providing appropriate and effective counseling services to assigned clients and by acting in a professional manner in the seminar portion of this course. More specifically, it means acting in a manner that is consistent with research, best practices, the code of ethics of the American Counseling Association, and the Department of Counselor Education's policies and procedures regarding practicum/internship training.

COURSE OBJECTIVES

Students will demonstrate competency in the following:

1. Understanding of their professional roles, functions, and relationships within their setting, its policies, and counseling practices.
2. Effective application of theories of learning and personality developments particularly among individual and family development and transitions across the life-span. Student will establish and evaluate their counseling characteristics and behaviors in terms of influencing the helping processes.
3. Effective application of theoretical knowledge to actual counseling practice that demonstrates an understanding of the essential interviewing and counseling skills. Successfully establish therapeutic relationships, appropriate treatment and intervention goals and strategies, and evaluation of client outcomes.
4. Establishment of a professional counseling relationship with two or more clients utilizing a consistent model of counseling as demonstrated by case presentations that justify the diagnosis of one or more clients using the DSM-IV, taping, and consultation.
5. Effective use of assessment techniques within their setting that demonstrates a basic understanding of the concepts of psycho/social assessment, environmental and performance assessment, and testing methods.
6. Effective application of the principles of group dynamics and group counseling methods within their site that demonstrates the students grasp of group stages, processes, roles, and therapeutic factors. Identify the various types of group work within their site and participate in these group experiences.
7. Demonstrate a general understanding of consultation and apply this knowledge within the supervisory experiences created for the student. Explore the ethical and legal considerations within their counseling experiences to include their role of client advocacy and application of the ethical and legal considerations in professional counseling.
8. Maintain and increase their knowledge concerning their professional organizations, credentialing standards, and public policy processes that contribute to counselor professionalism.

COURSE REQUIREMENTS

Counseling Hours- Beginning Practicum Students

Completion of a **minimum of 150 hours** on site throughout the entire semester involved in counseling and related activities. It is expected that at least **40% of these hours (60 hours)** will be direct, face-to-face contact in counseling with clients and at least half of that time is in individual, with some time in group counseling. Related activities will be determined by the site supervisor and the university supervisor.

Supervision

1. Your University instructor will attempt to communicate with your site supervisor at the beginning of the semester and at other times as needed.
2. You will meet with your University instructor on a **weekly** basis for group seminar.
3. Be sure to notify your University Instructor of any difficulty you may be having at your site or of any major concerns about a client.

4. Meet at least weekly with the Site Supervisor for at least one hour of individual supervision and participate in any case conferences or group supervision at the site, if available.

Records

- ✦ Keep a log of all your counseling and related activities. Protect the confidentiality of your clients! Omit identifying information about your clients (i.e., names, addresses, positions, etc). Weekly, submit an Activity Log signed by your site supervisor summarizing your activities to the secretary for filing in your student file. Also submit a summary log for signature to your university instructor by the end of the semester. Be sure that the last log submitted has the total number of hours completed and the number of indirect hours completed this semester.
- ✦ Maintain counseling notes, at your field site on every client (process and personal notes) in accordance with policies of the site and ACA standards. Be sure to write termination notes if you terminate with a client.

INSTRUCTOR EXPECTATIONS

The student is expected to demonstrate:

1. Ethical and competent professional behavior and disposition both at the site and at the university during seminar training.
2. Openness to seeking direction, guidance, and supervision when questions arise about policies, procedures, and other issues.
3. Professional behavior and disposition in interactions with others, including student peers.
4. Openness to evaluative feedback regarding tapes, presentation, and contributions from site supervisor(s), student peers and university supervisor(s). Accepting your professional shortcomings as a sign of your development as a counselor is a part of that openness.
5. The highest degree of professional attention in the quality of materials presented. Audio and videotapes must be audible and clear. Information about clients must be relevant to the issues addressed.

Note: The purchase of your own professional liability insurance is required. Present verification of your insurance policy at the beginning of the semester.

COURSE EVALUATION

Grading is based on the evaluations of the Site Supervisor and the University Supervisor and the quality of completed assignments. The focus will be on demonstrated growth and competence in counseling knowledge and skills through Practicum group participation, presentations and live or taped case supervision. The final grade is the responsibility of the University Supervisor.

Grades will be assigned based on points earned.

Activity	Points
Case Presentations (15 points * 4 tapes)	60
Reflection Paper	35
Journal writing (5 points * 7 weeks)	35
Online Discussion (5 points * 7 weeks)	35
Attendance and participation	35
Total	200

GRADING SCALE

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 184-200	B+ = 174-179	C+ = 154-159	D+ = 134-139	F = 124 – 0
A - = 180-183	B = 168-173	C = 148-153	D = 128-133	
	B- = 160-167	C- = 140-147	D- = 120-127	

Period for final grade confirmation

During this period, students’ final grade will be available on the blackboard. It is students’ responsibility to check their final grades and contact the instructor via email if there is any concern or problem. Otherwise, the final grades will be entered into the FAU system after the period. No change will be available after the point of time. An email notice will be sent to all students regarding this period as we approach the dates. Make sure to be able to check your email everyday especially after the last class until your grade will be finalized.

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. **Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.**

Students are responsible for arranging to make up work missed because of **legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities)**. It is the student’s responsibility to **give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting.** Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a

grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

INFORMATION FOR STUDENTS WITH DISABILITIES

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

UNIVERSITY HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at <http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf>

ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outlined policies.

METHODS OF INSTRUCTION

Computer, Internet, email, overhead projector, power point slides, VCR, videos, and audio tape recorders are used for instruction in this course.

COURSE REQUIREMENTS

1. Class Attendance and Participation:

- The seminar format is used in this course. Therefore, your attendance and participation contributes to the determination of your final grade.
- Any absence will be penalized except the legitimate class absence (such as severe illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities; These absences required the submission of the proper documents in advance. If the reason for absence was an emergency, students are expected to submit the document within a week after the incident.
- Even with the legitimate class absence, only one absence is allowed. More than one absence may result in an incomplete or lower grade (**B at best**) in this summer course.
- Attendance is defined as being in class on time and being focused. Participation is defined as your contributions to the class that reflect conceptual and practical understanding of information about psychological assessment.
- Attendance and participation will be evaluated in both verbal and non-verbal presentation of the students in class. Students are expected to answer to the instructor's questions and to speak their thoughts and opinions anytime. The non-verbal indications of excellent attendance and participations can be summarized in the acronym **SOLER**.
 - ✓ **S**: Face the client Squarely.
 - ✓ **O**: Adopt an Open posture.
 - ✓ **L**: Lean toward the other.
 - ✓ **E**: Maintain good Eye contact.
 - ✓ **R**: Try to be Relaxed.

2. Journal (5 points * 7 weeks):

- Submit a journal on the Blackboard of **BY 4pm of each Monday (week 7 ~14)**.
- More specific due dates are listed in the course content and outline table at the end of this syllabus.
- Content of the journal: each week summarizing your experiences at your counseling site of the week. Include your feelings related to your work, any ethical issues that you may observe, client or staff interactions, specific learning events and/or any other significant observations, information or reactions to your experience. In the end, Include issues and questions you want addressed in class.

3. Online Discussion (5 points * 7 weeks):

- Online discussion will be based on the students' journals.
- Read all the other students' journals and engage online discussion by making comments or answers to the students questions specified in the journal **BY 4pm of each Monday (week 8 ~15)**.
- Students are expected to reply to every other student's summary to receive full credits for each week.
- Due dates are listed in the course content and outline table at the end of this syllabus.

4. Presentation of Cases for Beginning Practicum Students (15 points * 4 tapes):

- Present a **minimum of four** audio or video tapes of your counseling sessions during the semester
- Your tape presentation must consist of **at least 15 minutes** of interaction with a client in which you need help and transcribe the interaction. **Specific instruction for transcripts will be explained in the**

first class.

- With each tape, the following information is required as an introduction:
 1. **Your name, site, date and # of sessions seen and # of this taped session.**
 2. **Client's demographic data (except name) and presenting problem.**
 3. **Provisional diagnosis using DSM-IV**
 4. **Your counseling approach**
 5. **A brief treatment plan (including Counseling Goals).**
- For each supervision class, be prepared to present a summary of your clients for review.
- You may be asked to make more tape presentations and/or use other forms if needed. Use a good tape recorder with an external microphone. **Note: you have to prepare a written transcript of the portion that you are going to present in class.** Your presentations should demonstrate your developing knowledge in case conceptualization

5. Reflection Paper (35):

- Write a 6-7 page paper in APA style, examining your basic assumptions about people, behavior, and the counseling process as well as explaining your emerging approach to counseling.
- Due dates are listed in the course content and outline table at the end of this syllabus.
- The paper should consist of the following sub-sections:
 1. **POSITION ON PERSONS AND BEHAVIOR** - Briefly discuss your views on the nature of people and human behavior. These are the hunches or assumptions you make regarding why people behave as they do, i.e., the etiological and motivational dynamics of personality and behavior. Be sure to cite the personality and counseling theories as well as other philosophical, cultural or other resources from which you have developed your ideas. This statement should serve as the foundation which underlies the rest of your position.
 2. **ROLE OF THE COUNSELOR** - Include in this section the various roles, functions and responsibilities of the counselor in your model. What variables impact the overall effectiveness of you as a counselor?
 3. **ROLE OF THE CLIENT** - What expectations do you have in regard to your client? Include the roles, functions and responsibilities of the client in the counseling process according to your model
 4. **PROCESS AND DYNAMICS OF COUNSELING** - This section will deal with the steps or stages in the counseling process from your approach. What occurs at each stage, why and how does the model work for the client when successful? What movement or change will the client experience as he or she works through your model?
 5. **TECHNIQUES** - Discuss some of the counseling techniques, exercises and/or strategies you use at each stage in your counseling process and what function they serve in facilitating change.
 6. **EVALUATION AND TERMINATION** - Discuss how you evaluate the degree of progress your client is making, or how well the model is working. What criteria are involved in making the decision to terminate or end counseling? How do you handle the termination process in counseling?
 7. **SUMMERIZE** - Summary of your counseling experiences and also include an evaluation of your site and your supervisors.
 8. **REFERENCES** - List, APA style, any sources cited in developing your paper.

COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should take place prior to class. The instructor reserve the right to make a change of course schedule during the semester.

Date	TOPICS	Assignments
<u>Week 1</u> 1/9	Introductions Course Objectives & Processes Case Presentation Sign up counseling competencies lab 1	
<u>Week 2</u> 1/16	M.L. King jr. Holiday	
<u>Week 3</u> 1/23	counseling competencies lab 2	
<u>Week 4</u> 1/30	counseling competencies lab 3	
<u>Week 5</u> 2/6	counseling competencies lab 4	
<u>Week 6</u> 2/13	counseling competencies lab 5	
<u>Week 7</u> 2/20	Case Presentation 1 Case Presentation 2	Journal 1
<u>Week 8</u> 2/27	Case Presentation 3 Case Presentation 4	Journal 2 Online discussion 1
<u>Week 9</u> 3/5	Spring Break	
<u>Week 10</u> 3/12	Case Presentation 5 Case Presentation 6	Journal 3 Online discussion 2
<u>Week 11</u> 3/19	Case Presentation 7 Case Presentation 8	Journal 4 Online discussion 3
<u>Week 12</u> 3/26	Case Presentation 9 Case Presentation 10	Journal 5 Online discussion 4
<u>Week 13</u> 4/9	Case Presentation 11 Case Presentation 12	Journal 6 Online discussion 5
<u>Week 14</u> 4/16	Case Presentation 13 Case Presentation 14	Journal 7 Online discussion 6
<u>Week 15</u> 4/23	Case Presentation 15 Case Presentation 16	Online discussion 7
<u>Week 16</u> 4/30	submission of all required documents	Reflection Paper Due (via Email)