

**FLORIDA ATLANTIC UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION**

**MHS 6801
ADVANCED PRACTICUM IN COUNSELING**

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

COURSE DESCRIPTION

The class requires additional clinical responsibilities with the intent to deepen counseling skills. The student is expected to demonstrate advanced knowledge, skills, and abilities congruent with a personal "orientation" based on the integration of theoretical and empirical knowledge.

Prerequisites: MHS6800 and permission of instructor.

REQUIRED READINGS & MATERIALS

Required:

1. Sperry, L. (2010). *Highly Effective Therapy: Developing Essential Clinical Competencies in Counseling and Psychotherapy*. New York: Routledge.

Supplemental:

2. Handouts and other assigned reading from the professional counseling literature.

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: J1c, 1d; 2a, 2b, 2c, 2d; 3c, 3d,3e; 4d, 4e, 4e; 6f, 6g, 6h;7c, 7d, 7e; 8d; 8f, 8g;

CACREP: Mental Health Competencies: A3, A4, A5; B1, B2, B3, B4; C1, C2, C3, C4,C5, C6, C7, C8.

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

Course Objectives: In order to achieve the stated course goal, the following course objectives are set forth in terms of general competencies and specific endpoints.

General competencies – demonstrate an adequate capacity for:

1. Familiarity with the assigned clinical setting and adherence to its policies and procedures.
2. Integration and application of theoretical knowledge in actual counseling practice
3. Development of an effective, professional counseling relationship with clients and supervisors as well as other therapists and staff.
4. Utilization of supervision and consultation feedback in assessing, intervening and addressing clients' concerns.
5. Self-reflection and self-directed change for continued personal development

6. Continued development of an ethical orientation and the identity of a professional counselor who advocates for both clients and the profession

Specific competencies and endpoints– demonstrate an adequate level of competency to:

7. Develop a coherent and tailored treatment plan based on an integrative assessment and case conceptualization, including diagnostic, cultural and clinical formulations.
8. Implement the tailored treatment plan and interventions, and then monitor evaluate, and revise the treatment plan and interventions to achieve realistic counseling outcomes using instruments such as the Outcomes Rating Scale and the Session Rating Scale.
9. Recognize and deal with transference and countertransference and other professional and ethical issues, and seek supervision and/or consultation when indicated.
10. Prepare and make compelling clinical case presentations, including session transcription, and write succinct, accurate clinical case reports and other case documentation, e.g., session notes.

Additional

11. Observe a counseling/therapy case from initial evaluation to planned termination.

COURSE RATIONALE

This course, along with other MH core courses, has been revised to be a competency based course wherein students are expected to demonstrate more personal, professional and clinical effectiveness than in the initial practicum [MHS 6800], but less than that in the internship [MHS 6830] which has as its stated endpoint the attainment of overall competency equivalent to that of an entry level professional counselor. Accordingly, the Advanced Practicum will provide students the opportunity to (1) acquire or enhance clinical competencies, (2) to develop a ‘cognitive map’ of the counseling/therapy process—beginning, middle, and end/termination, and, to (3) present case presentations—with a written case report as well as a tape and session transcription—that include a comprehensive assessment, a clinical case conceptualization— including a cultural formulations, and a treatment plan. Stated another way, this course will assist students to “think”, “act”, and “reflect” more like highly effective counselors.

This course consists of two components: (1) counseling practice under the *direct clinical supervision* of a site supervisor, and (2) *case consultation* and a seminar experience facilitated by the university instructor. The focus of clinical supervision— which is provided at an assigned site(s)—is on formal, weekly and informal individual supervision sessions which provides both clinical guidance to interns on their specific cases, and which deals with transference and countertransference and related issues. The focus of the weekly group seminar is on case consultation, i.e., on enhancing students’ competencies in assessment, case conceptualization including a cultural formulation, intervention planning and implementation, and intervention monitoring. This is accomplished primarily through formal student case presentations, feedback from seminar participants, feedback from the instructor, and didactic instruction.

DISCLAIMER

Clinical supervision is provided only by assigned site supervisors, and not by the university instructor. The university instructor’s involvement in the student’s training is strictly limited to the seminar itself, which involves didactic instruction and case consultation. This means that any comments made about cases presented in the seminar are purely descriptive and not prescriptive, and should not be construed as influencing clinical decisions about particular cases. Accordingly, the university instructor assumes and bears no direct or vicarious liability for the actions of internship students with regard to their client cases or any other site-related considerations.

LIABILITY INSURANCE

CACREP guidelines and university policy require practicum and internship students to carry their own professional liability insurance. Students must submit written verification of current coverage at the outset of the semester.

COURSE REQUIREMENTS

Clock Hours

Completion of a minimum of **250 verified clock hours** involving counseling and related activities at your designated site throughout the semester. It is expected that a minimum of **100 will be direct, face-to-face contact in counseling** with clients and that at least **150 of those hours involve indirect counseling services**. *Important:* The site supervisor is responsible for providing signed verification of hours for licensure.

Site Supervision

Meet at least weekly with the site supervisor(s) for at least one hour of individual supervision. Seek out informal supervision and participate in available case conferences or group supervision at the site. The supervisor may require

audio/videotapes and a case transcription or process notes.

University Seminar

Attend and participate in each scheduled seminar meeting. These involve various educational activities including such as lectorettes, role-playing, and discussion. To gain further perspective on the roles of helper and helpee, the student will undertake a personal change activity which will be described and monitored in the student's Personal Journal. Use an 80 page wire bound notebook for this journal in which a separate page each day to describe and *reflect* on the practicum experience of being a helper, and another page--each day--for the experience of undergoing a personal change effort--being a helpee.

Prepare and make formal case presentations in the weekly seminar as assigned. The 90 + minute presentation/discussion will be based on a written Case Report-- which you will distribute to all seminar participants-- and which follows the specified case prototype (Cf. "Case of Geri" in *Highly Effective Therapy*). The presentation include a video tape (*if the site expressly prohibits videotaping clients, than an audio tape is acceptable*) AND a typed session transcription (following the exemplar model provided by the instructor illustrating a specific clinical challenge or issue. The presentations should be rehearsed and delivered in a formal, professional manner. In addition, a *video tape and a typed transcription of an entire session with that client is to be submitted at the time of the case presentation*. You are to provide the instructor and each seminar participant with a packet containing (1) a copy of the Case Report, (2) a copy of the Session Transcription, and (3) a copy of both the Outcomes Rating Scale and the Session Rating Scale for that session. The "Case Report Evaluation Rubric," and "Session Presentation Evaluation Rubric" will be utilized to rate your performance on the various clinical competencies.

Documentation--Submission of these ten (10) required documents must be submitted at the specified seminar meetings

- (1) Verification of liability insurance coverage
- (2) Advanced Practicum Letter of Agreement (site & supervision provisions)
- (3) *Personal Plan for the Internship*
- (4) *Advanced Practicum Journal* [your daily reflection on learning experiences in the practicum]
- (5) Activity Log
- (6) Client Contact Forms
- (7) Site Evaluation Form
- (8) Supervisor Evaluation Form
- (9) *Report on Advanced Practicum Journal*
- (10) *Report of Personal Plan for the Internship*

COURSE EVALUATION

Grades will be assigned based on points earned.

Activity	Points
Case Report and Session Presentation	70
Reports, Plan, Journal	5
Attendance	5
Site Performance	20
Total	100

GRADING SCALE

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

A = 94-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 62 - 0
A - = 90-93	B = 84-86	C = 74-76	D = 64-66	
	B- = 80-83	C- = 70-73	D- = 60-63	

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.

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.

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

METHODS OF INSTRUCTION

Lecturettes. Videos. Discussion. Case presentation by students. Students will follow protocols provided by the instructor. To foster reflection on clinical processes, students will keep an "*Advanced Practicum Journal*" of day-to-day internship experiences in a spiral bound 8 ½" x 11" notebook. Entries should contain a reflection on a specific incident/event of each day [a guide to follow is the case example of Patricia on pp. 270-271 of *Highly Effective Therapy*. (2) Maintain counseling notes, at your field site on every client (process and clinical chart notes) in accordance with policies of the site and ACA standards.

REFERENCES

References are more befitting a didactic course than a clinical field course. Nevertheless, the student may want to review the following practice-oriented handbooks.

Engels, D., Minton, C., Ray, D., & Associates (2010). *The Professional Counselor: Portfolio, Competencies, Performance Guidelines, and Assessment*. 4ed. Alexandria, VA: American Counseling Association.

COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should take place prior to class.

SESSION	ACTIVITY AND ASSIGNMENTS DUE
1.	Introduction and overview. Session 1 of a 6 session psychotherapy.
2.	Session 2 of a 6 session psychotherapy. Resistance Present a printed verification of current liability insurance coverage and a signed copy of site supervision agreement.
3.	Session 3 of a 6 session psychotherapy. Transference-countertransference Submit a typed copy of your <i>Personal Plan for the Internship</i>
4.	Session 4 of a 6 session psychotherapy. Diagnostic interview, MSE and diagnostic formulation.
5	Session 5 of a 6 session psychotherapy. Clinical formulation-1.
6	Session 6 of a 6 session psychotherapy. Clinical formulation-2.
7.	Assigned student case presentations, evaluation, and discussion
8.	Assigned student case presentations, evaluation, and discussion
9.	Assigned student case presentations, evaluation, and discussion
10.	Assigned student case presentations, evaluation, and discussion
11.	Assigned student case presentations, evaluation, and discussion
12.	Assigned student case presentations, evaluation, and discussion
13.	Assigned student case presentations, evaluation, and discussion
14	Assigned student case presentations, evaluation, and discussion Submit, <i>Report of Personal Plan for the Internship</i> .
15	Assigned student case presentations, evaluation, and discussion Submit the following 6 items: a. Activity Logs (5) which summarizing all professional counseling activities, i.e., clients seen, groups co-lead, workshops attended, etc., signed by your site supervisor. b. Client Contact Forms (6) c. Site Evaluation Form (7) [downloadable from FAU MHS Practicum website] d. Supervisor Evaluation Form (8) [downloadable from FAU MHS Practicum website] e. <i>Advanced Practicum Journal</i> (4) [instructor quickly check to see that it was completed and returns it to you immediately] f. <i>Report on Advanced Practicum Journal</i>

BIBLIOGRAPHY

Faiver, C., Eisengart, S., & Colonna, R. (2003). *The Counselor Intern's Handbook*. Belmont, CA: Thomson--Wadsworth Publishing.