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COUN 685.01: Advanced Counseling Methods

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COUN 685 - Advanced Counseling Methods
University of Montana Department of Counseling
Spring 2021 Course Syllabus

Instructor:

Sidney Shaw, EdD, Clinical Professional Counselor

Office:

Dept of Counseling

Office Hours:

By appointment

Phone:

Cell: 406-243-5252

Email:

sidney.shaw@umontana.edu

Class location/time: Wednesday 3:00 - 4:50, PJWCoE 352

Class Texts and Course Material

Articles and readings relevant to course content will be assigned throughout the semester, based on the issues you're facing in your doctoral experiences.

Course Description

Supervised advanced counseling methods and approaches as applied to mental health agencies and schools. This is your doctoral internship class and is designed to support you in your activities as a doctoral student. Special attention will be given to Doctoral objectives that address the professional leadership roles as a counselor educator including realms of education, supervision, scholarly works and counseling practice.

As a doctoral internship this course requires substantial professional development and independence. One of the most common questions we will focus on in class will be: "What knowledge do you need and what skills do you need to further develop to enable you to engage in doctoral level teaching, research, and service?"

Course Objectives

1. Support collaborative relationships with program faculty in teaching, supervision, professional research and writing, and service to the profession and the public.
2. Explore theories and practices of counselor supervision.
3. Supervise advanced counseling practice.
4. Introduce concepts of instructional theory and methods relevant to counselor education.
5. Process ethical and legal considerations in counselor education and supervision (e.g., *ACA Code of Ethics*, other relevant codes of ethics, standards of practice).

6. Obtain supervision in experiences related to counselor education and supervision (e.g., clinical practice, research, writing, presenting, and teaching).

Course Content & Teaching Methods:

1. Lectures/class demonstrations.
2. Guest lectures/ student presentations.
3. Video presentations.
4. Experiential group simulations.
5. Class discussions.

Disability Accommodations:

If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services, located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at <http://life.umt.edu/dss>.

Academic Integrity:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/student-affairs/community-standards/Student%20Conduct%20Code%20-%20FINAL%20-%2008-24-18.pdf>.

Evaluation

Students will be evaluated based on their ability to demonstrate an understanding of the course material through active class discussion, experiential activity, written work, and oral presentation.

Specifically, the following CACREP objects will be integrated into the teaching and evaluated:

- 4.k. Grant proposals and other sources of funding (SPRING)
- 4.f. Models and methods of program evaluation (SPRING)

Course Assignments:

1. Demonstrations & Feedback Integration (30 points)

Each student will be responsible for presenting an aspect of himself or herself in a professional role to gain feedback from the group as a whole. Examples of these professional areas can include, but are not limited to: recordings of teaching, counseling (with informed consent from the client), or supervising (with informed consent from the supervisee); samples of research or research design; professional vitae development; writing samples for publication; future professional presentations; and other professional duties or obligations of counselor educators.

Each student will have an hour, at least once during the semester, to present and receive feedback for future integration from the group. This assignment is intended to assist you in your professional development and aims to be supportive and growth oriented. Provide the class with a professional reading (book chapter or journal article) for your topic. When possible, you provide a video clip of yourself designed to solicit feedback from your doctoral student peers and further your learning about the specific issue. Facilitate a discussion (before or after the video clip) that focuses on your selected issue and that includes questions about the issue and about the reading for your fellow doctoral students.

2. Attendance and Participation (20 points):

Attendance is expected. We will be a small group and so if you can't make it to class, need to arrive late, or need to leave early, you should be sure to communicate that to the class. If you miss 2 or more class periods your grade may be affected. We will have a small group and everyone will need to contribute. This will include giving and receiving feedback, responding to questions, sharing your work and your challenges, and full engagement with the learning process.

3. Grant proposals and other sources of funding

Students will identify funding sources and review boards that are good potential fits for at least one research interest. Each student will solidify a research topic and locate the following:

- a. One grant from a foundation source
- b. One grant from a governmental source
- c. One peer review opportunity

4. Models and methods of program evaluation

Students will identify how to establish program evaluation methods for purposes of advocacy and gatekeeping. Methods for collecting meaningful and useful data and establishing transparent evaluation practices will be reviewed.

- a. Students will identify one resource expanding on one or more of the characteristics of program evaluation described above.
- b. As a class, each student will share ideas for implementation based on the readings, and together will determine one actionable item to improve program evaluation practices in the Department of Counselor Education.

There are 100 points available to earn during the course. Grades will be assigned using the following scale.

A = 93-100%	B = 83-87%	C = 73-77%	D = 63-67%
A- = 91-92%	B - = 81-82%	C- = 71-72%	D- = 61-62%
B+ = 88-90%	C+ = 78-80%	D+ = 68-70%	F = Below 61%

Course Calendar:

At this point the course calendar is very open. As we meet together during the first few weeks we may decide to increase the structure and identify and organize topics upon which we will focus.

DATE	TOPIC	READINGS	PRESENTER
Week 1 Jan. 13	Syllabus review and course planning: <ul style="list-style-type: none"> • Students will report on doctoral activities for the semester and individual needs; • Personal goal-setting for teaching, research, supervision, practice, and service. • Schedule presentations and refine topics 	None	
Week 2 Jan. 20	Current professional issues	Student selected reading	
Week 3 Jan. 27	Current professional issues	Student selected reading	
Week 4 Feb. 3	Current professional issues	Student selected reading	
Week 5 Feb. 10	Current professional issues	Student selected reading	
Week 6 Feb 17	Current professional issues	Student selected reading	
Week 7 Feb. 24	Current professional issues	Student selected reading	
Week 8 Mar 3	Current professional issues	Student selected reading	
Week 9 Mar. 10	Current professional issues	Student selected reading	
Week 10 Mar. 17	Current professional issues	Student selected reading	
Week 11 Mar. 24	Current professional issues	Student selected reading	

Week 12 Mar. 31	Current professional issues	Student selected reading	
Week 14 Apr. 7	Current professional issues	Student selected reading	
Week 14 Apr. 14	Current professional issues	Student selected reading	
Week 15 Apr. 21	Current professional issues	Student selected reading	
Week 16 Apr. 28	Finals Week	Wrap Up	