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COUN 685.01: Methods in Counselor Education

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COUN 685: Advanced Counseling Methods
University of Montana Department of Counseling
Fall 2022 Course Syllabus

Instructor:

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Office location: EDUC 338

Phone: 406-243-4205

Office hours: Wednesdays 9-12, Thursdays 10-11, and by appointment

Class Location and Time:

Phyllis J. Washington College of Education, room 352; Wednesdays 2:00-3:50

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, and relevant assignments.

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).

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 standards will be integrated into the course and evaluated:

- 6.B.1.f. Ethical and culturally relevant counseling in multiple settings
- 6.B.2.i. Evaluation, remediation, and gatekeeping in clinical supervision (**KPI 19 measured in this course, FALL & SPRING**)
- 6.B.4.h. Professional writing for journal and newsletter publication (FALL)
- 6.B.4.i. Professional conference proposal preparation (FALL)
- 6.B.4.f. Models and methods of program evaluation (SPRING)
- 6.B.4.k. Grant proposals and other sources of funding (SPRING)
- 6.B.5.i. Role of counselors and counselor educators advocating on behalf of the profession and professional identity (FALL)
- 6.B.5.h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession (SPRING)

Expectations of Teaching and Learning:

This is an in-person class, and student attendance and participation are expected. If you face extenuating circumstances that prevent you from attending class in person, please communicate that to me as soon as reasonably possible to request an accommodation. Here's the current campus guidance for the fall semester as it relates to COVID-19:

- The university encourages COVID-19 vaccines and boosters, which are offered for both students and employees at the Health Services Pharmacy inside Curry Health Center.
- Masks are only required inside Curry Health Center and in some medical/research laboratories on campus. This requirement will be clearly posted. Required or not, we respect those choosing to wear a mask to reduce the spread of respiratory viruses.
- COVID testing for students is available at Curry Health Center. Free at-home tests can be [ordered online](#) or there may be tests available through the Health Services Pharmacy, call 243-5171.

Remote Learning Accommodations

In the event that you test positive or are exposed to a COVID-positive case and required to quarantine, a Zoom option is available to attend class. I ask that you only use this option for health-related reasons, as the best learning environment is when everyone is present in person. When attending class on Zoom, please be prepared to engage in class discussion, and ensure that your environment is free from distractions. Plan to have your video enabled, and your microphone muted except when you are speaking. Please notify me ahead of time if you need to attend class via Zoom so that I can be sure to engage you in class activities appropriately.

Personal Awareness

This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling

techniques that are respectful, inclusive, representative and culturally appropriate. Aspects of this course are designed to be introspective in nature; that is, they are designed for you to apply course materials to yourselves as a way to increase your personal awareness, and refine your counselor identity. Note: your evaluation in this class is *not* dependent on chosen levels of self-disclosure.

Readings

The readings for this class provide the foundation for the class. Students are expected to come to class having read the material and be prepared to discuss it and engage in activities focused around the readings. It is expected that all readings be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and risk taking are welcomed and encouraged.

Late Assignments

Unless other arrangements are made with the course professor, course assignments are due on the date indicated in the syllabus. *Assignments are subject to a 2-point deduction for each day late.* Please call or e-mail the instructor if you are experiencing difficulties in turning in an assignment on time.

Academic Integrity

Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. All students need to be familiar with the Student Conduct Code. The Code is available for review online at the following link: <https://www.umt.edu/student-affairs/community-standards/default.php>

Respectful Behavior

I believe in creating a learning environment where students experience a sense of safety and trust to support risks of self-expression and class dialogue. This is an environment we must work together to create. Therefore, interacting respectfully (turning off cell phones, etc.) and maintaining a curious and engaged way of being with one another is essential.

Electronic Device Notice

As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise. My informal policy is that if your cell phone rings during class, you have the privilege of bringing treats for everyone during the next class period.

E-mail Policy

You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

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 the [Office of Disability Equity](#) located in Aber Hall, first floor, please do so in order to verify your disability and to coordinate your reasonable modifications.

Land Acknowledgement:

The University of Montana resides on the traditional lands of many Indigenous peoples including the Selis (Salish), Ksanka (Kootenai), and Qlispe (Kalispel). Many other Indigenous peoples including the Amskapi Pikuni (Blackfeet), Nimiipuu (Nez Perce), Shoshone, Bannock, and Schitsu'umsh (Coeur D'Alene) also relied upon their traditional knowledge and relationships with this land and this space for survival in the past and today.

Action statement: We acknowledge that educational, health, and legal systems have led to the direct removal, oppression, and marginalization of Indigenous people throughout Montana and the nation. The University of Montana strives to improve education, service, and scholarship for all Indigenous peoples through actions aimed at respecting tribal sovereignty, empowering Indigenous scholars, and creating safe learning environments for all students to live, work, and learn together in equitable and positive ways.

—This statement was developed with the Leadership of Dr. Annie Belcourt (Blackfeet, Mandan, Hidatsa, Chippewa), Professor in the School of Community and Public Health Sciences.



Flathead Indian Camping Southeast of Missoula

Course Responsibilities/Assignments

1. 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. If you are unable to attend class in person due to issue related to COVID-19, please contact me in advance and I will arrange for you to attend class via Zoom. It is expected that students will attend class in person when at all possible.

2. Consultation & Feedback Integration (CFI; 20 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. Prompts for reflection and feedback about ethical and culturally relevant counseling perspectives are included.

Each student will have an hour 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.

3. Completion of internship hour logs (20 points) Each student is required to complete a minimum of 600 internship hours over the course of their doctoral studies. These hours are logged during each of the 6 semesters students are enrolled in COUN 685. Students keep a cumulative log of their internship hours in the program (a spreadsheet will be distributed in class), and distinguish hours across the 5 doctoral core areas: counseling, teaching, supervision, research & scholarship, and leadership & advocacy.

- Students must complete supervised hours in at least three of the five doctoral core areas.
- Internship hours may not be duplicated with other coursework assignments.
- Internship logs will be turned in at the end of every semester with student and supervisor signatures.
- Students will receive weekly supervision with a core faculty member.
- Doctoral students will meet with an assigned faculty member for weekly individual or triadic supervision once a week.

4. Professional advocacy

Students will explore advocating within governmental agencies (State Legislature, Office of Public Instruction, etc.). In addition, we will explore the ideas of professional consequences and benefits of advocacy work, including the idea that the personal is political. The instructor will provide readings guiding our inquiries into these arenas of professional advocacy.

5. Evaluation, remediation, and gatekeeping in clinical supervision (KPI 19: 6.B.2.i.)

Constructed with class. Students will review examples of remediation plans, critique them, and then practice writing a remediation plan in response to a case study. The instructor will provide additional readings about the evaluation, remediation, and gatekeeping processes in preparation for the week's discussion.

6. Professional writing for journal and newsletter publication (20 points)

An essential component of success in academia is writing and submitting manuscripts for publication. You will prepare a manuscript to submit for publication in this class by the end of the semester! You may choose a manuscript you have already written and adapt it based on your selected journal's manuscript submission guidelines which we will review in class. You will have opportunities for peer review and feedback of your written work, and consultation regarding appropriate submission venues. We will begin talking about this process early in the semester, and should be an ongoing work in progress. *If you are actively dissertating, you will earn a pass on this assignment, and are always encouraged to pursue opportunities to publish on an ongoing basis!*

7. Professional conference proposal preparation (20 points)

Before the close of the semester, each student will turn in a draft of a conference proposal they plan to submit for an upcoming call. If a current call for proposals is unavailable, students will draft proposals based on previous conference criteria. ACA, ACES, and RMACES proposals are recommended. *If you are already presenting a proposal that was accepted, you can get a pass on this assignment, and are always encouraged to continue preparing conference proposals!*

Course Assignments:

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 relatively 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	PRESENTER/READINGS	ACTIVITIES/ ASSIGNMENTS
Week 1: Aug. 31	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 	Course Syllabus	
Week 2: Sept. 7	Review Doctoral Handbook Professional Issue: Professional Identity – from counselor to counselor educator	Doctoral Handbook	
Week 3: Sept. 14	Professional issue: Navigating dual roles with MA students <i>Gatekeeping and intro to Remediation planning</i>	Consultation and Feedback Integration (CFI): Student selected reading	
Week 4: Sept. 21	Professional issue: Comps/dissertation process Organizing Resources: Kate Zoellner	CFI: Student selected reading	
Week 5: Sept. 28	Professional issue: IR/Happiness Labs Writing Center Pres: Catherine Filardi: 3:15	CFI: Student selected reading	

DATE	TOPIC	PRESENTER/READINGS	ACTIVITIES/ ASSIGNMENTS
Week 6: Oct. 5	Professional issue: publication Visit from Alum Kim Parrow, PhD, LCPC – 3:15	CFI: Student selected reading	Research submission guidelines for venue of choice
Week 7: Oct. 12	Current professional issues: <i>Conference proposal check-in</i>	CFI: Student selected reading	
Week 8: Oct. 19	Current professional issues	CFI: CFI: Student selected readings	
Week 9: Oct. 26	RMACES	NO CLASS	HAVE FUN!
Week 10: Nov. 2	Current professional issues: <i>Professional Advocacy</i>	CFI: Student selected reading	RMACES debrief
Week 11: Nov. 9	Current professional issues	CFI: Student selected reading	Bring conference proposals to class (2)
Week 12: Nov. 16	Current professional issues: <i>Remediation workshop (KPI 19: 6.B.2.i.)</i>	CFI: Student selected reading	Conference proposals DUE
Week 13: Nov. 23	THANKSGIVING BREAK	NO CLASS	R & R
Week 14: Nov. 30	Current professional issues	CFI: Student selected reading	

DATE	TOPIC	PRESENTER/READINGS	ACTIVITIES/ ASSIGNMENTS
Week 15: Dec. 7	Reflect and conclude	No readings assigned	Course evaluations Hours logs due Writing submissions due