

1-2004

## COUN 630.01: Advanced Practicum

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## THE UNIVERSITY OF MONTANA

### COUN 530/585/630 – COURSE SYLLABUS Practicum/Internship/Advanced Practicum – Spring 2004

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#### **INSTRUCTOR INFORMATION:**

**John Sommers-Flanagan, Ph.D.**

Office: Education Building Room 206

Office Hours: Mondays 10-11am, Wednesdays 2-4pm and by appt.

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[Feel free to call or email when you have questions or concerns]

**SCHEDULED CLASS MEETINGS:** Class will meet on Mondays from 11:10am to 12:40pm, beginning Monday, January 26, 2004. Please plan on meeting during finals week (May 10-14).

**COURSE DESCRIPTION:** This course focuses on the practice of counseling. To obtain credit, you must have a practicum or internship placement and be providing direct counseling services to individuals, couples, families, or groups within a mental health or school setting. This is your big chance to practice what you've been learning!

**PURPOSE AND OBJECTIVES:** The overall purpose of this course is to oversee your practicum and internship direct counseling services experiences. Because of the general and comprehensive nature of providing direct counseling services, the learning objectives are diverse and will likely cover the entire range of skill-oriented, practicum and internship-related CACREP Standards. Specific objectives include, but are not limited to the following:

- To acquire and practice counseling skills with one or more of the following populations: children, adolescents, adults, couples, families, groups.
- To become increasingly aware of the theoretically-derived counseling approaches and techniques you are employing within your practicum or internship setting.
- To demonstrate effective communication skills with colleagues, clients, students, and supervisors.
- To demonstrate an awareness of ethical issues that you commonly face, or are likely to face, on your internship or practicum site.
- To articulate professional sensitivity and competence when presenting cases to other practicum and internship students.
- To acquire skills at questioning and contributing to discussions of specific case material.

- To demonstrate an openness to supervision and a willingness to calmly and non-defensively consider feedback provided by fellow students and supervisors.
- To be able to provide services, when appropriate to ethnically diverse students or clients.
- To be able to identify the role, function, and nature of the agency with which you are working.
- To obtain knowledge and skills for evaluating your effectiveness, and the effectiveness of your fellow students, in offering counseling services

### **TEACHING METHODS:**

1. Lectures/class demonstrations.
2. Guest lectures
3. Student presentations.
4. Class activities.
5. Video presentations.
6. Class discussions.

**READINGS:** There is no required textbook for this course. However, depending upon issues addressed in this class, I will periodically provide you with supplementary readings. In addition, I will encourage you to read cutting edge literature pertaining to your specific internship or practicum setting and to share with your colleagues what you've gained from your outside readings.

**GRADING PROCEDURES AND COURSE ASSIGNMENTS:** Grades will be based on attendance, completion of internship/practicum hours, responsiveness to feedback and supervision, quality of case presentations, and completion of assignments (initial goal setting meeting, written self-evaluation and evaluation forms, final oral self-evaluation and feedback). If individual students have specific concerns about the grading procedures or require special assistance due to a disability, please meet with me within a week of the initial class period. A description of practicum and internship requirements is listed below.

### **PRACTICUM AND INTERNSHIP REQUIREMENTS**

The following requirements are primarily based on a combination of CACREP standards and Montana state law.

- COUN 530 (Applied Counseling Skills; aka: Practicum): Each credit requires 50 hours of work in your practicum setting. Students register for two credits. You need to complete **100** hours of clinical work, **40** of which are direct client contact to complete your 530 practicum requirements (these requirements may vary for School Psychology students).
- COUN 630 (Applied Counseling Skills, Advanced; aka: Advanced Practicum): Each credit requires 75 hours of work. Students who are in the mental health track need to complete 4 credits of 630 to meet Montana state standards. Therefore, to complete your 630 practicum requirements, you need to do **300** hours of clinical work, **120** of which are direct client contact.

- COUN 585 (Counseling Methods: School or Agency; aka: Internship): Each credit requires 100 hours of work in your internship setting. Eventually students must complete 6 credits of COUN 585 to meet our program requirements. Therefore, you need to do **600** hours of clinical work, **240** of which are direct client contact.

Unless you are facing very serious extenuating circumstances—which must be documented and approved by your faculty supervisor, all direct clinical work during COUN 530 must be video or audio-taped. For COUN 585 video or audio taping is encouraged. Additionally, students are expected to meet with a site supervisor or “outside” supervisor for at least one hour per week, and to attend group supervision, taught by a Counselor Education faculty member, for 1.5 to 2 hours per week. In addition, students may occasionally meet with their campus supervisor individually.

During the group supervision practicum/internship meetings, students are expected to conduct professional case presentations. These presentations should include (at least) the following information:

- Referring question or need:
- Relevant background information:
- Tentative diagnostic impressions:
- Show/play 15-20 minutes of tape:
- Identify theoretical orientation currently being used:
- Identify treatment goals and progress toward attainment:
- Identify areas of concern/supervision needs.
- Identify methods of evaluating counseling effectiveness.
- All of the preceding content should also address pertinent Ethnocultural issues.

To help you with planning for the future, the following section includes guidelines for obtaining the requisite clinical hours for practicum/internship.

*Examples of weekly hours for internship:*

**For Mental Health Track Students:**

To get the 1000 hours of practicum and internship required for your program during two 15-week semesters, you would need to average about **31** hours a week onsite (assuming about two hours a week in practicum/internship class)

To get the 1000 hours in two 15-week semesters, with one 10 week summer placement, you would need to average about **23** hours a week onsite (assuming about two hours a week in practicum/internship class)

To get the 1000 hours in two 15 week semesters, with two 10 week summer placements, you would need to average about **19** hours a week onsite (assuming about two hours a week in practicum/internship class)

**For School Track Students:**

To get the 700 hours of practicum and internship required for your program during two 15-week semesters, you would need to average about **19.5** hours a week onsite (assuming about two hours a week in practicum/internship class)

To get the 700 hours in two 15-week semesters, with one 10 week summer placement, you would need about **15.5** hours a week onsite (assuming two hours a week in practicum/internship class)

To get the 700 hours in two 15 week semesters, with two 10 week summer placements, you would need about **12.5** hours a week onsite (assuming two hours a week in practicum/internship class)

### **APPROXIMATE WEEKLY SCHEDULE OF CLASS TOPICS AND ASSIGNMENTS**

Week	Date	In-Class Topic (we will cover a range of topics including client engagement, rapport, specific techniques, ethical dilemmas, counselor identity, and other issues as they arise).	Assignments Due
1	1/26	Orientation to practicum/internship	
2	2/2	Case presentations	
3	2/9	Case presentations	
4	2/16	President's Day – No class	
5	2/23	Case presentations	You should meet with me to do a short goal-setting session by this date.
6	3/1	Case presentations	
7	3/8	Case presentations	All students should have presented at least one case by around this time.
8	3/15	Case presentations	
9	3/22	Case presentations	
10	3/29	Spring Break – No class	
11	4/5	Case presentations	
12	4/12	Case presentations	
13	4/19	Case presentations	
14	4/26	Case presentations	
15	5/3	Case presentations	All students should have presented at least two cases by this time.
16	5/10		Final (group oral self-evaluation and feedback session). Turn in documentation of hours by this date.