**Master Syllabus**

**College of Education**

**Department of Leadership, Counseling and Educational Technology**

**MHS 6888 Internship and Professional Development Seminar**

3 Credits

CRN, Semester

Faculty Name and Rank

|  |  |  |
| --- | --- | --- |
| **Contact Information** | **Class Hours** | **Office Hours** |
| Office:  Phone:  Fax:  E-mail:  SKYPE: | Day, Time, Room | Days/Times  Or by appointment  via office  or SKYPE  or On-line as scheduled |

**Course Description: (From catalog plus any additional instructor amplification)**

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| Structured opportunities to observe and practice principles in the field as learned in primary classes. |
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|  | |

**Objectives: (Summary if distinct from objectives for CACREP, FEAPs or NCATE)**

**Implementation Strategies**

**Primary Method of Instruction**

|  |  |  |
| --- | --- | --- |
| **Included? Y/N** | **Method Type** | **Description** |
| x | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
| x | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice. |
|  | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| x | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
|  | Lecture | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
|  | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
|  | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
|  | Web Based Activity/Hybrid | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
| x | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
|  | Guest Speakers/ Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

**Required Materials/Activities:**

**Required of all counseling degree seeking students:**

**On-line purchase of Livetext, if you have not already purchased it.**

**Recommended Texts:**

**Classroom handouts**

1. Assigned and chosen articles
2. All assigned online articles and other materials.
3. Class lectures, audio recordings, readings, role-plays, discussions, presentations, and other activities.
4. Quality recordings of all meetings. (Recordings that cannot be easily deciphered will be returned and will not count toward course requirements.) All students will submit recordings digitally. Recommended is the *Olympus WS-300M 256 MB Digital Voice Recorder and Music Player*. The Olympus WS-300 has a USB port so it is very easy to transfer files without wires. All recordings will be submitted using the free service [www.YouSendit.com](http://www.YouSendit.com) as described in class.
5. **All Paperwork.** Complete and submit all required paperwork and forms (included).
6. **Present cases.** Be prepared to present taped segments in class and with your supervisors with accompanying analysis for supervision and processing.
7. **Participate** in group discussion and case processing sessions.
8. **Liability insurance.** Students must show proof of professional liability insurance from the ACA, AMHCA, ASCA (included with your membership), or other professional organization before meeting with clients can begin.

**Sample Calendar of Coursework Activities**

**(Note that schedule may be subject to change.)**

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| **Important Notes: Instructor Policies and Rules** |

1. **Class Attendance Policy** .

**SAMPLE:** The classroom format is largely experiential. It is not possible to make up the experiences of demonstration, discussion, and feedback done in class. In order for maximum learning to occur, you must attend class regularly. Everyone is entitled to two (2) absences without penalty. For each absence beyond two, your final grade will be lowered by 10%. To be considered present you must be in class from beginning to end on a given day. It is also expected that all students have a valid reason for missing class which does not include “the last day of class.” All readings must be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and appropriate risk taking (i.e., modeling) are welcomed and encouraged.

1. **Written Assignments**. **Sample** All papers must be written in American Psychological Association (APA) form and style unless otherwise indicated. Papers are graded on the basis of professional quality/content, organization, form, and APA style. That means that format, references, citations, and writing must be both professionally and technically correct.
2. **Evaluation.** Statements here cover whether a course is on a points accrual or percentage basis, if all assignments must be completed to achieve a passing grade, policy on late work. Discuss here if course is pass fail.

| **Description** | **Points** |
| --- | --- |
| Meeting minimum requirements for direct and indirect hours |  |
| Recordings |  |
|  |  |
|  |  |
| Professionalism and Participation |  |
| TOTAL |  |

|  |  |  |
| --- | --- | --- |
| **Minimum Percent** | **Minimum Points** | **Grade** |
| 90 |  | A |
| 80 |  | B |
| 70 |  | C |
|  |  |  |

**Policy regarding late or incomplete assignments**

1. **(Sample language about credit (full, partial or none) for late or incomplete work and number of days or week work can be late.** Incomplete assignments will be provided the opportunity for completion before the end of the term or will be severely penalized.
2. Late assignments lose 10% per week or any part thereof that are late.
3. No incomplete grades will be awarded without students proposing and the professor accepting a contract in writing that specifies the work to be completed and the time schedule for its completion.

At the instructor’s discretion and based on exceptionally strong performance in one or more areas, students whose cumulative points are within 5 of cut off scores may be awarded + or – grades.

**Policies regarding technology usage and use of technology in class.**

1. **Sample Statement regarding the level of technology usage and any policies regarding use of cell phones, PDAs, laptops, and other personal electronic devices** Please Note: If you use a computer to take notes, please don’t be sending emails or be on the internet or any websites during class. I find this activity very disrespectful. If you are bored with what’s going on, please see me. Please shut down your cell phones unless you are employed at a critical care facility and are on-call, or have a pending emergency in your family. Everyone will appreciate this.

**The Fine Print: College/University Rules**

**Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the Student Code of Conduct and Policies and Procedures sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>

**College of Education LiveText Statement**

The College of Education has adopted the use of Live Text software to assist in the assessment of student's performance and program quality. As a degree-seeking, endorsement or certification student you are responsible for purchasing a membership to Live Text during your first course in the FGCU's College of Education. If you do not have a membership to Live Text, you will need to purchase it immediately. This is a one-time only purchase. Students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will receive scores in Live Text that will be used to help monitor your demonstration of the standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed. Your documented success on these tasks can contribute to a portfolio that showcases your learning for current and future employers.

**Confidentiality**

Protecting confidentiality is the cornerstone of our profession. You are expected to protect the information and identity of any client you work with as specified and limited by ethical standards (ACA and AMHCA and or ASCA) and relevant state and Federal laws. In some situations, class participants can sometimes serve as clients, counselors and peer supervisors. As a result, confidentiality regarding client issues is mandatory. Thus it is a baseline expectation that you will not carry personal information out of this class. Student school counselors are also expected to follow the Florida Standards for Professional Practice.

**Furthermore, students will be required to record, with appropriate permission and informed consent, counseling sessions for evaluation by site, university and peer supervisors**. This will be done using digital recording equipment and exchange of recordings using YouSendIt.com. Please register on Yousendit if you do not already have an account and familiarize yourself with how to readily send your digital recordings.

**Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7956 or TTY 239-590-7930

**E-mail.**

Students at Florida Gulf Coast University are eligible to obtain an e-mail account. In order to learn about this technology, you are required to open up an account and become familiar with the computer services available at FGCU. To activate, and your account, go to <http://eagle.fgcu.edu/> or you can call the Help Desk at 590-7107. Also, you should know that you can check and send messages from any Internet connection by going to http://eagle.fgcu.edu/.

**Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

**The fine print: Standards and Assessments**

**FGCU’s School Counseling program is approved by the Florida Department of Education**

**College and University Competencies**

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| --- | --- |
| Diversity | COE 6.1 Recognize and understand the cultural, linguistic, and experiential diversity of local and global communities and demonstrate the ability to support strengths, accommodate needs and maximize potential for all individuals. (KS)  COE 6.2 Believe that all individuals can learn and have a right to the appropriate support needed to help them achieve. (D) |

**CACREP Standards Matrix and Assessment Strategies**

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| Core Standards: 5 Helping Relationships | b. counselor characteristics and behaviors that influence helping processes; | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Core Standards: 5 Helping Relationships | c. c. essential interviewing and counseling skills; | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Specialty Standards: Mental Health Foundations B | 1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Specialty Standards: Mental Health Foundations C | 7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Specialty Standards: Mental Health Foundations D | 1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Specialty Standards: Mental Health Foundations D | 2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Specialty Standards: Mental Health Foundations D | 3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Specialty Standards: Mental Health Foundations D | 4. Applies effective strategies to promote client understanding of and access to a variety of community resources | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Specialty Standards: Mental Health Foundations D | 5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Specialty Standards: Mental Health Foundations D | 6. Demonstrates the ability to use procedures for assessing and managing suicide risk | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Specialty Standards: Mental Health Foundations D | 7. Applies current record-keeping standards related to clinical mental health counseling | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Specialty Standards: Mental Health Foundations D | 8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Specialty Standards: Mental Health Foundations D | 9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Specialty Standards: Mental Health Foundations E | 5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Specialty Standards: Mental Health Foundations F | 1. Maintains information regarding community resources to make appropriate referrals | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Specialty Standards: Mental Health Foundations F | 2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Specialty Standards: Mental Health Foundations F | 3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Specialty Standards: Mental Health Foundations H | 2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Specialty Standards: Mental Health Foundations H | 3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Specialty Standards: Mental Health Foundations H | 4. Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Specialty Standards: Mental Health Foundations I | 3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Specialty Standards: Mental Health Foundations L | 1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |
| Specialty Standards: Mental Health Foundations L | 2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals | Evaluation on case and treatment planning; recording submissions and site supervisor evaluations. |

**Other CACREP Competencies covered**

**The FGCU Counseling Programs are accredited by the *Council for Accreditation of Counseling & Related Educational Programs*.**

**Date of Master Syllabus Review 5 14 2013 Isaacs**

**Form Date 2 18 2013**