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COUN 685.01: Methods in Counselor Education and Professional Counseling

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COUN 685: Advanced Counseling Method

University of Montana Department of Counseling

Spring 2023 Course Syllabus

Instructor

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Office location: EDUC 201

Office hours: Thursdays 9am-12pm, and by appointment

Class Location and Time

Phyllis J. Washington College of Education, Room 352; Wednesday 2:00 – 3:50 p.m.

Class Texts and Course Material

Articles and readings relevant to course content will be assigned on an as needed basis throughout the semester. Our particular Spring semester focus includes: (a) Program evaluation; (b) writing grant proposals and soliciting other funding; and (c) current topical and political issues in counseling. We should all be looking for hot new readings in these areas. We can also read about issues you're facing in your doctoral experiences.

Course Description

This course focuses on the supervision of advanced counseling methods and approaches as applied to mental health agencies and schools. As your doctoral internship class, our emphasis is on how we can all support you in your doctoral student activities. 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.

If you're in this course, you will have substantial professional development and independence. A big part of this course involves everyone in the course supporting everyone else. 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).

Expectations of Teaching and Learning

This is an in-person class; student attendance and participation are expected. We will follow whatever health protocols the University of Montana is requiring during the semester. General guidelines include:

- If you feel sick and/or are exhibiting symptoms of any illness, including COVID-19, please don't come to class. You may want to contact the Curry Health Center at (406) 243-4330.
- If you are required to isolate or quarantine, you will receive support in the class to ensure continued academic progress. Please contact me right away if you need to miss class.
- UM recommends students get the COVID-19 vaccine. Please direct your questions or concerns about vaccines to Curry Health Center. If you don't think you have enough information to make a vaccination decision, consider reading David Quammen's useful books about Zoonotic viruses (*Spillover* and *Breathless*), or subscribe to weekly updates from the *New England Journal of Medicine* or the *Journal of the American Medical Association*. If you look closely, I think you'll find that the work of virologists, medical researchers, and public health scientists and practitioners has been remarkable.

Course Content & Teaching Methods

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

Zoom information

In the event that you are ill and not able to attend class in person, 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.

Here's a Zoom link to my personal meeting room, just in case we need to use it:

<https://umontana.zoom.us/j/3667738452>

Disability Issues: If you are a student with a disability and wish to discuss reasonable accommodations for this course, please contact me privately to discuss the specific modifications you need. I am happy to do my best to make this course maximally accessible. I may request that you provide a letter from the Office for Disability Equity (ODE) verifying your accessibility needs, but I am also open to working with you in more informal ways. If you have not yet contacted Disability Services, located in Lommasson Center 154, please do so to gain clarity

regarding your rights, your disability, and to coordinate modifications. For more information, visit the ODE website at <https://www.umt.edu/disability/>

Reflections on Diversity, Equity, and Inclusion

As a first-generation college student who started my education at a community college, I believe higher education is transformative. Here at the University of Montana, I continue to feel transformed—at least on those days when I’m able to embrace an attitude of openness to learning. My goal in this course and in life is to create and maintain an interpersonal learning environment that feels safe and respectful of all people. I say this even though I have many quirks and judgments (including strong feelings about how people pronounce words like “data” and “Likert”). Despite these quirks, I will strive to contribute to the process of creating and maintaining a welcoming and respectful environment. The best news about DEI at the University of Montana and in our department is that I know I’m not alone in my efforts to recognize and bring out the best in others. I invite you all to join me in honoring all identities, recognizing historical discrimination/oppression, and working to make education and counseling accessible, responsive, and transformative for everyone. For more information, check out UM’s [Diversity, Equity, and Inclusion Plan](#).

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.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.h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession (SPRING)

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 <https://staging.umt.edu/student-affairs/community-standards/>.

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



Course 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 for any reason, 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 possible.

2. Demonstrations & Feedback Integration (20 points; KPI 19: 6.B.2.i.)

All students are responsible for providing a presentation of themselves acting in a counseling professional role. The purpose of this assignment is for you to practice presenting yourself professionally, to keep us informed on your professional challenges and growth, and to gain feedback from your peers and instructor. 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 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. Current Issues Discussion Facilitation (20 points) (Doctoral CACREP Standard 5.h.):

For five of our class periods students will present as a two-person team on a current issue facing the counseling profession. You should locate an article, news piece, video, or other form of media that illustrates a current issue facing the counseling profession, be knowledgeable about the details surrounding the issue, and be prepared to facilitate a brief discussion about the counselor and/or counselor educator's role in responding to, advocating for, or navigating the issue as presented. Some possible sources of current issues are *The Chronicle of Higher Education*, *Counselor Education and Supervision*, *The Journal of Counseling and Development*, *Counseling Today*, or any other reputable source of information relevant to the practice of counseling, counselor education, and/or clinical supervision.

4. Program Evaluation Critique (20 points) (Doctoral CACREP Standard 4.f.)

This assignment provides you with an opportunity to critique and analyze a method of program evaluation relevant to your clinical area of interest. You will complete the selected reading on program evaluation methods, and then locate an article in an academic journal that demonstrates program evaluation. You will prepare a 2-3 page critique of the program evaluation you located, including identifying the method used, strengths and weaknesses of the method, and your unique suggestions for improvement. There will be class time devoted to sharing your critiques and take-aways with the class.

5. Grant Proposal Development (20 points) (Doctoral CACREP Standard 4.k.)

This doctoral internship will provide opportunities for discussion of all aspects of the dissertation proposal and completion process. Part of this process could include applying for grant funding to support your dissertation research. For the purposes of this class, you will explore a grant funding opportunity that fits your research goals, and prepare a

proposal to secure grant funding. [Note: I'd like us to do this in small groups] It is your choice whether or not to submit the proposal, but at the very least, the proposal can move you along in the formulation of your dissertation project, and can serve as a catalyst to preparing a professional presentation and/or manuscript submission. Time will be provided in class for collaboration and consultation. A great place to start seeking grant opportunities is on www.grants.gov.

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	In-Class Topic	Presenters, Readings, and Assignments
1/18	<p>Check-in with Jayna</p> <p>What do you need to get started on your personal doctoral agenda for this semester?</p> <p>Talk with Jayna about possible ACEs proposals.</p>	<p>Jayna Mumbauer-Pisano will start the class. I am grateful to Jayna. Maybe she will even bring photos of the twins 😊</p> <p>Read: The Course Syllabus</p> <p>Check out: ACEs proposal link</p>
1/25	<p>Check-in</p> <p>Syllabus review and semester planning</p> <ul style="list-style-type: none"> • Doctoral and professional goal-sharing and goal-setting for teaching, research, supervision, practice, and service. • How shall we integrate grant writing/funding, program evaluation, and prof issues into our semester? • What you want to present on and read this semester? • Individual needs? (e.g., who needs time to do practice dissertation presentations?) 	<p>Reflect on the topics for today before you come to class.</p> <p>Prepare to talk about how we will collaboratively select readings and topics for the semester.</p> <p>Prepare to sign up with a partner for professional issue presentations.</p> <p>Prepare to sign up for your week to do your DFI.</p>
2/1	<p>Check-in</p> <p>Topic: Grants and Funding</p> <p>Professional issue: How to seek grant and other sources of funding</p>	<p>Go Online: Identify potential grants, and be ready to talk about what you discovered.</p> <p>Read: TBA</p>

2/8	<p>Check-in</p> <p>Topic: Grants and Funding</p> <p>Current Issues Discussion 1 _____</p>	<p>Reflect: On the obstacles that get in your way when you think about grants and funding.</p> <p>Read: TBA</p>
2/15	<p>Check-in</p> <p>Topic: Program Evaluation</p> <p>DFI Presentation 1 _____</p>	<p>Reflect: On what you can share about what you know about program evaluation.</p> <p>Demonstration and Feedback Integration (DFI; Doc CACREP Standard 2.i. KPI 19): Who will go 1st?</p> <p>Read: TBA</p>
2/22	<p>Check-in</p> <p>Topic: Writing</p> <p>DFI Presentation 2 _____</p> <p>Current Issues Discussion 2</p>	<p>Identify: Topics and types of articles you want to publish.</p> <p>Read: TBA</p>
3/1	<p>Check-in</p> <p>Topic: Grant Writing</p> <p>DFI Presentation 3 _____</p>	<p>Identify: Three possible funding sources to support your research and writing ideas.</p> <p>Read: TBA</p>
3/8	<p>Check-in</p> <p>Topic: Program Evaluation</p> <p>DFI Presentation 4 _____</p> <p>Current Issues Discussion 3</p>	<p>Read: TBA</p>
3/15	<p>Check-in</p> <p>Topic: TBA</p> <p>DFI Presentation 5 _____</p>	<p>Read: TBA</p>
3/22	<p>Topic: Spring Break!</p>	<p>Take a break</p>
3/29	<p>Check-in</p> <p>Topic: Job Applications</p> <p>DFI Presentation 6 _____</p> <p>Current Issues Discussion 4 _____</p>	<p>Read: TBA</p>

4/5	<p>Check-in</p> <p>Topic: Your Futures or TBA</p> <p>DFI Presentation 7 _____</p>	Read: TBA
4/12	<p>Check-in</p> <p>Topic: Flipped Classrooms or TBA</p> <p>DFI Presentation 8 _____</p> <p>Current Issues Discussion 5 _____</p>	Read: TBA
4/19	<p>Check-in</p> <p>Topic: TBA</p> <p>DFI Presentation 9 _____</p>	Read: TBA
4/26	<p>Check-in</p> <p>Topic: TBA</p> <p>DFI Presentation 10 _____</p>	Read: TBA
5/3	<p>Check-in</p> <p>Topic: TBA</p> <p>Presentation Pot Luck</p>	Read: TBA
5/10	Final Class Meeting or Individual Meetings	Reflect on your activities, accomplishments, and thoughts on the semester