

Course	COUN 6500 Field Experience
Term	Spring 2, 2008
Instructor	Lynn Banks 724-2918 Drlbanks2@aol.com Office Hours: Flexible: By Appointment
Catalog Description	Intensive counseling experience that provides the student with the opportunity to perform a variety of counseling activities expected of a professional mental health counselor, (e.g., application of diagnostic and therapeutic skills, record keeping, information and referral techniques, in-service and staff meetings). The field experience must be in an approved setting under the supervision of a licensed on-site supervisor. Students must have completed all nine (9) program core courses and both required COUN 6000 Counseling Learning Practicum before submitting an application for the field experience. Course may be repeated for credit. The field experience is graded on the credit/no credit grading option. Requires permission of instructor/academic advisor.
Prerequisites	Requires permission of instructor/academic advisor. <i>Students must complete all requirements for Counseling 6000 before enrolling in Counseling 6500.</i>
Course Level Learning Outcomes	The overall objective of this class is to use appropriate counseling techniques in individual counseling sessions. The Field Experience is designed to provide: <ul style="list-style-type: none"> • a full-time experience within a Mental Health/Psychiatric Agency which will increase your professional competence. You must complete at least 350 clock hours on site of which 125 are direct client contact; • an experience to enhance your development of technical skills, critical judgment, professional attitudes, responsibility, independence, communication skills, and ability to relate to others; • a cooperative venture among the intern, the site supervisor, and the COUN 6500 instructor; and a learning and training experience that stresses the quality and kind of experience available rather than a service function to the agency. While it is inevitable and desirable that you provide services to the agency, it is imperative that the major focus of your field experience be one of appropriate supervised training experiences.

Further Statement of Objectives:

Because each student brings to the field experience setting a wide variety of experiences, interests, and educational backgrounds, efforts are made to meet your particular needs. Though variation of emphasis may exist, the field experience will provide you with experiences relevant to the areas as specified in the following pages. Other department and professional experiences deemed appropriate will also be provided to you during your field experience.

A. Knowledge of the agency's organization and operation:

You will need to develop a broad understanding of the organizational framework of the agency. Because it is important for a counselor to be well integrated into the entire agency system, you will need to increase your understanding of the organization of the agency system. Knowledge of policies and personnel practices combined with the role and function of staff personnel must be understood. The kinds of experiences that will enable you to meet this objective include:

- attend staff meetings both formally and informally;
- attend meetings held by various staff;
- attend at least one agency board meeting;
- study the agency's policy and procedures manual; and
- become knowledgeable of the various agency committees that operate on a formal and informal basis.

B. Familiarization with the role and function of the counselor:

It is important that you become aware of the diverse activities that counselors are involved in within the agency and outside of the agency. The kinds of experiences that will enable you to meet this objective include:

- become aware of the office and clerical procedures involved with counseling services;
- discuss with counselors their role and function in specific agency settings;
- discuss the organization and administration of the services provided by the agency with the appropriate directors or supervisors;
- observe counselors providing services in as wide a variety of different situations as possible;
- visit neighboring agencies in order to determine how services are provided by them;
- attend state and local professional meetings which attract large numbers

of counseling staff.

C. Effective utilization of community resources:

While you are becoming aware of services provided by agency counselors, it is also important that an awareness of the variety of services offered to the clients by other professionals outside of the agency be developed. The kinds of experiences that will enable you to meet this objective include:

- visit various community organizations which provide services to clients. These could include child guidance clinics, child welfare agencies, family service agencies, juvenile courts, residential treatment centers, city and county health departments, and other mental health agencies;
- work cooperatively with community agencies and facilities;
- become familiar with state and federal services and programs, including vocational programs, employment services, regional programs for mental health, alcohol programs and drug programs; and
- attend conferences with representatives of community agencies and client/consumer groups.

D. Development of communication and consultative skills and the ability to engage in teamwork efforts:

You will be expected to communicate and participate as a member of a team of professional specialists representing a wide variety of skills, training philosophies, and modes of operation. Experiences that will enable you to meet this objective include:

- participate in formal case conferences as a member of a Multi-disciplinary Team;
- meet both formally and informally with other providers;
- develop skills in dealing with customary channels of communication and consultation procedures;
- participate in in-service training programs for staff;
- participate in inpatient individual and group therapy; and
- *if possible*, carry an outpatient client load.

E. The development of skills in assessment and counseling intervention:

You should have experience in the evaluation of clients presenting a wide variety of learning and/or behavior problems which will necessitate the use of a number of specific counseling interventions. Skills should be developed in identifying factors which influence behavior. You should learn to obtain and utilize information from a wide variety of sources in order to identify the clients' area(s) of difficulty. Once the information has been collected, you should learn to communicate in a clear and concise manner the information that has been obtained so that suggestions and a prescription for remediation or a

treatment plan can be made. The kinds of experiences that will enable you to meet this objective include:

- observe a variety of clients that the agency serves;
- participate in formal staff conferences;
- meet formally and informally with staff to discuss individual cases;
- attend in-service training programs;
- observe and/or conduct intake sessions with clients; and
- attend any legal or quasi legal hearings.

F. The development of skills, strategies, and interventions:

While it is important for the counselor to be able to assess the abilities and behaviors of a client within the agency system (with consultation), is also important that you develop the skills and strategies necessary for developing and implementing an intervention program to meet the needs of these clients. While accurate evaluation is essential, proper intervention is imperative. The kinds of experiences that will enable you to meet this objective include:

- review medical/psychological reports in which staff specialists have made specific recommendations to remediate the problem(s) of the client;
- attend staff conferences where specific recommendations are made, including the prescription of medication, to determine their respective positive and potential negative effects;
- identify sources to obtain intervention strategies that can be utilized in the future;
- follow up a variety of clients with different needs in order to determine the effectiveness of prescribed intervention procedures;
- prepare and present (if possible) materials which would be helpful to the staff (and perhaps parents, spouses, etc.) in understanding the client's problem; and
- provide individual and group counseling to clients who have been identified as in need of such services.

G. The development of skills in research and evaluation (research and personal and professional qualities):

While you typically will not have an overabundance of time to spend in the area of research and evaluation, it is important for you to determine how these skills could be effective. Experiences that will enable you to meet this objective include:

- participate in on-going research or evaluation studies within the agency setting;
- read periodicals pertaining to research studies and interpret the findings to your supervisors and peers;
- develop a systematic self assessment of your own effectiveness

	<p><i>H. Development of an awareness of ethical considerations and legal aspects in counseling:</i></p> <p>Opportunities must be taken to acquaint yourself with accepted ethical and professional practices and with legal aspects of counseling functions. Experiences that will enable you to meet this objective include:</p> <ul style="list-style-type: none"> • attend and participate in meetings concerned with ethics, legal issues, social issues, and financial (funding) concerns; • read sections from current professional publications on developments, trends, and issues in the field of mental health counseling; and • discuss with staff members matters related to the client's rights to privacy and confidentiality.
<p>Materials</p>	<p>REQUIRED TEXTS: NONE.</p> <p>SUGGESTED SUPPLEMENTAL READINGS: <u>Manual For Counseling Internships</u> (Banks).</p>
<p>Grading</p>	<p>The student must complete the following grades for credit in this course.</p> <ul style="list-style-type: none"> • Completion of no fewer than 350 hours on site, 125 direct contact; • Completion of a log of field experience hours; • Completion of a log of supervision hours; • A one- to two-paragraph evaluation of progress submitted every two weeks; • A final report which will include an overall evaluation of your experiences and any recommendations that would assist me in enhancing the experience for future students.
<p>Activities</p>	<ul style="list-style-type: none"> • Students will write a complete Psychosocial History and Mental Status Examination <u>on one client.</u> They will then follow the client for at least three additional sessions and will write progress notes for each of those sessions. Examples of a Psychosocial History form and a Session Synopsis form are listed in the <u>Manual for Counseling Internships</u> on pages 47 and 6 respectively. • Students will present their cases during the last class meeting, demonstrating the progression of their chosen client. • Students will update their classmates on the status of their practicum experience in terms of progress, problems, and new developments during class meetings.

	<ul style="list-style-type: none"> • Students will present their updated and signed Log of Hours to the teacher of record during the last class session. Site Evaluations and Supervisor Evaluations will also be due by the last class meeting.
<p>Policy Statements:</p> <p>University Policies</p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p>Academic Honesty</p> <p>The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals</p> <p>Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services</p> <p>If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances</p> <p>Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p>Student Assignments Retained</p> <p>From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p>Contact Hours for this Course</p>

	<p>It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>
<p>Course Policies</p>	<p>Attendance at all class sessions is expected.</p> <p>Course Requirements:</p> <p><u>Course Attendance:</u> The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.</p> <p><u>Conduct:</u> Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:</p> <ol style="list-style-type: none"> 1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University. 2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises. 3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University. 4. Theft of or damage to property of the University. Students who

cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

Course Contact Hours:

Unless a course has enrolled fewer than four students, faculty has a contractual obligation to meet the full complement of contact/meeting hours (36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, and its licensure by the State. Finally, course meetings which are missed for any reason must be made up.

Week 1 Schedule	PREPARATION FOR CLASS: Students will bring one case study to the first class meeting. CLASSROOM DISCUSSION TOPICS: Case Studies.
Follow-up Schedule To be determined during the first class session	PREPARATION FOR CLASS: Progress Notes for Case Studies CLASSROOM DISCUSSION TOPICS: Progress of chosen client.
Week 2 AM Schedule	PREPARATION FOR CLASS: CLASSROOM DISCUSSION TOPICS:
Week 2 PM Schedule	PREPARATION FOR CLASS: CLASSROOM DISCUSSION TOPICS:
Week 3 AM Schedule	PREPARATION FOR CLASS: CLASSROOM DISCUSSION TOPICS:
Week 3 PM Schedule	PREPARATION FOR CLASS: CLASSROOM DISCUSSION TOPICS:
Week 4 AM Schedule	PREPARATION FOR CLASS: CLASSROOM DISCUSSION TOPICS:
Week 4 PM Schedule	PREPARATION FOR CLASS: CLASSROOM DISCUSSION TOPICS:
Week 5 Schedule	PREPARATION FOR CLASS: CLASSROOM DISCUSSION TOPICS:

PURCHASING TEXTBOOKS--Most textbooks can be purchased through **MBS Direct**. Check the syllabus for textbook information. Give MBS Direct the campus location (for the purpose of ordering books the campus is **Space Coast Campus**, course name, number and section number (i.e. Space Coast Campus, COMP5000/64) and most important, the **title, author, edition, and ISBN** of the book you are ordering. MBS Direct will buy back your book at the end of the term should you elect not to retain it as a reference book. Order by phone or online. Orders should be placed no earlier than 4 weeks prior to the start of the term.

MBS Direct: 1-800-325-3252

MBS Direct Website is

www.mbsdirect.net/webster

Monday-Thursday 7am-10pm(Central Time)

Friday 7am-6pm (Central Time)

Saturday 8am-5pm (Central Time)

Sunday noon-4pm (Central Time)

In order to meet the course objectives this syllabus may be modified at the discretion of the instructor without approval of the students.

Original approved by:

Dr. Calvin D. Fowler Academic Dean Space Coast Region, November 6, 2007

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