



## Master of Arts in Counseling Course Syllabus

### **Course Information**

COUN 618 A: PROFESSIONAL SEMINAR  
Spring 2020  
2 Semester Hours

### **Date/Time/Location**

Wednesday, 9:00-11:10am,  
SB003

### **INSTRUCTOR'S INFORMATION:**

**Michael Horst, PhD & Stewart Nafziger, MA**

Email: michael.horst@emu.edu; stewart.nafziger@emu.edu

Office Phone: 540.432.4244

Office Hours: by appointment

### **COURSE DESCRIPTION:**

This course will discuss and explore therapeutic techniques, modalities, and case conceptualization inherent to the theories of psychotherapy from which the students enrolled in this course work. The aim of this course is to consolidate and deepen the clinical mental health counseling and case conceptualization skills MA in Counseling students have studied and practiced thus far in their counselor training. Drawing on the course readings and the aggregate experience and wisdom in the room, this seminar course will focus on discussion, demonstration, and practice of psychotherapeutic techniques and case conceptualization.

### **COURSE GOALS AND OBJECTIVES (2016 CACREP Standards & Clinical Mental Health Standards):**

STUDENTS WILL:

1. explore the history and development of clinical mental health counseling (5.C.1.a.)
2. be introduced to theories and models related to clinical mental health counseling (5.C.1.b.)
3. discuss mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (5.C.1.c.)
4. be introduced to legal and ethical considerations specific to clinical mental health counseling (5.C.2.1.)

### **Course Format:**

As a seminar, this course will emphasize the process of collaborative elaboration. Each student will be expected to participate in discussion and the presentation of topics, demonstration of techniques, and formulation of case conceptualizations. Each student, along with the professors, will engage one another during class sessions in the development and the active engagement with the material being explored. Everyone involved in the class is expected to fully engage in this process.

### **Syllabus Disclaimer:**

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via email.

**TECHNOLOGY:**

- Please turn cell phones off and please do not text during class as it is disruptive and takes away from the focus of the class. If for some reason you need to have your cell phone on, please let me know prior to class.
- The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you keep your phone and your computer/iPad in your bag, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

**REQUIRED TEXTS AND OTHER RESOURCES:****Required Reading:**

Summers, R. F. & Barber, J. P. (2010). *Psychodynamic therapy: A guide to evidence-based practice*. New York, NY: The Guilford Press.

**Supplemental Reading:**

Summers, R. F. & Barber, J. P. (Eds.) (2015). *Practicing psychodynamic therapy: A casebook*. New York, NY: The Guilford Press.

Cowan, E. W. (2005). Ariadne's thread: Case studies in the therapeutic relationship. Boston, MA: Brooks/Cole.

Orange, D. M. (2010). *Thinking for clinicians: Philosophical resources for contemporary psychoanalysis and the humanistic psychotherapies*. New York, NY: Routledge.

Orange, D. M. (1995). *Emotional understanding: Studies in psychoanalytic epistemology*. New York, NY: The Guilford Press.

Additional readings as assigned

**GRADING CRITERIA AND OTHER POLICIES:**

The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. Students should be aware that graduate university policy allows two C grades before being dismissed from the program.

### **Participation in Course Material (5.C.1.a., 5.C.1.b., 5.C.1.c., 5.C.2.l.)**

As was mentioned in the description of the course, each student will be expected to actively engage in the development of this course through participation. This includes participation during class meetings, and in all class activities. Students should make every effort to be as participatory as possible. Students will be expected to arrive to class with three questions prepared from their reading of the material for the class period. **Students will bring 3 questions from assigned readings to each class period where reading was assigned.**

**Group Facilitation Experience:** You will co-facilitate 5 group sessions with students from COUN 567: Group Counseling. The purpose of these group sessions is for you to embody a leadership and mentorship role for your fellow MA in Counseling students as you prepare to transition from MA-level training into the world of professional counseling more fully or into doctoral work. Further, this experience provides a space for you to continue practicing your group counseling facilitation skills. You will be assigned a co-facilitator or two from our Professional Seminar class and assigned to a group of students from COUN 567: Group Counseling.

### **Final Paper and Presentation (5.C.1.a., 5.C.1.b., 5.C.1.c., 5.C.2.l.):**

Students will write a 6-8 page (content pages) paper describing their development as a counselor throughout their clinical training, and give a 15-20 minute presentation. Theory and clinical practice are tightly intertwined, and clinical theoretical orientation often springs forth from personal worldviews. With this in mind, students should address questions similar to the following:

- What theory is most central to the way I conceptualize clinical cases? How has this changed or evolved throughout my training? How do I apply this/these theory(ies) in my clinical practice? What techniques are most involved?
- What in my worldview (*lebenswelt*) or personal value system contributes to the way understand and apply this/these theoretical orientation(s).
- What is my role as a counselor?
- A brief case presentation (deidentified) illustrating the way you work as a counselor.

These questions are suggestions offered as a guide. Students may form their reflective papers around different questions discussed with and approved by the instructor. Please format your paper in APA style.

In the final two class periods, students will provide a seminar-style presentation to a group of their classmates and an instructor.

### **Assignment Point Value**

Participation	15
Group Facilitation	25
Final Paper	35
<u>Seminar Presentation</u>	<u>25</u>
<i>Total</i>	100

### **Professional Behavior**

**Attendance** This class will abide by program standards for attendance. Students should notify the professor if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed because of an absence. Arrangements may be made with the professor prior to the class that will be missed. Due to the seminar style of this class and the group facilitation experience, it is important to your learning and the functioning of the class for you to attend every class period.

### **Writing Guidelines:**

EMU has adopted a set of writing [guidelines](#) for graduate programs that include six sets of criteria: content, structure, rhetoric & style, information literacy, source integrity, and conventions.

### **Academic Integrity Policy (AIP):**

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy and doing justice. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (Adapted from the Council of Writing Program Administrators). This course will apply [EMU's AIP](#) to any events of academic dishonesty. If you have doubts about what is appropriate, [Indiana University's Plagiarism Tutorials and Tests](#) may be a useful resource.

### **Moodle:**

[Moodle](#) is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class will no longer be accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

### **Graduate & Professional Studies Writing Center:**

Please utilize the [writing program](#)! They offer free individual tutoring from a [graduate student tutor](#). Please visit the website to schedule an appointment.

### **Institutional Review Board (IRB):**

All research conducted by or on EMU faculty, staff or students must be reviewed by the [Institutional Review Board](#) to assure participant safety.

### **Library**

The [Hartzler Library](#) offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research.

### **Office of Academic Access:**

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact the [Office of Academic Access](#) in the Academic Success Center on the third floor of the Hartzler Library. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially.

### **Course Extensions and Outstanding Grades:**

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an ‘I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. *PLEASE NOTE: Grades for coursework submitted late may be reduced at the instructor’s discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.*

### **Inclusive, Community-Creating Language Policy:**

Eastern Mennonite University expects all its faculty, staff, and students to adopt [inclusive written and spoken language](#) that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming language in all our official departmental documents and correspondence, including those put forth by way of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials.

### **Title IX:**

*The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU.* It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution’s Title IX Coordinator, Rachel Roth Sawatzky can be reached at 540-432-4133 or rachel.roth.sawatzky@emu.edu. You can also report incidents or complaints through the [online portal](#). You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries’ pastors, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal & external support resources. Please refer to the [Student Handbook](#) for additional policies, information, and resources available to you.

### **Academic Program Policies:**

For EMU graduate program policies, please see the complete [graduate catalog](#).

### **Writing Standards –Graduate Level**

[https://emu.edu/writing-program/docs/Graduate\\_rubric.ProvostCouncil.Feb22.2017.pdf](https://emu.edu/writing-program/docs/Graduate_rubric.ProvostCouncil.Feb22.2017.pdf)

SAMPLE

## SCHEDULE AND TOPICS: Course Schedule

Date	Subject	Reading/Assignments Due
1/15	Welcome & Introduction Current Trends in Professional Counseling	Syllabus
1/22	Part 1: Foundation and Context	Chapter 1, 2 & 3
1/29	Part II: Opening Phase	Chapter 4
2/5	Part II: Core Psychodynamic Problems <i>Like an Open Sky</i>	Chapter 5 & 6 Supplemental Reading
2/12	Part II: Formulation	Chapter 7
2/19	Part II: Defining a <i>focus</i> and goal setting	Chapter 8
2/26	Spring Break	Spring Break
3/4	Part III: Middle Phase	Chapters 9 & 10
3/11	Part III: Middle Phase	Chapters 11 & 12
3/18	Self-Care Day	None
3/25	Part IV: Combining Treatments	Chapters 13 & 14
4/1	Part V: Ending	Chapter 15
4/8	Part V: Ending	Supplemental Reading
4/15	Seminar Presentations	
4/22	Seminar Presentations	<b>Final Paper Due</b>
4/29	Capstone day	Capstone day

**Please Note:** The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.