

CPSE 679R
Counseling Psychology (Career) Practicum
Winter Semester 2015

Class Meetings: 355 MCKB, 1-2:50pm, Tuesdays

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Description

This course is the first practicum experience of your doctoral program. You will apply **basic counseling microskills** acquired in previous lab experiences by doing counseling with individuals enrolled in Student Development classes. Your acquired **knowledge** from previous courses related to counseling will also serve you well in this class. Emphasis will be placed on *career counseling/counseling, supervisory, and peer feedback, discussions of videotaped sessions, formal case presentations, and discussions of counseling issues*. Supervision will be provided by advanced doctoral students in our counseling psychology supervision class, the instructor of the supervision class, and your practicum instructor.

Classroom Procedures

Class sessions will be composed of presentations and discussion of counseling issues. The presentations will be provided by your professor, guest presenters, and class members. Major topics of discussion will include issues raised in counseling sessions or in supervision with advanced doctoral students, feedback while viewing videotapes and presentations of your counseling sessions, and related counseling theories and methods. The students who tend to gain the most from practicum are the **ones who are able and willing to recognize mistakes and successes**, discuss them **openly**, and **accept feedback** from class peers, instructor and supervisor. There is no such thing as a perfect therapist, or a perfect anything! Just know you will make mistakes and you may get stuck with your clients A LOT! This is okay – it's part of your development. Decrease your levels of maladaptive perfectionism and anxiety around doing everything right, so that you can **free your mind from these unhelpful distractions to learn from the process, even when the process is imperfect**.

Attendance Policy

Your consistent class attendance is expected as a part of this course. Please notify the professor in advance if you will not be able to attend a class session. If an emergency arises that does not allow for advance notice, please notify the professor as soon as possible once you realize you will be unable to attend a class.

Participation Policy

The quality of your practicum experience is **dependent upon your level of participation**. Good participation will include regular class attendance, completion of assigned readings before arriving to class, active discussion with your classmates and instructor in class, good communication and attendance of regular meeting times with your supervisors, presentation of one well-prepared case study, and fulfillment of your expected client hours. I encourage you to be proactive in your practicum experience by directly approaching your professor and supervisor with any questions or concerns that may arise.

Learning Outcomes

- Skills: Enhance your skills in counseling and professional consultation.
- Theoretical and Therapeutic Paradigms: Continue in your development of theoretical and therapeutic paradigms (e.g., developing your theoretical orientation).
- Further Knowledge: Further your knowledge of human development, human problems, behavior change, multicultural guidelines and competencies, ethics, and professionalism.
- Impact of YOU: Deepen your understanding of how your personality, ethnic/cultural background, biases, and verbal and nonverbal presentation impact the therapeutic process.

Assignment Descriptions

Counseling and Supervision:

In order to develop your professional skills, it is essential that you have the opportunity to provide counseling services and receive supervision. During this practicum experience you will be required to:

- a. Provide at **least 20 hours of direct counseling**. Your clients will include students presenting with career, academic, and emotional concerns. *You must video record all counseling sessions*. If a client refuses to be taped or observed, you will need to make arrangements to refer him/her to another counselor. Session recordings will be viewed regularly in practicum class and in individual supervision.
- b. Receive an hour of face-to-face, individual supervision with an advanced Counseling Psychology doctoral student once each week.
- c. Participate weekly in practicum class.
- d. Complete evaluations on your supervisor at the end of the semester

Case Presentation:

You will have the opportunity to make a formal in-class presentation regarding one of your clients. These presentations should follow the outline below:

- a. Your concerns and questions regarding the case.
- b. Age, gender, marital status, year in school, etc. (please be sure to make all client information de-identified as possible).
- c. Client's presenting concerns (including educational, career, and emotional concerns).
- d. Background information, including a brief history of the client's presenting concerns.
- e. Diagnostic impressions (when relevant, from the DSM-V).
- f. Treatment plan.
- g. Theoretical underpinnings of treatment plan.
- h. Overview of treatment to date, including information from past counseling the client may have received.
- i. Supervisor's comments and concerns.
- j. Presentation of selected portions of a videotape from a session with your client.

Case Management and Record Keeping:

Part of ethical and competent professional practice involves careful and systematic case management and record keeping. You are required to keep:

- a. A file on each client and to write **clinical notes for each counseling** session you provide. I would recommend you write your clinical note immediately after the session so that you can record the events of the session while they are still fresh in your mind. Clinical notes will be reviewed in our practicum class as needed for instruction. Your individual supervisor will review

all your records and clinical notes. Your confidential clinical notes should be secured in a location discussed by both you and your supervisor.

b. A log or record of the number and date of your counseling sessions, supervision sessions, and class meetings attended. It is important to keep track of all training hours. These data will be invaluable when you apply for your pre-doctoral internship (see the APPIC application online). It is important to be able to keep a record of the total hours in these various categories for internship applications.

Class Participation:

Please participate in every class. The classes will involve presentations and discussion of counseling issues. These presentations will be given by your professor, you and your classmates. You will be expected to be familiar with any assigned readings.

Self-Assessment Reflection Paper:

At the end of the semester you will write one reflection paper that addresses how you see yourself as you developing and emerging psychotherapist and as you develop your own approach to the practice of counseling. Please answer at least the following questions in your paper (there is not a required length for this paper, but you will be graded upon the quality of your reflection and insight and the paper is expected to be well-written):

- a. How does your personality influence your approach to counseling?
- b. How does your personal and family background influence your approach to counseling?
- c. How does your ethnic or cultural background influence your sessions?
- d. What are some of the biases/assumptions you bring into counseling relationships?
- e. How does the manner in which you present yourself influence the counseling process?
- f. How do you use the above insights to influence your theoretical and practical approach to counseling?

Point Breakdown

Assignments	Points
Attendance and Participation	200
20+ Hours Counseling Experience/Supervisor Evaluations	400
Case Presentation	200
Reaction Papers (11; 25 points each)	275
Self-Assessment Reflection Paper	200
Total Points	1275

Grading Scale

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	E	59 and lower

Course Schedule

Date	Topics	Assignments
Jan 6	<ul style="list-style-type: none"> • Review Syllabus • Objectives of Course • Class Schedule • Assignment descriptions • Evaluation Criteria 	<p><i>APA Ethics Guidelines and Code</i></p> <p>Ethical Standards (APA.org Web-Site) http://apa.org/ethics/code/index.aspx (General Principles, Standards 10.08, 3.10, 2.01e, 3.05, 3.12)</p>
Jan 13	<ul style="list-style-type: none"> • APA Ethics Guidelines and Code • How to begin a therapy session <p>Spiritual Thought - Danise</p>	<p>Readings: <i>Heart and Soul of Change Ch. 4: The Client as a Common Factor: Clients as Self-Healers</i></p>
Jan 20	<ul style="list-style-type: none"> • Instructor Lecture #1 & Notes – Getting started • How to write clinical notes • SOAP • DAP <p>Spiritual Thought - Micah</p>	<p>Readings: <i>Career and Personal Counseling</i></p>
Jan 27	<ul style="list-style-type: none"> • Instructor Lecture #1 continued & #2 – What makes a good therapist? (Wampold, 2011) <p>Spiritual Thought - Adam</p>	<p>Readings: <i>Heart and Soul of Change Ch. 5: The Therapeutic Relationship</i></p>
Feb 3	<ul style="list-style-type: none"> • Instructor Lecture #2 – What makes a good therapist? (Wampold, 2011) • Making supervision a positive experience • Effective Use of Supervision <p>Spiritual Thought – Alicia</p> <p>Student Case Presentation - Danise</p>	<p>Readings: <i>Nature, Extent, and Importance of What Psychotherapy Trainees Do Not Disclose to Their Supervisors</i></p>
Feb 10	<ul style="list-style-type: none"> • Instructor Lecture #3 – Transference and Countertransference <p>Spiritual Thought – Clark</p> <p>Student Case Presentation - Clark</p>	<p>Readings: <i>On Becoming a Supervisee: Preparation for Learning in a Supervisory Relationship</i></p>
Feb 24	<ul style="list-style-type: none"> • Instructor Lecture #4 – Emotional Intelligence and Helpful Tips 	<p>Readings: <i>Profiting from your Supervision</i></p>

	Spiritual Thought - Danise Student Case Presentation - Adam	
Mar 3	<ul style="list-style-type: none"> Instructor Lecture Spiritual Thought - Clark Student Case Presentation - Micah	<u>Readings:</u> <i>Heart and Soul of Change Ch. 2: The Empirical Case for the Common Factors in Therapy</i> Practice exercise in class
Mar 10	<ul style="list-style-type: none"> Instructor Lecture Challenging/Confrontation Spiritual Thought - Adam Student Case Presentation - Alicia	<u>Readings:</u> <i>Self-care</i> Practice exercise in class
Mar 17	<ul style="list-style-type: none"> Instructor Lecture Multicultural Perspectives in Counseling Spiritual Thought - Alicia	<u>Readings:</u> <i>Multicultural Career and Counselor Competence</i> Practice exercise in class
Mar 24	<ul style="list-style-type: none"> Instructor Lecture Suicidality and safety contracts Spiritual Thought - Micah	<u>Readings:</u> <i>Self-Efficacy and Career Counseling</i> Practice exercise in class
Mar 31	<ul style="list-style-type: none"> Instructor Lecture Spiritual Thought - Clark	<u>Readings:</u> <i>Heart and Soul of Change Ch. 14: Directing Attention to What Works</i> Practice exercise in class
T – Apr 7	<ul style="list-style-type: none"> Instructor Lecture Spiritual Thought - Danise	Practice exercise in class
T – Apr 14	<ul style="list-style-type: none"> Final Paper due by 5 PM 	

BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that

each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty Policy

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

Respectful Environment Policy

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional."

"I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." *President Cecil O. Samuelson, Annual University Conference, August 24, 2010*

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." *Vice President John S. Tanner, Annual University Conference, August 24, 2010*