

Advanced Practicum I in Counseling Psychology

CPSE 776R // Fall 2015

Monday, 1:00pm-2:50pm; 1510 WSC

PLUS:

Clinical Team Meeting: either Monday 3:00-4:00pm or Tuesday 9:00-10:00am

and

One hour individual supervision

INSTRUCTOR: Mark Beecher, PhD
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Description

This course is the first practicum experience of your doctoral program in which you will be seeing clients in the BYU Counseling and Psychological Services (CAPS) for personal counseling. You will apply counseling skills acquired in previous lab experiences and practicum classes. Emphasis will be placed on counseling, supervisory and peer feedback, discussions of video-recorded sessions, formal case presentations, and discussions of counseling issues. Supervision will be provided by a faculty member of CAPS and your practicum instructor.

Text

Yalom, I. (1989, 2012). *Love's Executioner: & Other Tales of Psychotherapy*. New York: Basic Books.

Participation Expectation

Every Monday we will meet as a class and discuss therapy issues and review video recordings of student sessions. It is essential that you make every effort to attend every class so that our discussions can be meaningful and helpful. We will discuss issues raised in therapy sessions (video recordings), case presentations, research presentations, and supervision. These discussions will promote and require self-exploration and examination. You should expect to make mistakes, discuss them openly, and be open to feedback from your class peers, your instructor, and your supervisor. The more open you are to this type of feedback, the more you and others in the class will learn.

Learning Outcomes

Enhance skills

Enhance your skills in counseling and professional consultation.

Theoretical and therapeutic paradigms

Continue in your development of theoretical and therapeutic paradigms.

Impact of personality, background, and presentation

Deepen your understanding of how your personality, background, and presentation impact the therapeutic process.

Further knowledge

Further your knowledge of human development, human problems, behavior change, multicultural guidelines and competencies, ethics, and professionalism.

Understand Practice-Based Evidence

Develop a basic understanding of practice-based evidence and how to utilize it in the therapeutic process.

Grading Scale

Grade	Percent
A	93% to 100%
A-	90% to 92%
B+	87% to 89%
B	83% to 86%
B-	80% to 82%
C+	77% to 79%
C	73% to 76%
C-	70% to 72%
D+	67% to 69%
D	63% to 66%
D-	60% to 62%
E	0% to 59%
T	0% to 0%

Assignment Descriptions

Class Attendance

In that this class is primarily experiential, it is essential that you attend class and participate in discussions. **200 Points.** As such, you may miss one class period without penalty; however, each additional absence will be a reduction of 100 points. Each time you are late (as determined by the instructor) will be a reduction of 20 points.

CAPS Clinical Team Attendance/Clinical Services Meeting/Inservice

As part of your experience in CAPS you will attend weekly clinical team meetings. It is expected that you will actively participate and contribute to team discussions as other team members do. Where possible, you are also expected to attend CAPS Clinical Services and Inservice meetings. These meetings provide valuable procedural information and learning opportunities. Team is mandatory. Clinical Services and Inservice are strongly recommended. **100 Points.**

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. In this regard, during Fall Semester, you will be required to:

1. Provide at least 50 hours of direct client counseling at Counseling and Psychological Services (1500 WSC). Your clients will include students presenting with various kinds of emotional concerns. You must video record all therapy sessions. If a client refuses to be recorded or observed, you will need to make arrangements to refer him/her to another counselor. Video recordings will be viewed regularly in practicum class (Please be prepared to show recordings during every class period.) and in individual supervision. **250 Points.**
2. Receive at least one hour of face-to-face, individual supervision with a faculty member and/or psychology intern of CAPS each week. **150 Points** (based largely on supervisor evaluations)

Part of ethical and competent professional practice involves careful and systematic case management and record keeping. To earn the 400 points available in this area and to pass this class you are required to maintain:

1. A full caseload (5-10 clients) and your assigned intake quota (determined through the CAPS front desk and added to your schedule) throughout the semester. It is crucial that you do not delete or move intake placeholders or appointments without consulting with the CAPS front desk.
2. Accurate and up-to-date therapy notes for each session you meet with a client. These notes will be recorded in the CAPS database (Titanium). We will discuss this in class; but, you will receive additional training during your CAPS orientation and during meetings with your supervisor. Your supervisor will review all of your records and case notes.
3. A log or record of the number and date of your therapy sessions, supervision sessions, class meetings, and CAPS clinical management team meetings attended. It is essential that you keep track of all training hours through MyPsychTrack and the ASPBB Credentials Bank. This data will be invaluable when you apply for your pre-doctoral internship and for licensure.

In-Class Case Presentation

You will have the opportunity to make one formal, in-class presentation regarding your work with one of your clients. **100 Points.** You will have approximately 20 minutes for this presentation, and it should follow the outline below:

1. Therapist concerns and questions regarding the case.
2. Age, race, ethnicity, gender, sexual orientation, marital status, year in school, etc. (follow ethical guidelines: respect client's privacy & withhold or remove any information that would yield the client's identity).
3. Client's presenting concerns (including educational, career, and emotional issues).
4. Background information, including a brief history of the client's presenting concerns.
5. Diagnostic impressions (when relevant, from the *DSM-V/ICD-10*).
6. Multicultural considerations
7. Treatment plan
8. Theoretical underpinnings of treatment plan.
9. Overview of treatment to date, including information from past therapy the client may have received.
10. Supervisor's comments and concerns.
11. Presentation of selected portions of a video recording from a session (or sessions) with your client.

Research Paper and Presentation

For this assignment you will pick (or I will pick one for you) a chapter from Yalom's *Love's Executioner* from which you will choose at least five therapeutic issues that seem salient to you (please choose individual therapy issues, not group or couples counseling issues). You will then write a paper explaining your thoughts and feelings about each issue. You will also search the literature to find any applicable data on at least two of the issues. Wherever possible, I would like you to use meta-analyses as your literature support (Please include at least one meta-analysis reference per issue, if possible). This paper should be written according to APA style and be approximately 10 pages long, not including references. You will then have the opportunity to lead a 15-minute, in-class discussion of your findings and any other issues raised by the chapter. The class will read your assigned chapter before coming to class on the day of your presentation. Your paper is due the day you present in class. **150 Points.**

Professionalism and Multicultural/Diversity Guidelines and Competencies

You are expected to conduct yourself with professionalism in all of your interactions with clients, receptionists, and other counselors. **50 Points.**

You are also expected to be familiar with the APA and APA Division 17 Multicultural Guidelines and Competencies and the APA Guidelines for Psychotherapy with diverse clients. <http://www.apa.org/ethics/code2002.html>, <http://www.apa.org/pi/multiculturalguidelines.pdf>, <http://www.apa.org/pi/lgbc/guidelines.html> and <http://www.div17.org/mccomp.html>

Point Breakdown

Assignments	Points
Attendance	30%
Class Attendance	200
CAPS Clinical Team Attendance/Clinical Services Meeting/Inservice	100
Counseling and Supervision	40%
Counseling and Supervision	400
Papers/Presentations	25%
In-Class Case Presentation	100
Research Paper and Presentation	150
Professionalism and Multicultural Competency	5%
Professionalism and Multicultural/Diversity Guidelines and Competencies	50
TOTAL	1000/100%

University Policies

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.

Sexual 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 and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

Student Disability

Brigham Young University and I are personally committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact me at the beginning of the semester, as early as possible, to ensure adequate prevention and intervention efforts to ensure a positive learning experience. You may also contact the University Accessibility Center (UAC; 801-422-2767). They have an Internet site describing their services and contact information [<https://uac.byu.edu/>]. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC 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. You may contact the Equal Employment Office in the ASB. They can be reached phone at 801-422-6878 or you can visit their offices in the ASB: D-282, D-292, D-240C.

Academic Honesty

The first injunction of the 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

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Schedule

Date	Topics	Assignments
M – Aug 31	Introductions and orientation	
M - Sep 7	Labor Day Holiday – No Class	
M - Sep 14	Video Review and Discussion	Chapter 1 “Love’s Executioner”
M – Sep 21	Case Presentation and Video Review	
M – Sep 28	Case Presentation and Video Review	
M - Oct 5	Case Presentation and Video Review	
M - Oct 12	Case Presentation and Video Review	
M - Oct 19	Case Presentation and Video Review	
M – Oct 26	Case Presentation and Video Review	
M - Nov 2	Research Presentation and Video Review	Chapter 2 “If Rape Were Legal...”
M - Nov 9	Research Presentation and Video Review	Chapter 3 “Fat Lady”
M - Nov 16	Research Presentation and Video Review	Chapter 4 “The Wrong One Died”
M – Nov 23	Research Presentation and Video Review	Chapter 5 “I Never Thought...”
M – Nov 30	Research Presentation and Video Review	Chapter 6 “Do Not Go Gentle”
M – Dec 7	Research Presentation and Video Review	Chapter 7 “Two Smiles” Chapter 8 “Three Unopened Letters”
M – Dec 16 (Wed)	Final Exam: 11:00am-2:00pm	

*Though we will not discuss them in any particular order, we will take time during each class period to discuss one or more commonly-raised counseling issues such as, but not limited to, the following:

- Perfectionism/Scrupulosity
- Faith/Religion/Spirituality
- Sex/Relationships/Dating
- Sexual Orientation
- Abuse (including reporting)
- Multicultural issues
- International Students
- Parental Expectations/Career Path
- Pornography/Masturbation
- Eating Disorders