

CPSE 776R - Adv Prac 1: Counseling Psy

Fall 2015

Section 002: TBA TBA on T from 9:00 am - 9:50 am

Instructor/TA Info

Instructor Information

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Course Information

Description

This is an interdisciplinary practicum course that is designed to follow initial training in psychometrics and cognitive assessment (CPSE 647). Course content will consist of individual completion of psychoeducational assessment case that has been referred to the Comprehensive Clinic at BYU for other evaluation. Evaluations will be limited to intake, cognitive, achievement and adaptive measures, and screening measures for other indicated areas of function as needed. Cases will be conducted individually under the supervision of Terisa Gabrielsen, PhD, a licensed psychologist, with consultation of the students and supervisors of the clinic in which the referral originated. Some cases may involve clients already in treatment at the clinic. Others will be the first assessment of a client prior to assessment by students in the other programs. Case conference with the interdisciplinary team will be required before and after assessment. A psychoeducational report and feedback session with the client will be completed as the final steps in the case.

Prerequisites

Successful completion of CPSE 647, Psychometrics and Intellectual Assessment.

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.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%
T	0%

Participation Policy

For this practicum course, you will be expected to participate in a pre-case conference, at least one assessment session, a post-case conference, a feedback session, and possibly an intake session. For full credit in the course, you need to attend all of these sessions. There will also be at least 3 group supervision sessions to attend. There are no alternatives to this type of participation.

Reporting Suspected Child Abuse

Reporting Suspected Child Abuse and Neglect

Child Abuse/Neglect Hotline 1-855-323-3237 (DCFS)

Toll free number in Utah: 1-800-678-9399

Based on current Utah law, all individuals—including school employees—who know or reasonably believe or suspect that a child has been neglected, or physically or sexually abused, must immediately notify the nearest police officer, law enforcement agency, or Department of Child and Family Protective Services (DCFS). Reporting suspected abuse/neglect to a principal, supervisor, school nurse or school psychologist does not satisfy the school employee's personal duty to report to law enforcement or DCFS.

All reports to the Utah Division of Child and Family Services remain strictly confidential. Any person making a report in good faith is immune from liability. Once a report is received, the case is assigned a priority depending on the seriousness of the abuse and the danger to the child.

It is not the responsibility of those reporting suspected abuse to personally investigate or prove abuse/neglect. It is not the responsibility of the person who is reporting the suspected abuse/neglect to determine whether the child is in need of protection. Investigations are the responsibility of the DCFS and local police.

During an investigation, school personnel must allow appropriate access to student records; must not make contact with parents/legal guardians of children

being questioned by DCFS or local law enforcement; must cooperate with ongoing investigations; and must maintain appropriate confidentiality.

Failure to report suspected child abuse constitutes a class "B" misdemeanor and is punishable by up to six months in jail and/or a \$1,000 fine. For more specific information, refer to the following Internet link which offers a two-page handout for Utah educators. This information lists indicators of abuse.

http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf

As a program, we expect our school psychology students to follow these guidelines. As challenging situations arise, seek support and guidance from field-based supervisors and department faculty. School psychology students are required to keep current with state law and when working outside of Utah, to be familiar with that specific state's law.

HBLL Course Reserve Readings

HBLL Course Reserve Readings
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Class Schedule

The class schedule is subject to change. Any changes in the schedule will be sent out in the form of an announcement on Learning Suite that is sent to your email of record.

NASP Domains

Practices That Permeate All Aspects of Service Delivery

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Domain 1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

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Domain 2: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

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Domain 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

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Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

Systems-Level Services

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Domain 5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

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Domain 6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

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Domain 7: Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Foundations of School Psychological Service Delivery

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Domain 8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

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Domain 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

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Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

APA Guidelines

Please refer to Learning Suite Content page: APA Guidelines for the following statements and reports regarding APA standards for assessment and reporting. Committee on Psychological Tests and Assessment, American Psychological Association. (2007) Recent developments affecting the disclosure of test data and materials: Comments regarding the 1996 Statement on the Disclosure of Test Data

Committee on Psychological Tests and Assessment American Psychological Association. (2007) Statement on third party observers in psychological testing and assessment: A framework for decision making.

Assignments

Assignment Descriptions

Group Supervision 1

Due: Wednesday, Sep 02 at 11:59 pm

Pre-case Conference

Due: Monday, Sep 28 at 11:59 pm

Intake session (depending on case)

Due: Monday, Oct 05 at 11:59 pm

If your client has not yet had an intake session with the clinic (some of the clients who will not be assessed until the Fall may not have had an intake yet), please meet with the client for an intake session to determine the nature of the referral question.

Group Supervision 2

Due: Wednesday, Oct 14 at 11:59 pm

Supervision 1

Due: Friday, Oct 16 at 11:59 pm

Supervision 2

Due: Monday, Nov 02 at 11:59 pm

Assessment session(s)

Due: Monday, Nov 02 at 11:59 pm

You may need to schedule multiple assessment sessions, depending on the referral question. You may schedule during the day at the CCC or after school in the JFSB.

Report 1st Review

Due: Monday, Nov 16 at 11:59 pm

Report 2nd review

Due: Monday, Nov 23 at 11:59 pm

Report 3rd Review

Due: Friday, Dec 04 at 11:59 pm

returned dvd's

Due: Monday, Dec 07 at 11:59 pm

After you have written your self-critique, you need to return the dvd's for the patient file.

Attendance at URLEND seminars

Due: Monday, Dec 07 at 11:59 pm

You will receive 1 extra credit point for every hour of URLEND seminars attended. Seminars are broadcast from the University of Utah every Friday to Room 343 MCKB between 12 and 4 pm.

Self Evaluation of Feedback skills

Due: Monday, Dec 07 at 11:59 pm

Feedback Session

Due: Tuesday, Dec 08 at 11:59 pm

Self evaluation of assessment sessions

Due: Tuesday, Dec 08 at 11:59 pm

Group Supervision 3

Due: Wednesday, Dec 09 at 11:59 pm

Post-case Conference

Due: Thursday, Dec 10 at 11:59 pm

Final Grade for Report

Due: Thursday, Dec 10 at 11:59 pm

Returned Protocols

Due: Monday, Dec 14 at 11:59 pm

All protocols must be returned for the client's file before your grade can be issued.

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 every instructor's 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.

Tracking Hours

Effective immediately, all students in our program are required to track their clinical hours (psychotherapy, assessments, supervision, etc.) on MyPsychTrack.com. You will need to log your hours and have your supervisor(s) verify your hours in order to get credit for any class that includes clinical work (e.g. Practicum, clerkship, assessment classes, etc.). This may require you to remind your supervisors to respond to the MyPsychTrack emails that prompt them to document their hours. Please get into the habit of logging your hours each week and having your supervisor verify them before or during your supervision. If you have difficulty getting your supervisor to verify your hours, please let me know. You should have created or renewed your MyPsychTrack account with the code I sent you in July.

In addition to MyPsychTrack, we are requiring all students to get an account with ASPPB to participate in their credentials bank. This resource allows you to archive all of your syllabi, end-of-semester supervision summaries (from Titanium), transcripts, etc. Having these credentials all archived will simplify your application for initial licensure and subsequent licensure in more than one state—an increasingly common and necessary practice.

<http://www.asppb.net/?page=TheBank>

Please email Aaron Jackson and let him know that you have logged hours into your MyPsychTrack account and have opened an account with the ASPPB credentials bank and "banked" something (e.g. Syllabi, transcript, etc.

Please contact Aaron Jackson with any questions.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

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 University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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

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.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should:

- (1) Remember that we are each responsible for enabling a productive, respectful dialogue.
- (2) To enable time for everyone to speak, strive to be concise with your thoughts.
- (3) Respect all speakers by listening actively.
- (4) Treat others with the respect that you would like them to treat you with, regardless of your differences.
- (5) Do not interrupt others.
- (6) Always try to understand what is being said before you respond.
- (7) Ask for clarification instead of making assumptions.
- (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack.
- (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion.
- (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information.
- (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person.
- (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating.

Adapted from the Deliberation Guidelines

published by The Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

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.

Respectful Environment

"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