

CPSE 776R  
Advanced Practicum 1: Counseling Psychology  
Winter 2015

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Room: 1510 WSC  
Time: 1:00-2:50 p.m. Tuesday  
Credits: 3 hours

Textbooks:

Chödrön, P. (2002). *The places that scare you: A guide to fearlessness in difficult times*. Boston, MA: Shambhala Publications, Inc.

Rowan, J., & Jacobs M. (2002). *The therapist's use of self*. Philadelphia, PA: Open University Press.

Weingarten, K. (2004). *Common shock: Witnessing violence every day*. New York, NY: New American Library.

Course Description:

This course is intended to help beginning therapists to develop their professional identity. We will focus our classroom discussions on our weekly readings, case presentations, and group process. Particular focus will be on the person of the therapist, in terms of what might get in the way of being an effective therapist as well as the skills that make us relatable and effective.

Course Objectives:

1. Become aware of self-of-the-therapist issues
2. Understand how culture, worldview, and values influence conceptualization, treatment, and the therapy relationship
3. Develop knowledge and sensitivity pertaining to ethical issues as they relate to psychology practice
4. Develop foundational level intervention skills for the practice of psychology
5. Develop knowledge and ability to apply models of intervention to suit a counseling center population
6. Develop critical skills to facilitate development of effective clinical interventions

Therapy Presentation:

Each week one or two class members will make a presentation which demonstrates use of a method of intervention. The presentation will include the following:

**A. Video Presentation**

A 10-15-minute videotape segment of a session which demonstrates a method of intervention or a clinical concern

## **B. Case Information and Conceptualization**

A written 1-2 page summary of the following:

1. Client demographic & background information (follow ethical guidelines: respect client's privacy & withhold or remove any information that would disclose the client's identity)
2. Presenting concern(s)
3. Relevant history
4. Diagnostic impressions
5. Treatment goals
6. Process or progress of case (including methods used)
7. Other noteworthy issues or questions

## **C. Method/Concern Presentation**

1. Discussion of a specific "evidence based practice" method used in therapy or discussion of a clinical concern. Please provide reference material for other class members.

### Assignments:

#### Reflection Paper:

You will write a reflection paper for each book we will read this semester, addressing the impact the readings have had on you personally and your professional development as a therapist. Each paper should be 5 pages in length, double-spaced, 12 point font.

#### Personal Growth Paper:

You will write a final paper highlighting the personal and professional growth you have experienced yourself and that you have noticed in your classmates. You should include the following:

- a) Grade each person in your class on a scale of 1-10 for class participation (including yourself), then comment for each person regarding:
  - a. How you saw them relate to others in the class, the role(s) they commonly played, how they changed over time
  - b. That person's greatest strengths
  - c. What you believe causes that person the most anxiety
  - d. Areas where you would challenge that person to grow
- b) Describe the group process and structure of your cohort this semester. Summarize what you have learned about your own interpersonal functioning in a group setting
- c) Reflect on your experience in class this semester. How does this experience inform your future therapy (individual and group therapy)? What would you do similarly; what would you do differently? What do you anticipate would be most difficult, and most rewarding?

#### Personal Growth Presentation:

During our last class, each student will do an experiential self-expression that represents their growth as a therapist over the semester. This can be done in an artistic or symbolic activity or any other modality of your choice.

You will also bring a “gift” for each person in your class. This is not a literal gift, but a thought, a wish, a symbol of what each person taught you and/or gave you this semester.

### Class Schedule:

#### Week 1 (January 6)

No Class

#### Week 2 (January 13)

Introduction and overview

#### Week 3 (January 20)

##### **Readings:**

Common Shock – Part One: What Is The Matter? p. 1-62

##### **Due:**

Therapy Presentations

#### Week 4 (January 27)

##### **Readings:**

Common Shock – Part Two: How Do We Pass Along Common Shock? p. 63-116

##### **Due:**

Therapy Presentations

#### Week 5 (February 3)

##### **Readings:**

Common Shock – Part Two: How Do We Pass Along Common Shock? p. 117-156

##### **Due:**

Therapy Presentations

#### Week 6 (February 10)

##### **Readings:**

Common Shock – Part Three: What We Can Do (p. 157-190)

##### **Due:**

Therapy Presentations

#### Week 7 (February 17)

No Class – Monday Instruction

#### Week 8 (February 24)

##### **Readings:**

Common Shock – Part Three: What We Can Do (p. 191-242)

##### **Due:**

Therapy Presentations

Reflection Paper – Common Shock

Week 9 (March 3)

**Readings:**

The Therapist's Use of Self – Chapters 1, 2 (p. 1-27)

**Due:**

Therapy Presentations

Week 10 (March 10)

**Readings:**

The Therapist's Use of Self – Chapters 3, 4 (p. 28-87)

**Due:**

Therapy Presentations

Week 11 (March 17)

**Readings:**

The Therapist's Use of Self – Chapters 5, 6 (p. 88-132)

**Due:**

Therapy Presentations

Reflection Paper – The Therapist's Use of Self

Week 12 (March 24)

**Readings:**

The Places That Scare You – Chapters 1-7 (p. 3-48)

**Due:**

Therapy Presentations

Week 13 (March 31)

**Readings:**

The Places That Scare You – Chapters 8-15 (p. 49-88)

**Due:**

Therapy Presentations

Week 14 (April 7)

**Readings:**

The Places That Scare You – Chapters 16-22 (p. 89-124)

**Due:**

Therapy Presentations

Reflection Paper – The Places That Scare You

Week 15 (April 14)

Personal Growth Presentation

**Due:**

Personal Growth Paper

## Grading

### Point Distribution

Reflection Papers (3x30pts)	90 points
Personal Growth Paper	50 points
Personal Growth Presentation	30 points
Therapy Presentation	40 points
<u>Attendance &amp; Participation</u>	<u>30 points</u>
Total	240 points

### Grade Scale

<b>A</b>	94-100	<b>B-</b>	80-82	<b>D+</b>	67-69
<b>A-</b>	90-93	<b>C+</b>	77-79	<b>D</b>	63-66
<b>B+</b>	87-89	<b>C</b>	73-76	<b>D-</b>	60-62
<b>B</b>	83-86	<b>C-</b>	70-72	<b>E</b>	59 and lower

### 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 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.

### **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.