

CSE 777: Advanced Practicum in Counseling Psychology 2
Winter Semester 2016; Monday 1:00-2:50, 1510 WSC

Instructor:

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Course Objectives

This course is intended to help students hone their therapy intervention skills, improve their ability to conceptualize cases using a sound theoretical framework, prepare for their program performance comprehensive exam, use empirically supported tools to help guide treatment, and prepare for internship interviews. This is accomplished through:

- (1) Classroom discussion, case examples, and observations of videotaped counseling sessions.
- (2) Role playing and other skills based practice.
- (3) Delivering a formal case presentation and receiving feedback from peers and instructor.
- (4) Engaging in a mock interview for an internship training site of their choice and receiving feedback regarding their performance from peers and instructor.
- (5) Writing a paper in which they apply their theory of change to a particular client as well as demonstrate the use of assessment.
- (6) Receiving constructive feedback from classmates and the instructor on the aforementioned activities.

Course Requirements

Attendance-

We will explore issues in class in theoretical as well as experiential ways. It is my view that experiential education is both an effective and interesting way to grasp the various concepts we will cover. So, come to class ready to participate. Experiential activities that take place in class cannot be made up. As such, you will have one excused absence for an appropriate reason without penalty so long as you let me know prior to the class. Each subsequent absence will negatively impact your grade. Each missed class (beyond the first) will result in a half letter grade reduction (e.g., A becomes A-, A- becomes B+, etc.). Any exceptions for significant life events must be discussed with myself prior to the missed class. Each time you are late (as determined by the instructor) you will be docked 20 points.

Participation-

Class participation is a must. For some this will mean crossing barriers to succeed. Speak up if you don't say much and give others a chance to contribute if you tend to be more outspoken. One of the most important means of showing your learning will be through participation in class discussions as well as feedback that we will give one

another. This will require you to come to class prepared for the topic at hand. If there are readings assigned, I expect that you will have done the reading before class.

Class Structure and CAPS Requirements

- The beginning of every class will have time set aside to consult about urgent concerns, discussion of therapy issues, interventions, ethics, and other clinical concerns as needed.
- Other class activities will include showing video tape of therapy, discussing assigned readings, role playing, presenting individual cases, and demonstrating counseling processing abilities and skills (see below).
- You are expected to conduct five individual sessions each week, for a total of **at least 50 hours** during the course of the semester. You are also expected to complete the assigned number of intakes contracted (per CAPS policy) for the Winter semester. You must begin therapy by at least the second week of the semester. All counseling sessions need to be videotaped which includes audio (per CAPS policy). Before a grade can be given, you will need to provide me with a copy of your supervisee semester evaluation. If a client refuses to be taped or observed, you will need to refer him/her to another counselor.
- You are required to write case notes for each counseling session you provide. This is to be recorded in Titanium (following CAPS policies and procedures). A grade cannot be given for the course unless all case notes are completed and entered into the Titanium database.
- Attendance at your weekly clinical team meeting at CAPS is also expected. If you must miss a clinical team meeting, please inform the clinical team leader. Missing clinical team meetings will negatively impact your grade in this course (20 points will be deducted for each missed clinical team meeting).

Video Presentation-

The purpose of this assignment is to help students prepare for internship interviews by encouraging students to:

1. Talk about clients using clinical language.
2. Articulate how interventions used are tied to sound psychological theories.
3. Provide examples of clinical work that you feel represents you being particularly effective
4. Seek feedback and respond professionally to this feedback from peers and instructor.

For this assignment, each student will provide the following information when presenting on a client of their choice:

A. Video Presentation

A 10-15 minute videotaped segment of a client session which demonstrates your use of a method or intervention that can be tied to and explained by your theoretical orientation.

B. Case Information and Conceptualization

1. Client demographic & background information (follow ethical guidelines: respect client's privacy & withhold or remove any information that would yield the client's identity)
2. Presenting concern(s)
3. Relevant history
4. Diagnostic impressions
5. Treatment goals
6. Assessment measures (e.g., OQ45, career assessments, etc). If none are used an explanation as to why they are not being used will be necessary.
7. Process or progress of case (be able to explain how you know that progress is being made)
8. Other noteworthy issues or questions

C. Interventions/method of Counseling and Ties to Theoretical Orientation

1. Discussion of a specific intervention method that you used in counseling and how this intervention coincides with your theoretical orientation.

Students will have about 30 minutes to present, following which they will receive feedback from their peers and instructor regarding their performance.

Formal case presentation-

During the final weeks of the semester, you will have the opportunity to formally present a case. Please plan to dress as if you are applying for a position at either an internship or job interview. Treat this case presentation as if you are truly applying for a position at a job site of your choice (Be sure to maintain the confidentiality of your client).

You will want to find a client with whom you feel the work is going particularly well. It is recommended that you choose a client who has a positive outcome or a foreseeable positive outcome. Furthermore, it is recommended that you choose a case in which you address both emotional/behavioral and career issues. The goal of this exercise is to demonstrate your ability to coherently explain a case using your theoretical perspective as a guide for your in-session work. While it is important to acknowledge growth areas, it is also important to learn how to present areas of strength and ability as

well. As you interview for internships, it will be extremely important to be able to articulate areas of strength.

You will have 25-30 minutes to give your presentation and will then receive feedback from instructors and peers. While there is not a required structure for this presentation, case presentations typically include a PowerPoint presentation or handout of some type and should include objective measures of change (OQ45, BDI, MBTI, SII, etc).

The formal presentation should also include:

1. A little about who you are and what you bring to the site for which you apply
2. Client demographics (de-identified) and background information
3. Presenting concerns
4. Relevant background information
5. Theoretical orientation (brief)
6. Case conceptualization
7. Treatment (include aspects from your theoretical orientation)
8. Diagnostic impressions
9. Conclusions

***Counseling philosophy paper-**

You will be required to write a paper that explains your current theoretical orientation and approach to counseling using only 500 to 550 words (about 1 page single spaced). The rationale behind writing your theory of change in so few words is that internship applications will require this.

You will then be required to apply this theory to an individual client with whom you have worked or are currently working and describe your work with this client in terms of your theoretical orientation. While there is not a standard length for this paper, as a general guide the remainder of this paper should be about 5-10 pages in length. The paper should include ties between theory and practice. This can serve as a springboard for your performance comprehensive final. (As such, it would be in your best interest to find video that would support what you write in this paper. You may also want to incorporate assessment measures as well).

This assignment is due no later than April 11th (the last day of class). This way I will be able to review your paper before our final. Papers will be docked 20 points per day that they are late.

Mock intern interview-

In order to help you prepare for the internship application and interview process, you will be required to research at least three different internship sites in which you are potentially interested (<http://www.appic.org>). From the **three** that you researched, you will provide summary information for **one** of the intern sites to two of your peers as well me. You will also be required to provide a curriculum vita to these two peers and myself. We will then conduct a mock interview in which we will ask questions similar to those

that you may encounter while interviewing for an internship. You will receive feedback from the class about your interview and your areas of strength and potential growth edges.

Grading Summary

- 30% = Attendance & participation (150 points)
- 20% = Formal Case presentation (100 points)
- 30% = Counseling philosophy paper (150 points)
- 20% = Mock interview and curriculum vita (100 points)

Class Environment-

It is very important to me that we create a class environment in which the development of each student becomes the goal of all of us in the course. Therefore, I ask you to pledge yourself to helping each of your classmates get the most from this learning experience. I believe that the best class environment for achieving this goal is one in which each student feels encouraged, affirmed, and challenged supportively by others (including myself) to learn. Together, we can establish a place where each of us feels safe to take the risks that are part of sharing our opinions and trying the unfamiliar. In order to create this positive class environment, at least two norms must be established. First, while our class is not a forum for personal therapy, each class member must feel invited, but not compelled, to share personal material relevant to the content of this course. Second, we must have an affirming, welcoming stance for differing viewpoints and life experiences. Every viewpoint and every perspective has great value for our learning in this course. Perhaps the most valuable are those perspectives and opinions that differ from our own or from what might seem to be the prevailing opinion. Please join with me in working to create such an atmosphere in our class.

It is also important to me that you know that I am open and willing to consider any feedback regarding this course. Therefore, please do not hesitate to share your thoughts about what is particularly unhelpful and helpful about the course. My door is always open for such interaction. Please also understand that we need to reserve the right to alter this syllabus if it is in the best interest of the class.

Honor Code-

STUDENTS AND INSTRUCTORS WILL BE EXPECTED TO ABIDE BY AND SUPPORT THE BYU HONOR CODE.

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 1-888-238-1062 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

I am personally 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 in room 2570 of the Wilkinson Center (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 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 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.

<u>Date</u>	<u>Content</u>
Jan 4	Introduction/ Discussion of Goals
Jan 11	Video Presentation (1) Mike Jared Klundt presentation on technology.
Jan 18 (No class, Holiday)	
Jan 25	Video Presentation (2) Amy, Ben
Feb 1	Video Presentation (2) Rachel, Ofa
Feb 8	Video Presentation (2) Hannah, Justin
Feb 16 (Monday instruction)	Mock intern interview Justin: Rachel, Mike
Feb 22	No Class
Feb 29	Mock intern interview Hannah: Ben, Amy
Mar 7	Mock intern interview Ben: Ofa, Hannah
Mar 14	Mock intern interview Amy: Rachel, Ben
Mar 21	Mock intern interview Rachel: Ofa, Justin
Mar 28	Mock intern interview Ofa: Amy, Mike Formal Case Presentation: Justin
Apr 4	Mock intern interview Mike: Justin, Hannah Formal Case Presentation Rachel
Apr 11	Mock intern interview Formal Case Presentation
Final April 14 from 12-2	

*Your theory of change paper is due no later than 4/13/2016.