

## **Advanced Practicum I in Counseling Psychology**

CPSE 776R // Fall 2017

*Monday, 1:00 – 2:50 p.m.; 1510 WSC*

PLUS:

Treatment Team Meeting: either Monday 3:00 – 4:00 p.m. or Tuesday 9:00 – 10:00 a.m.

Clinical Services Meetings: some Fridays 8:00 – 9:00 a.m.

Inservice Meetings and Diversity Trainings: Fridays 9:00 – 10:00 a.m.

and one hour per week of individual supervision (as scheduled with your supervisor)

INSTRUCTOR: Kristina Hansen, PhD, CGP

DAYTIME PHONE: 801-422-3035

OFFICE: 1534 WSC

EMAIL: kristina\_hansen@byu.edu

### **Course Basics**

This course is the first practicum experience of your doctoral program in which you will be seeing clients for personal psychotherapy at BYU's Counseling and Psychological Services (CAPS). You will apply counseling skills acquired in previous lab experiences and practicum classes. In-class training experiences will emphasize psychotherapy/counseling theory, skills, and techniques; supervisory and peer feedback; review of video-recorded sessions; formal case presentations; and discussion of common counseling issues. Supervision will be provided by a faculty member of CAPS and your practicum instructor.

#### **Text**

Yalom, I. (1989, 2012). *Love's Executioner and 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 in these interactions (sharing mistakes and successes, giving and receiving feedback, etc.), the more you and others in the class will learn and grow.

#### **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%

## Assignment Descriptions

### Class Attendance

Because this class is primarily experiential, it is essential that you attend class and participate in discussions. **200 Points.** 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.

### Attendance at CAPS Treatment Team Meetings, Clinical Services Meetings, Inservice Meetings, and Diversity Trainings

As part of your experience in CAPS you will attend weekly Treatment Team meetings (Monday afternoon or Tuesday morning as assigned). You are expected to actively participate and contribute to team discussions as other team members do. You are also expected to attend CAPS Clinical Services meetings, inservice meetings, and diversity trainings (Friday mornings). These meetings provide valuable policy and procedural information and learning opportunities. Attending your assigned team meetings is mandatory. Clinical Services, inservices, and diversity trainings are strongly recommended. **100 Points.**

### Counseling and Supervision

In order to develop your professional skills, it is essential that you provide direct counseling services and receive supervision. During Fall Semester, you will be required to:

1. Provide at least 50 hours of direct client counseling at CAPS. 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. Participate in 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 Time2Track or MyPsychTrack or a similar program

determined by CPSE. This data will be invaluable when you apply for your pre-doctoral internship and licensure, so invest the effort now and throughout your training to keep your records accurate and up-to-date.

### **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. Client demographics: 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. Practice-based evidence (e.g., Outcome Questionnaire 45.2 and/or CCAPS data)
11. Supervisor's comments and concerns.
12. 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 research 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. Ethical practice is paramount, and you should discuss all ethical dilemmas and issues with your individual supervisor and/or address them in our practicum class. **50 Points.**

You are also expected to be familiar with and adhere to the following principles, codes, and guidelines:

- APA Ethical Principles of Psychologists and Code of Conduct  
<http://www.apa.org/ethics/code/index.aspx>
- APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists  
<http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx>
- Practice Guidelines for LGB Clients  
[http://www.apa.org/pi/lgbt/resources/guidelines.aspx?\\_ga=2.27694778.701682649.1504284119-1496327866.1504284119](http://www.apa.org/pi/lgbt/resources/guidelines.aspx?_ga=2.27694778.701682649.1504284119-1496327866.1504284119)

- Guidelines for Assessment of and Intervention with Persons with Disabilities  
[http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx?\\_ga=2.91126684.701682649.1504284119-1496327866.1504284119](http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx?_ga=2.91126684.701682649.1504284119-1496327866.1504284119)

### Point Breakdown

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

## 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**

\*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/Gender Identity
- Abuse (including reporting)
- Multicultural issues
- International Students
- Parental Expectations/Career Path
- Pornography/Masturbation
- Eating Disorders

<b>Date</b>	<b>Topics*</b>	<b>Presenters</b>	<b>Readings</b>
<b>T</b> – Aug 28	Introductions and orientation	CAPS faculty and staff	CAPS Student Therapist Handbook
<b>M - Sep 4</b>	<b>Labor Day Holiday – No Class</b>		
<b>M</b> - Sep 11	Syllabus Review and Discussion	Kristina	
<b>M</b> – Sep 18	Video Review and Discussion		Chapter 1: Love’s Executioner
<b>M</b> – Sep 25	Case Presentation and Video Review		APA Ethical Principles of Psychologists and Code of Conduct (Intro through Section 4)
<b>M</b> - Oct 2	Case Presentation and Video Review		APA Ethical Principles of Psychologists and Code of Conduct (Sections 5-10)
<b>M</b> - Oct 9	Case Presentation and Video Review		APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists
<b>M</b> - Oct 16	Case Presentation and Video Review		Practice Guidelines for LGB Clients
<b>M</b> – Oct 23	Case Presentation and Video Review		Guidelines for Assessment of and Intervention with Persons with Disabilities
<b>M</b> – Oct 30	Case Presentation and Video Review		
<b>M</b> - Nov 6	Research Presentation and Video Review		Chapter 2: “If Rape Were Legal...”
<b>M</b> - Nov 13	Research Presentation and Video Review		Chapter 3: Fat Lady
<b>M</b> – Nov 20	Research Presentation and Video Review		Chapter 4: “The Wrong One Died”
<b>M</b> – Nov 27	Research Presentation and Video Review		Chapter 5: “I Never Thought...”
<b>M</b> – Dec 4	Research Presentation and Video Review		Chapter 6: “Do Not Go Gentle”
<b>M</b> – Dec 11	Research Presentation and Video Review		Chapter 7: Two Smiles
<b>M</b> – Dec 18?	Final Exam scheduled by the university for Tuesday, December 19, from 2:30-5:30 p.m. Would you prefer to take the final exam instead on Monday, December 18, 1:00-2:50 p.m. (at our regular class time)?		