

**CSE 777R: Advanced Practicum in Counseling Psychology 2**  
Fall Semester 2017; Thursday 11:00-12:50, 1503A WSC

Instructor: Stevan Lars Nielsen, Ph.D. phone: 422-6856, email: [myshrink@byu.edu](mailto:myshrink@byu.edu), office hours by appointment.

### **Course Objectives**

This course is intended to help students integrate their therapeutic interventions and theoretical conceptualizations, culminating in their program performance comprehensive exam. We will focus on using empirically supported, theoretically formulations to help guide you treatment, and prepare you for internship interviews.

We will all:

1. Present recordings of sessions or excerpts from session.
2. Be prepared to discuss cases based on video recordings of sessions.
3. Be prepared to explain why we did what we did in sessions.
4. Offer constructive feedback about recorded sessions.
5. Role play.
6. Deliver case presentations.
7. Ground case presentations in the format provided in the most recent issue of *Current Psychotherapies*, by Wedding and Corsini.

You will:

1. Attend class and your Counseling and Psychological Services (CAPS) team meeting except for excused absences.
2. Write a paper in which you apply your theory of change to a particular client.
3. You will demonstrate use of psychological assessment with this client.

I will consult with your CAPS supervisor about your cases so that your experiences are coordinated.

### **Texts**

Wedding, D. & Corsini, R. (2013). *Current psychotherapies* (10<sup>th</sup> Ed.). Belmont, CA: Brooks/Cole.

Other materials as negotiated and assigned.

### **Course Requirements**

#### **Attendance**

We will explore psychotherapy and counseling through a combination of watching and discussing the therapy and counseling we actually do. We will discuss both we we have done, why it was done, what we might have done, and experiment with ways to do therapy and counseling during class. It is important that you attend. It is not really

possible to make up for the experiential part of class. There is no set limit on absences and no specific penalty for an absence, but you jeopardize your goals for this course and for your career if you are absent. This course is about your goals.

## **Participation**

You are all expected to participate. You will watch my sessions. You are welcome to watch recordings of any session for which one of my clients has given permission for recording. You are required to record all of your sessions and have your CAPS supervisor and me and your classmates watch what happens. If you feel uncomfortable with this, we will work to help you separate your ego from your therapy and counseling skills. I expect you to feel free to comment on the sessions you watch. I will be able to gauge what you are learning by watching what you do and listening to your comments. My understanding is that you will have read the *Current Psychotherapies*. We will refer to it frequently, so reread and become familiar with the different chapters, especially the chapters that can provide theoretical support for the therapy and counseling you conduct. I expect you to explain and defend what you do for three reasons: first, to protect your clients; second, to protect professional psychology; and third, to advance your enjoyment and learning of therapy and counseling skills.

## **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 myself.

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 reveal the client's identity, including names, hometown, etc.)
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.**

Discussion of a specific intervention method that you used or will use 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 applying for a position at a job site of your choice, including maintaining 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, I recommend that you choose a case in which you address both emotional/behavioral and career issues. The goal is to demonstrate coherent explanation showing how your theoretical perspective guided your work. Begin with your strengths and abilities, then focus on what you want to develop.

Plan on 25 to 30 minutes for your presentation, then 15 or more minutes for feedback. There is no required structure for the presentation, case presentations typically include PowerPoint slides or handouts and objective measures of psychopathology (MMPI-TR, MCMI-IV, etc.) or personality functioning (NEO, MBTI, SII, etc), and measures of change (OQ-45, BDI, CCAPS-34, etc.).

The formal presentation should also include:

1. A bit about you and what you will bring as in individual—keep it brief and not too personal
2. De-identified client demographics and background information
3. Client's presenting concerns
4. Relevant client background information
5. Diagnostic impression
6. Brief explanation of your theoretical orientation
7. Your case conceptualization
8. Treatment (focus on your theoretical orientation)
9. Outcome
10. 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 December 14<sup>th</sup> (the last day of classes), in order to allow me to review your paper before our final.

## **Grading Summary TBA**

### **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>
September 7	Introduction/A session
Sep 14 to Oct 18	Rational Emotive Behavior Therapy (REBT) as a comprehensive therapeutic and personality theory
October 25	REBT Case Presentation
November 1	Student case study (negotiated)
November 8	Student case study (negotiated)

November 15	Student case study (negotiated)
November 22	Thanksgiving break
November 29	Student case study (negotiated)
December 6	Student case study (negotiated)
December 13	Review