

CPSE 776R
Advanced Practicum 1: Counseling Psychology
Winter 2017

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

Textbooks:

Baldwin, M. (Ed.). (2013). *The use of self in therapy*, Third Edition (3). Florence, GB: Routledge.

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 knowledge and ability to apply models of intervention to suit a counseling center population
5. Develop critical skills to facilitate development of effective clinical interventions

Therapy Presentation:

Each week one or two class members will make a case presentation which demonstrates the 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:

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.

Reflection Papers:

1. "Common shock: Witnessing violence every day" (30 points)
 - a. Describe a personal experience you have had with being witnessed by someone. You do not have to include the reasons for being witnessed, but should focus your discussion on what it felt like to be witnessed, e.g., how you were personally moved by being witnessed, how healing it was to be witnessed, how frustrating it was when the witnessing did not occur in a way you would have liked, how having been witnessed has changed you, how a positive witnessing experience (with you as the recipient) would look like if you have not yet had such an experience and what you would see yourself gaining from it, the pain you feel by not yet having been witnessed, etc. (10 points)
 - b. Discuss the personal attributes and strengths you bring as a therapist-in-training to help someone have a positive witnessing experience. (10 points)
 - c. Talk about your growth edges in regards to witnessing others. Where do you see yourself falling short when it comes to witnessing and how might you remedy this? (10 points)
2. "The use of self in therapy" (30 points)
 - a. Discuss your views and feelings regarding the "wounded-healer" paradigm. Are you a wounded healer? If so, how has this informed your therapy? If not, what kind of healer are you and how does this impact your therapy? (10 points)

- b. How would your clients describe you? Would you agree with their description? What aspects of yourself are easy for you to reveal to your clients? Which aspects do you not want them to see? (10 points)
- c. What personal refining do you see yourself still needing to undergo in order to continue to develop as a therapist? (10 points)

Final Project:

During our last class, each student will do an experiential self-expression that represents their growth as a therapist. 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 10)

Introduction and overview

Week 2 (January 17)

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

Week 3 (January 24)

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

Week 4 (January 31)

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

Week 5 (February 7)

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

Week 6 (February 14)

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

Due: Reflection Paper – Common Shock

Week 7 (February 21)

No Class – Monday Instruction

Week 8 (February 28)

Readings: The Use of Self in Therapy – The Implications of the Wounded-Healer Archetype for the Use of Self in Psychotherapy (Chapter 5, p. 81-96)

Week 9 (March 7)

Readings: The Use of Self in Therapy – Congruence and the Therapist’s Use of Self (Chapter 10, p. 166-185)

Week 10 (March 14)

Readings: The Use of Self in Therapy – Chapter of your choice

Week 11 (March 21)

Readings: The Use of Self in Therapy – Chapter of your choice

Week 12 (March 28)

Readings: The Use of Self in Therapy – Chapter of your choice

Due: Reflection Paper – The Use of Self in Therapy

Week 13 (April 4)

Therapy Presentations

Week 14 (April 11)

Therapy Presentations

Week 15 (April 18)

Final Project

Grading:

Point Distribution:

Reflection Papers	60 points (2x30 points)
Therapy Presentation	40 points
Final Project	20 points
Attendance & Participation	30 points
Total	150 points

Grade Scale

A	94-100	B-	80-82	D+	67-69
A-	90-93	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	E	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.