

COUNSELING PSYCHOLOGY (CPSE) 777R
ADVANCED PRACTICUM II
FALL 2016

Instructor: Robert L. Gleave, PhD, ABPP, CGP
Office: 1500 WSC
Phone: 422-3035

Course Philosophy:

The advanced counseling practicum is a course designed to provide academic support for the counseling experience component of your doctoral program. This practicum is intended to serve as a bridge between theory and practice with the expectation that each will be significantly informed by the other.

Expectations:

It is expected that, at this point in doctoral training, beginning level skills have been learned. We will spend more time on consistency, congruity, and issues related to “moment to moment decision-making” and clinical judgment. It is expected that each student will use the supervision that is offered by being open to challenge and/or correction with a minimum of defensiveness. It is expected that students will present some of their worst work rather than trying to look competent. High value will be placed on those experiences where a student shares questions and asks for honest feedback. Each student will be expected to identify (and seek feedback from the class regarding) at least one area wherein he/she would like to improve.

Supervision:

Class time each week, along with the weekly clinical team meeting in Counseling and Psychological Services (CAPS), will constitute your required group supervision. Each student will also be expected to meet weekly with an assigned individual supervisor from CAPS. Feedback from your individual supervisor using the CAPS practicum student evaluation form is due at midterm (October 6th) and on the last day of class (December 8th). Evaluation forms are available from the CAPS Practicum Coordinator Dr. Lisa Leavitt. It is your responsibility to assure that these evaluations occur and that the forms are turned in on time.

Counseling Requirements:

It is expected that each student will conduct approximately 5 individual counseling sessions each week (group hours are in addition). A total of 50-60 hours of direct service – including 16 intakes – is an expected standard. It is important that each student behave in a professional and responsible way in meeting with clients. Compliance with all requirements contained in the Student Counselor Handbook published by CAPS is required. It is expected that each session will be digitally recorded (video and audio), and that you will be prepared each week with a recorded sample of your work. (Note: If a client refuses to be recorded or observed, you will need to make a referral to another counselor.)

It is also expected that each student follow all established clinical procedures and practices. Specifically, it is expected that you will learn about practice-based evidence in theory and in practice. CAPS is committed to gathering and using information from clients to guide treatment. It is expected that you will incorporate this information into the routine of your work, and regularly include it in supervisory and other communications.

Class Presentations of Clinical Work:

It is expected that each student will make a minimum of one formal presentation of their work to the class. Formal case presentations in CAPS team meetings to which you are assigned are encouraged. In addition, there will be other informal presentations and presentations of work samples. The beginning of each class period will be available for spontaneous discussion of cases with emergent concerns.

Incorporation of assessment resources into case presentations is encouraged.

Writing Requirements:

You will be required to write an exposition of your theoretical assumptions, including examples of related interventions. (Include your assumptions about what it means to be human, and ways clinical interventions follow from your views.)

It is important to understand not only your theory and practice but also others (What they offer and why they are valuable). It is critical to know your own limits and also when and to whom to refer. Experiential exposure is the best teacher for this kind of understanding. You will be required to engage each other's framework sufficiently to offer significant feedback.

A psychologist license was originally granted as a generalist license with the intention that doctoral education and training allows for judgment and moment to moment decision making due to the more extensive and intensive exposure to multiple aspects of the field. Moment to moment decision making requires more than linear, mechanistic, and dispassionate (what do you do when) responses. It requires personal engagement and investment in the present relationship happening in the here and now of the treatment session. We work with human beings who have feelings that matter and that influence their well-being. This course will require each student to demonstrate the ability to access and use personal emotions and sensitivities in their class interactions and as they present their work.

Core competencies in Counseling Psychology that will be important in this class (and will be included in grading) include:

Displaying interpersonal skills; forming and maintaining productive and respectful relationships with clients, peers/colleagues, supervisors, and professional from other disciplines; developing and maintaining effective relationships with a wide range of clients, colleagues, organizations and communities; displaying affective skills; negotiating differences and handling conflict satisfactorily; providing effective feedback to others and receiving feedback non-defensively; managing difficult communication; possessing advanced interpersonal skills; demonstrating emotional regulation and the ability to connect, and remain present, with client's difficult affective experiences; conducting oneself in a professional manner across settings and situations; Independently accepting personal responsibility across settings and contexts; demonstrating reflectivity both during and after professional activity and acting upon reflection – using self as a therapeutic tool; and cooperating with others.

You will complete several assignments in preparation of the final document; an oral presentation of your theory, a weekly journal where you attend to specific evidence (examples) of the application of your theory, a written draft that will be reviewed by classmates, a second written draft that incorporates feedback, and a final product. You will also each provide significant written feedback to each of your classmates.

Why are there writing assignments in a practicum class?

Many occasions will require good writing throughout your career as a psychologist. In addition to the multitude of writing products that you will be expected to produce over thirty or forty years of practice, regardless of practice setting, there is a compelling argument that spurs me to include writing assignments in this course. As psychologists we offer (sell) two commodities – our time (relationship) and our conceptual structures (language). Your ability to use language to organize and articulate (communicate) information (instructions, disputes, reframes, support, analyses, empathy, challenges, etc.) effectively will, in large measure, determine your success (and income).

The primary objectives of this class are to help you to articulate your conceptual structures more completely and clearly, and to translate those conceptual structures more purposefully into your moment to moment clinical interventions. Since the primary delivery system of psychotherapy interventions is language, and since writing is an excellent way to impose organization, structure and completeness on important ideas, you will be required to write an exposition of your theoretical assumptions, including examples of related interventions.

As you are aware, feedback is a powerful tool in the iterative process of personal growth. Writing offers the advantage of inviting more careful consideration of your ideas. You will be asked to both generate feedback to and receive feedback from each other in the service of refining your work.

Required Reading:

1. Kindly Inquisitors by Jonathan Rauch; University of Chicago Press, 1993.
2. Who Moved My Cheese? by Spencer Johnson; Putnam, 1998.

Suggested Reading:

Destructive Trends in Mental Health by Rogers Wright and Nicholas Cummings; Routledge, 2005.

Grading Summary:

1. X Adherence to CAPS policies and procedures, including demonstrating professionalism in interactions with clients.
Read Student Counselor Handbook published by the CAPS, and follow all CAPS policies and procedures, including signing and turning in the application for practicum student placement.
2. X Provide at least 50 hours of individual counseling during the semester. All sessions must be with CAPS clients, and all CAPS policies and procedures must be observed.
Submit a practicum counseling log at the end of the semester which reflects all counseling sessions.
3. 35% Attend class each week and actively and non-defensively participate in presentations, discussions, and feedback.
Record sessions and bring a recording to class each week.
Present clinical work in class (quality of counseling and presentations will be considered).
Complete required readings.
4. 30% Writing assignments, including feedback to classmates.
5. 15% Attend and actively use supervision sessions. Submit supervisor evaluation forms. Enter contact hours and supervisor verification into ASPPB PLUS and My Psych Track systems.
6. 10% Attend CAPS treatment team meeting and participate in case presentations and discussions. Attend CAPS Clinical Services meetings as scheduled.
7. 5% Identify a goal to be addressed during this practicum experience, seek and utilize peer feedback, and demonstrate good progress in identified growth area(s).
8. 5% Final Exam – Wednesday, December 14th 3:00 – 6:00 p.m.

Any portion of this document may change to adapt to developing conditions.

Reminder: The program comprehensive performance evaluation materials are due in February. This semester is an excellent opportunity to prepare for those examinations. Use of class resources is encouraged as you prepare.

Course Outline

Following any discussion of emergent concerns, the first hour of each class period will follow the outline below. The second hour of class time will be spent reviewing recordings.

- Sept. 1 Introduction – suggestions from previous cohorts, clarify professors agenda
(course goals), address questions/concerns, etc. (5 min. WTL)
- Sept. 8 Kindly Inquisitors / Who Moved My Cheese?
- Sept. 15 Oral Presentation (written responses – 5 min. WTL)
- Sept. 22 Oral Presentation (written responses – 5 min. WTL)
- Sept. 29 Oral Presentation (written responses – 5 min. WTL)
- Oct. 6 Oral Presentation (written responses – 5 min. WTL) – Evaluation form due (Enter
contact hours and supervisor verification into ASPPB PLUS and My Psych Track
systems).
- Oct. 13 Oral Presentation (written responses – 5 min. WTL)
- Oct. 20 EST's, Practice guidelines, and PBE (Dx?) – First draft of paper due
- Oct. 27 Videos
- Nov. 3 Discussion of feedback - Feedback to each classmate due – copy to professor
- Nov. 10 Class Choice/Videos
- Nov. 17 Professor Choice - Second written draft of paper due – include journals
- Dec. 1 Class Choice/Videos
- Dec. 8 Written exposition of your theory due. - Evaluation form due (Enter contact hours
and supervisor verification into ASPPB PLUS and My Psych Track systems).
- Dec. 14 Final (3:00 – 6:00)

General Honor Code Statement

Brigham Young University exists to provide a university education in an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. That atmosphere is created and preserved through commitment to conduct that reflects those ideals and principles.

As a matter of personal commitment, students, staff, and faculty of Brigham Young University are expected to demonstrate in daily living on and off campus those moral virtues encompassed in the gospel of Jesus Christ, and will

- Be honest

- Obey the law and all campus policies

- Live a chaste and virtuous life

- Use clean language

- Respect others

- Abstain from alcoholic beverages, tobacco, tea, coffee, and substance abuse

- Observe the BYU Dress and Grooming Standards

- Participate regularly in church services

- Support others in their commitment to comply with the BYU Honor Code

Specific policies embodied in the Honor Code include: Academic Honesty, Dress and Grooming Standards, Residential Living Standards, and Continuing Student Ecclesiastical Endorsement.

In addition, BYU does not allow unlawful, discrimination based on race, color, national origin, religion, sex, age, veteran status, or disability. Assistance and grievance procedures are outlined in the Graduate Catalog.

Preventing 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. 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 BYU's Equal Opportunity Manager at 801-422-5895 or email [sue_demartini@byu.edu]; or contact BYU's Honor Code Office at 801-422-2847. The Honor Code Office is located in 4440 WSC.

Students with Disabilities:

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.