

**CPSE 679R**  
**Counseling Psychology (Career) Practicum**  
Winter Semester 2020

**Class Meetings:** 331 MCKB, 1-2:50pm, Tuesdays

**Professor:** G. E. Kawika Allen, Ph.D.  
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Office Hours: Please email for appt.

### **Description**

This course is the first practicum experience of your doctoral program. You will apply **basic counseling microskills** acquired in previous lab experiences by doing counseling with individuals enrolled in Student Development classes. Your acquired **knowledge** from previous courses related to counseling will also serve you well in this class. Emphasis will be placed on *career counseling/counseling, supervisory, and peer feedback, discussions of videotaped sessions, formal case presentations, and discussions of counseling issues*. Supervision will be provided by advanced doctoral students in the counseling psychology supervision class, the instructor of the supervision class, and your practicum instructor.

### **Classroom Procedures**

Class sessions will be composed of presentations and discussion of counseling issues. The presentations will be provided by your professor, guest presenters, and class members. Major topics of discussion will include issues raised in counseling sessions or in supervision with advanced doctoral students, feedback while viewing videotapes and presentations of your counseling sessions, and related counseling theories and methods. The students who tend to gain the most from practicum are the **ones who are able and willing to recognize mistakes and successes**, discuss them **openly**, and **accept feedback** from class peers, instructor and supervisor. There is no such thing as a perfect therapist, or a perfect anything! Just know you will make mistakes and you may get stuck with your clients A LOT! This is okay – it's part of your development. Decrease your levels of maladaptive perfectionism and anxiety around doing everything right, so that you can **free your mind from these unhelpful distractions to learn from the process, even when the process is imperfect**.

### **Attendance Policy**

Your consistent class attendance is expected as a part of this course. Please notify the professor in advance if you will not be able to attend a class session. If an emergency arises that does not allow for advance notice, please notify the professor as soon as possible once you realize you will be unable to attend a class.

### **Participation Policy**

The quality of your practicum experience is **dependent upon your level of participation**. Good participation will include regular class attendance, completion of assigned readings before arriving to class, reaction papers, active discussion with your classmates and instructor in class, good communication and attendance of regular meeting times with your supervisors, presentation of one well-prepared case study, fulfillment of your expected client hours, and a final exam. I encourage you to be proactive in your practicum experience by directly approaching your professor and supervisor with any questions or concerns that may arise.

## Learning Outcomes

- Skills: Enhance your skills in counseling and professional consultation.
- Theoretical and Therapeutic Paradigms: Continue in your development of a theoretical and therapeutic paradigms (e.g., developing your theoretical orientation).
- Further Knowledge: Further your knowledge of human development, human problems, behavior change, multicultural guidelines and competencies, ethics, and professionalism.
- Impact of YOU: Deepen your understanding of how your personality, ethnic/cultural background, biases, and verbal and nonverbal presentation impact the therapeutic process.

Articles will be provided by the instructor

## Assignment Descriptions

### Counseling and Supervision:

In order to develop your professional skills, it is essential that you have the opportunity to provide counseling services and receive supervision. During this practicum experience you will be required to:

- a. Provide at **least 20 hours of direct counseling** (if the session ends at 30 minutes, I will still accept this as a full hour). Your clients will include students presenting with career, academic, and associated emotional concerns. *You must video record all counseling sessions*. If a client refuses to be taped or observed, you will need to make arrangements to refer him/her to another counselor. Session recordings will be viewed regularly in practicum class and in individual supervision.
- b. Receive face-to-face individual supervision with an advanced counseling psychology doctoral student once each week.
- c. Participate weekly in practicum class.
- d. Complete evaluations on your supervisor at the end of the semester

### Reaction Papers

I expect you to complete all of the assigned readings before class so that you will be fully prepared to engage in discussion with other classmates. You are required to ***email me*** (to reduce paper usage and increase faster response) a brief reaction of the readings based on your cognitive and affective experiences (***no more than one paragraph (you can use bullet points as well to synthesize the readings)***). Please email me *no later than 11:30pm the night before each class*.

Your brief paragraph is meant to facilitate your learning by addressing: (1) What ideas, concepts, or methods did you agree or disagree with or question – and what does your reaction teach you?; (2) How will you apply the concepts/methods of the reading in your work?; (3) What concepts/methods will you teach and discuss during class? Please include at least 1-3 ***BURNING*** question(s) you had from the readings for class discussion time.

LATE REACTION PAPERS WILL NOT RECEIVE CREDIT TOWARD THE GRADE (please do not ask for exceptions).

### Case Presentation:

You will have the opportunity to make a formal in-class presentation regarding one of your clients. This presentation should be done on slides and should not be longer than 30 minutes for both presentation and Q&A. These presentations should follow the outline below:

- a. Your concerns and questions regarding the case.

- b. Age, gender, marital status, year in school, etc. (please be sure to make all client information de-identified as possible).
- c. Client's presenting concerns (including educational, career, and emotional concerns).
- d. Background information, including a brief history of the client's presenting concerns.
- e. Overview of treatment to date, including information from past counseling the client may have received.
- f. Diagnostic impressions (when relevant, from the DSM-V).
- g. Theoretical underpinnings of treatment plan (i.e., Freudian, Existential, etc.).
- h. Treatment plan.
- i. Supervisor's comments and concerns.
- j. Presentation of selected portions of a videotape from a session with your client.

#### Case Management and Record Keeping:

Part of ethical and competent professional practice involves careful and systematic case management and record keeping. You are required to keep:

- a. A file on each client and to write **clinical notes for each counseling** session you provide. I would recommend you write your clinical note immediately after the session so that you can record the events of the session while they are still fresh in your mind. Clinical notes will be reviewed in our practicum class as needed for instruction. Your individual supervisor will review all your records and clinical notes. Your confidential clinical notes should be secured in a location discussed by both you and your supervisor.
- b. A log or record of the number and date of your counseling sessions, supervision sessions, and class meetings attended. It is important to keep track of all training hours. These data will be invaluable when you apply for your pre-doctoral internship (see the APPIC application online). It is important to be able to keep a record of the total hours in these various categories for internship applications.
- c. In cases of crises or emergencies as well as clients that may be beyond your scope of expertise and competence (i.e., psychosis, suicidal ideation, MDD, etc.), please discuss and implement a clinically strategic plan with your supervisor to provide services, accommodations, referral, crisis hotline numbers, proper care and other pertinent ethical and mental health treatment for your clients.

#### Class Participation:

Please participate in every class. The classes will involve presentations and discussion of counseling issues. These presentations will be given by your professor, you and your classmates. You will be expected to be familiar with any assigned readings. **Laptops may be used for class-related work ONLY (i.e., notetaking). Do not check or write text messages, check Facebook, Twitter, SnapChat, etc. during class time.**

#### Self-Assessment Reflection Paper:

At the end of the semester you will write one reflection paper that addresses how you see yourself as a developing and emerging psychotherapist and as you develop your own approach to the practice of counseling. Please answer the following questions in your paper (there is not a required length for this paper, but you will be graded upon the quality of your reflection and insight and the paper is expected to be well-written):

- a. How does your personality influence your approach to counseling?
- b. How does your personal and family background influence your approach to counseling?
- c. How does your ethnic or cultural background influence your sessions?
- d. What are some of the biases/assumptions you bring into counseling relationships?
- e. How does the manner in which you present yourself influence the counseling process?

f. How do you use the above insights to influence your theoretical and practical approach to counseling?

Final Exam:

The final exam questions will draw from readings, lectures, and in-class discussions based on course topics and activities. It will consist of essay questions. It would be wise to take good notes from the lectures and in-class discussions so you will be prepared to study for the exam.

**Point Breakdown**

Assignments	Points
Attendance and Participation	200
20+ Hours Counseling Experience/Supervisor Evaluations	400
Case Presentation	200
Reaction Papers (11; 25 points each)	275
Self-Assessment Reflection Paper	200
Final Exam	100
<b>Total Points</b>	<b>1375</b>

**Grading Scale**

<b>A</b>	93-100	<b>B-</b>	80-82	<b>D+</b>	67-69
<b>A-</b>	90-92	<b>C+</b>	77-79	<b>D</b>	63-66
<b>B+</b>	87-89	<b>C</b>	73-76	<b>D-</b>	60-62
<b>B</b>	83-86	<b>C-</b>	70-72	<b>E</b>	59 and lower

**Course Schedule**

Date	Topics	Assignments
Week 1 Jan. 8	<ul style="list-style-type: none"> <li>Review Syllabus</li> <li>Objectives of Course</li> <li>Class Schedule</li> <li>Assignment descriptions</li> <li>Evaluation Criteria</li> </ul>	<i>APA Ethics Guidelines and Code Ethical Standards (APA.org Web-Site)</i> <a href="http://apa.org/ethics/code/index.aspx">http://apa.org/ethics/code/index.aspx</a> (General Principles, Standards 10.08, 3.10, 2.01e, 3.05, 3.12)
Week 2 Jan. 15	<ul style="list-style-type: none"> <li>APA Ethics Guidelines and Code</li> <li>How to begin a therapy session</li> <li>Intake Assessment</li> </ul>	<b>Readings:</b> <i>Heart and Soul of Change Ch. 4: The Client as a Common Factor: Clients as Self-Healers</i>

<p>Week 3 Jan. 22</p>	<ul style="list-style-type: none"> <li>• Prayer</li> <li>• Check in</li> <li>• Instructor Lecture #1 &amp; Notes – Getting started</li> <li>• How to write clinical notes</li> <li>• SOAP</li> <li>• DAP</li> <li>• Krumboltz Social Learning Theory of Career Development</li> <li>• Intake Assessment</li> </ul>	<p><b>Readings:</b> <i>Career and Personal Counseling</i></p>
<p>Week 4 Jan. 29</p>	<ul style="list-style-type: none"> <li>• Instructor Lecture #1 continued &amp; #2 – What makes a good therapist? (Wampold, 2011/2018)</li> <li>• Microskills</li> <li>• The Power of the Therapeutic Relationship (2019)</li> <li>• Carl Rogers?</li> <li>• Role play in triad with iPads.</li> </ul>	<p><b>Readings:</b> <i>Self-Efficacy and Career Counseling</i></p>
<p>Week 5 Feb. 5</p>	<ul style="list-style-type: none"> <li>• Instructor Lecture #2 – What makes a good therapist? (Wampold, 2011/2018)</li> <li>• Making supervision a positive experience – recent research</li> <li>• Effective Use of Supervision</li> <li>• Role play in triad with iPads.</li> </ul>	<p><b>Readings:</b> <i>Nature, Extent, and Importance of What Psychotherapy Trainees Do Not Disclose to Their Supervisors</i></p>
<p>Week 6 Feb. 12</p>	<ul style="list-style-type: none"> <li>• Instructor Lecture #3 –</li> <li>• Making supervision a positive experience – recent research, cont'</li> <li>• Effective Use of Supervision</li> <li>• Role play in triad with iPads.</li> </ul> <p><b>Student Case Presentation – Christina</b></p>	<p><b>Readings:</b> <i>On Becoming a Supervisee: Preparation for Learning in a Supervisory Relationship</i></p>
<p>Week 7 Feb 26</p>	<ul style="list-style-type: none"> <li>• Review midcourse evals and feedback</li> <li>• Making supervision a positive experience – recent research, cont'</li> <li>• Effective Use of Supervision</li> </ul> <p><b>Student Case Presentation - Rory</b></p>	<p><b>Readings:</b> <i>Profiting from your Supervision.</i></p> <p><i>More Effective Supervision</i></p>
<p>Week 8 Mar. 3</p>	<ul style="list-style-type: none"> <li>• Instructor Lecture</li> <li>• Role play in triad with iPads with real cases.</li> </ul>	<p><b>Readings:</b> <i>Heart and Soul of Change Ch. 2: The Empirical</i></p>

	<ul style="list-style-type: none"> <li>• Common Factors - TR</li> </ul> <p><b>Student Case Presentation</b> – Nate</p>	<p><i>Case for the Common Factors in Therapy</i></p> <p>Practice exercise in class</p>
<p>Week 9 Mar. 12</p>	<ul style="list-style-type: none"> <li>• Instructor Lecture</li> <li>• Psychotropic meds and current use</li> <li>• Challenging/Confrontation</li> <li>• Transference and Countertransference</li> </ul> <p><b>Student Case Presentation</b> - Ali</p>	<p><b>Readings:</b> <i>Self-care</i></p> <p>Practice exercise in class</p>
<p>Week 10 Mar. 19</p>	<ul style="list-style-type: none"> <li>• Instructor Lecture</li> <li>• Multicultural Perspectives in Counseling</li> </ul> <p><b>Student Case Presentation</b> - Julia</p>	<p><b>Readings:</b> <i>Multicultural Career and Counselor Competence</i></p> <p>Practice exercise in class</p>
<p>Week 11 Mar. 26</p>	<ul style="list-style-type: none"> <li>• Instructor Lecture</li> <li>• Suicidality and safety contracts vs. clinical judgment and consultation</li> <li>• Suicidal assessment</li> </ul> <p><b>Student Case Presentation</b> – Sami and Julia</p> <p>Counseling Video –</p>	<p><b>Readings:</b> <i>Heart and Soul of Change Ch. 5: The Therapeutic Relationship</i></p> <p>Practice exercise in class</p>
<p>Week 12 Apr. 2</p>	<ul style="list-style-type: none"> <li>• Instructor Lecture</li> </ul> <p>Counseling Video –</p>	<p><b>Readings:</b> <i>Heart and Soul of Change Ch. 14: Directing Attention to What Works</i></p> <p>Practice exercise in class</p>
<p>Week 13 Apr. 9</p>	<ul style="list-style-type: none"> <li>• Instructor Lecture</li> <li>• CAPS orientation – visit to CAPS with training director</li> </ul>	<p>Practice exercise in class</p>
<p>Week 14 Apr. 16</p>	<ul style="list-style-type: none"> <li>• <b>Final Paper</b></li> <li>• <b>Final Exam</b></li> </ul>	

### BYU 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.

### **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 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

### **Students with Disabilities**

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 Services for Students with Disabilities Office (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 SSD 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.

### **Respectful Environment Policy**

"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*