

Instructor/TA Info

Instructor Information

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Course Information

Description

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.

Materials

Item	Price (new)	Price (used)
 <u>Love's Executioner</u> - Required by Yalom, I	16.99	12.75

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.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%

D-	60%
E	0%
T	0%

Participation Policy

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 efforts 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.

Attendance Policy

Class Attendance and Participation

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

Covid -19 Statement

To begin the fall semester, Brigham Young University will require masks in classrooms, in any indoor space when physical distancing isn't maintained and in other areas when directed. Because classrooms will be operating at full capacity during fall semester, all students must wear masks when attending in-person classes regardless of vaccination status. Fully vaccinated faculty who maintain physical distance from their students may remove their masks to teach.

These requirements will begin Monday, August 23. The university will continue to monitor the situation and will reevaluate mask requirements at the end of September based on several factors including the immunization rate of the campus community, COVID-19 transmission and hospitalization rates, and guidance from health and government officials.

BYU strongly urges students, employees and campus guests to follow [recent counsel from the First Presidency of The Church of Jesus Christ of Latter-day Saints](https://newsroom.churchofjesuschrist.org/article/first-presidency-message-covid-19-august-2021) (<https://newsroom.churchofjesuschrist.org/article/first-presidency-message-covid-19-august-2021>) to get vaccinated and wear masks in public meetings with limited distancing.

Assignments

Assignment Descriptions

Research Paper and Presentation

Dec

Due: Monday, Dec 06 at 11:59 pm

Due Date: Your paper is due the day you present your chapter in class. **200 points.**

Length and Format: APA style, about 10 pages (excluding references), double-spaced, with 12-point Times New Roman font.

Audience: Your professor and your peers in this class who are familiar with the text used as the prompt for your paper, but largely unfamiliar with your thoughts and feelings about the issues raised in the text, and unfamiliar with the research literature regarding these issues.

Purpose: The purpose of this assignment is threefold. First, this assignment is intended to guide your reading of your assigned chapter to practice drawing your attention to therapeutic issues. Second, as a clinician, one skill you will need to cultivate is consulting the research literature regarding therapeutic issues salient to your clients and your work with them. The purpose of this assignment is to provide an opportunity for you to practice doing such research and synthesizing what you find into a format that is usable in your work. Third, use this assignment to guide the discussion in which you lead the class as you help your classmates wrestle with complex issues encountered in therapy work with clients.

Task: In concert with your peers, choose a chapter from Yalom's book, *Love's Executioner*. The written task of this assignment is to reflect upon and express in language that is clear and concise your thoughts, feelings, concerns, and confidences related to the therapy issues you identify in your chapter, and to report on the research literature related to some of the issues that you identify. Specifically, identify five therapeutic issues relevant to individual psychotherapy with clients. Write a paper expressing your thoughts, feelings, concerns, and/or confidences about each of the five issues. Try to address the complexities and multifaceted nature of the therapy issues you identify. In addition, for at least two of the issues, search the literature to find any applicable research. Wherever possible, use meta-analyses as your support literature (try to include at least one meta-analysis reference for each of the two issues, if possible). Include as part of your paper a brief review of the literature related to these two issues. Synthesize this literature into paragraphs that you can use to report your findings to your classmates. Include reference information for any literature to which you refer in your paper.

The class will read your assigned chapter before coming to class on the day of your presentation. Lead a 30-minute in-class discussion of the therapy issues you addressed in your paper. In addition, try to create some space in this discussion for your classmates to explore issues they found relevant in the chapter. Also, please report on your research findings.

In-Class Case Presentation

Dec
06

Due: Monday, Dec 06 at 11:59 pm

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 40 minutes for this presentation, and it should include the following components:

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.

Supervision

Dec
09

Due: Thursday, Dec 09 at 11:59 pm

In order to develop your professional skills, you will provide direct counseling services and receive supervision. During Fall Semester, you are required to:

1. 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).

Class Attendance

Dec
09

Due: Thursday, Dec 09 at 11:59 pm

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.

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Attendance at CAPS Treatment Team Meetings and Friday Meetings

Dec
09

Due: Thursday, Dec 09 at 11:59 pm

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.**

Direct Service Hours

Dec
09

Due: Thursday, Dec 09 at 11:59 pm

In order to develop your professional skills, you will provide direct counseling services and receive supervision. During Fall Semester, you are required to:

1. Provide at least 50 hours of direct client counseling at CAPS. Your clients will include students presenting with various diagnoses and/or 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 the client 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.**

Master Therapist Share

Dec
15

Due: Wednesday, Dec 15 at 11:00 am

In order to continue in your development of theoretical and therapeutic paradigms, exposure to quality psychotherapy work in those paradigms can be especially helpful. Please plan to find and share with the class a short clip of a piece of therapy as demonstrated by a master therapist from a theoretical orientation or paradigm that is interesting to you or addresses a presenting concern which is interesting to you. **50 points.** Psychotherapy.net is a valuable resource for this assignment and can be accessed online through the BYU library website (lib.byu.edu). Each student will share 10-15 minutes of a video from that website that shows the work of a master therapist. Please also share with the class what it is that resonates with you and your own beliefs about change and therapy. This sharing should be relatively brief, but help us as listeners understand why you chose the clip you did and what you hope to incorporate in your own work with clients from what you learned by watching this master therapist at work. You may combine this Master Therapist Share with your In-Class Case Presentation, chapter Research Presentation, or Final Reflections (on the day of our final “exam”).

Final Reflection

Dec
15

Due: Wednesday, Dec 15 at 11:00 am

The purpose of this assignment is to conceptualize one or more aspects of your perceptions of therapy and growth as a counselor over this semester. **50 points.** You will have as much time as you need to present some creative conceptualization of something that you have learned about both yourself as a therapist and about psychotherapy over the course of fall semester. This reflection may take any form, but must be something that can be shared via Zoom as our class will no longer be meeting in person during final exam week. Use whatever means, methods, or materials best allow you to present your conceptualization. Words are optional.

Point Breakdown

Categories	Percent of Grade
Participation	23.81%
Counseling and Supervision	38.1%
Papers and Presentations	38.1%

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 every instructor's 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 Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

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

Schedule

Schedule

Date	In-Class Activities/Topics	Presenters	Readings
Week 1			
M Aug 30 Monday	Time2Track training, Syllabus Review, Intakes, Q&A	Kristina	CAPS Student Therapist Handbook
Week 2			
M Sep 06 Monday	Labor Day No Class Today		
Week 3			
M Sep 13 Monday	Practice-Based Evidence (PBE), Telehealth, Chapter Discussion and Video Review	Kristina	Read the Prologue to <i>Love's Executioner</i> (p. xi – xxiii) and Chapter 1: Love's Executioner
Week 4			
M Sep 20 Monday	Case Presentation and Video Review	Abby	APA Record Keeping Guidelines, specifically guidelines 1-3 https://www.apa.org/practice/guidelines/record-keeping
Week 5			
M Sep 27 Monday	Case Presentation and Video Review	Shannon	Guidelines TBD
Week 6			
M Oct 04 Monday	Case Presentation and Video Review	Kylie	Guidelines TBD
Week 7			
M Oct 11 Monday	Case Presentation and Video Review	Rhonda	Guidelines TBD
Week 8			
M Oct 18 Monday	Case Presentation and Video Review	Devan	Guidelines TBD
Week 9			
M Oct 25 Monday	Case Presentation and Video Review	Josh	Guidelines TBD Acute Crisis Care and Walk-In Appointments - Klint Hobbs
Week 10			
M Nov 01 Monday	Research Presentation and Video Review	Kylie	Chapter 2: "If Rape Were Legal . . ."
Week 11			
M Nov 08 Monday	Research Presentation and Video Review	Shannon	Chapter 3: "The Wrong One Died"
Week 12			

M Nov 15 Monday	Research Presentation and Video Review	Devan	Chapter 4: Fat Lady
Su Nov 21 Sunday	Instructor Ratings Open Fall		
Week 13			
M Nov 22 Monday	Research Presentation and Video Review	Abby	Chapter 5: "I Never Thought It Would Happen to Me"
T Nov 23 Tuesday	Friday Instruction		
Week 14			
M Nov 29 Monday	Research Presentation and Video Review	Josh	Chapter 6: "Do Not Go Gentle"
Week 15			
M Dec 06 Monday	Research Presentation and Video Review	Rhonda	Chapter 7: Two Smiles Also read the Afterword to <i>Love's Executioner</i> (p. 279 – 285).
Week 16			
M Dec 13 Monday	First Day of Fall Final Exams (12/13/2021 - 12/17/2021)		
W Dec 15 Wednesday	Final Exam: Video Review and Final Reflections 11:00am - 2:00pm	All class members	