

Instructor/TA Info

Instructor Information

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Course Information


Covid -19 Statement

While COVID-19 conditions persist and until further notice, students and faculty are required to wear masks 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. Please visit <https://www.byu.edu/coronavirus/> (<https://www.byu.edu/coronavirus/>) for updates on university policies regarding Coronavirus safety measures.

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> - <i>Required</i> 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

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.

Assignments

Assignment Descriptions

Research Paper and Presentation

Dec
10

Due: Thursday, Dec 10 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

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 natures 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.

Class Attendance

Dec
10

Due: Thursday, Dec 10 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.

In-Class Case Presentation

Dec
10

Due: Thursday, Dec 10 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

10

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).

Direct Service Hours

Dec
10

Due: Thursday, Dec 10 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**.

Attendance at CAPS Treatment Team Meetings and Friday Meetings

Dec
10

Due: Thursday, Dec 10 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**.

Final Reflection

Dec
15

Due: Tuesday, 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.

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

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.

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.

Covid 19 Statement

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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"

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.

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

Schedule

Date	In-Class Activities/Topics	Presenters	Readings
Week 1			

M Aug 31 Monday	Syllabus Review and Discussion		Student Therapist Handbook
Week 2			
M Sep 07 Monday	Labor Day No Class Today		
Week 3			
M Sep 14 Monday	Discussion and Video Review	Kristina	Read the Prologue to <i>Love's Executioner</i> (p. xi – xxiii) and Chapter 1 of <i>Love's Executioner</i>
Week 4			
M Sep 21 Monday	Case Presentation and Video Review	Christina	APA Record Keeping Guidelines, specifically guidelines 1-3 https://www.apa.org/practice/guidelines/record-keeping
Week 5			
M Sep 28 Monday	Case Presentation and Video Review	Rory	QPR Training https://byu.zoom.us/j/93712191742?pwd=a2tDYVBMZ3E0bmpOUlhBODU2TIZC
Week 6			
M Oct 05 Monday	Case Presentation and Video Review	Nate	Guidelines for the Practice of Telepsychology https://www.apa.org/practice/guidelines/telepsychology
Week 7			
M Oct 12 Monday	Case Presentation and Video Review	Ali	
Week 8			
M Oct 19 Monday	Case Presentation and Video Review	Julia	
Week 9			
M Oct 26 Monday	Case Presentation	Sami	

Week 10			
M Nov 02 Monday	Research Presentation and Video Review	Rory	Chapter 2: "If Rape Were Legal . . ."
Week 11			
M Nov 09 Monday	Research Presentation and Video Review	Christina	Chapter 3: "The Wrong One Died"
Week 12			
M Nov 16 Monday	Research Presentation and Video Review	Ali	Chapter 4: Fat Lady
Week 13			
M Nov 23 Monday	Research Presentation and Video Review	Sami	Chapter 5: "I Never Thought It Would Happen to Me"
T Nov 24 Tuesday	Friday Instruction		
Week 14			
M Nov 30 Monday	Research Presentation and Video Review	Nate	Chapter 6: "Do Not Go Gentle"
Week 15			
M Dec 07 Monday	Research Presentation and Video Review	Julia	Chapter 7: Two Smiles Also read the Afterword to <i>Love's Executioner</i> (p. 279 – 285).
Week 16			
T Dec 15 Tuesday	Final Exam: Video Review and Final Reflections 11:00am - 2:00pm	All class members	