

Instructor/TA Info

Instructor Information

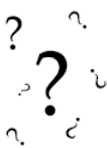
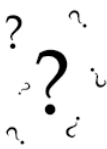
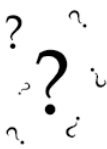
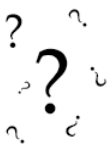
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Course Information

Description

This course is the second 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. This course is intended to help beginning therapists to develop their professional identity and the role of counseling professionals within the context of a college or university. We will focus our classroom discussions on our weekly readings, case presentations, and group process.

Materials

Item	Price (new)	Price (used)
 <u>The PTSD Workbook: Simple, Effective Techniques for Overcomi</u> - Required by Williams, M	24.95	18.75
 <u>Daring Greatly</u> - Required by Brown, B	17.00	12.75
 <u>Letters to a Young Mormon 2E</u> - Required by Miller, A	9.99	7.50
 <u>College Student Mental Health Counseling</u> - Required by Degges-White, S	69.00	51.75

Participation Policy

Every Tuesday we will meet as a class and discuss therapy issues and review video recordings of student sessions. It is essential that you attend every class so that our discussions can be meaningful and helpful for cohort learning. 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.

Please note that while attendance is crucial to this course, if you are contagious with an infectious disease such as the flu, I encourage you to stay home. While this may impact attendance points in the course (as determined by the instructor on a case by case basis), it may benefit you and those around you in the long run. First, you are unlikely to get much from attending class if you are very sick. Second, you will recover more quickly if you rest. Third, spreading disease is discourteous, and some people around you likely have compromised immune systems so getting the flu could mean a trip to the hospital, or worse. If you must miss class due to illness you can make up the points by participating in a CAPS outreach activity provided you obtain the instructor's approval.

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%

Assignments

Assignment Descriptions

Research Handout, Presentation, and Class Discussion

Apr
14

Due: Tuesday, Apr 14 at 1:00 pm

For this assignment you will pick (or I will pick for you) a significant section of one of three texts assigned from this course (excepting "Letters from a Young Mormon" from which you will do the following:

1. Identify at least **7 salient** therapeutic themes, applications, take-home points, interventions, or "why this is useful to know" in your assigned readings.
2. Create a handout for your classmates summarizing these key take-away points, including page numbers to allow your cohort members to find the supporting information of the ideas you have referenced. This handout is for therapist-reference, not client-reference, and should be useful.
3. Include in the handout the citations for 3 other academic, peer-reviewed sources that cohort members could turn to in order to broaden their knowledge of the most salient themes in your assigned reading.

This handout is due at the start of class on the day you are assigned to present. You will have the opportunity to lead a **30-minute discussion** of your findings and any other issues raised by the reading or your personal reflection. The discussion of each topic will be enriched should cohort members read the assigned section before class. **150 Points**.

Supervision

Apr
14

Due: Tuesday, Apr 14 at 1:00 pm

In order to develop your professional skills, it is essential that you provide direct counseling services and receive supervision.

During Winter Semester, you will be required to:

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).

Weekly Reading and Journal

Apr
14

Due: Tuesday, Apr 14 at 1:00 pm

Each week we will require to do an hour of reading and reflective journaling. You are not required to read a certain number of pages each week or to write a certain amount in your journal; the requirement is to spend an hour in reading and reflective journaling. You are free to select any reading material that covers the content of the required texts (other than Letters to a Young Mormon, which is required for all to read), though I recommend beginning with the required sources to enrich class discussions. The sequence in which you read about these topics is up to you. If you decide to read something other than the required texts they must be scholarly, research-based works that fit into one of the following categories: a skills-training book that deepens your understanding of a diagnostic area of concern and provides examples of interventions for use with clients who present with that concern; psychologists as counseling center professionals in a higher education context, with a focus on integrating outreach and prevention (public health strategies) as primary prevention; or shame and vulnerability as it pertains to relationships as humans and therapists. The readings cannot be for the other courses you are currently taking, with the exception of the multicultural course's supplemental readings. The instructor may add other suggested reading to the "Content" tab through the semester as needed or pertinent to class topics.

In your journal, reflect on your own responses to content, psychological issues, topics, and concerns that arise through the semester. The goal of this is to help you think about how you can now and may in the future apply the readings to your work as you develop your professional identity, refine theoretical perspectives, and build a research-informed, ethical and multiculturally competent practice.

Do not write anything that could identify a particular client or disclose confidential material. As you write, focus on your own application, reactions, responses, insights and awareness. You will not turn in your journal although you will show it to the instructor to verify that it has been done alongside the readings. This is for your own growth and development and will be respected as confidential. You may, however, consider using this as a foundation for creating the handout you will distribute with your research presentation.

Please keep a list of the material read at the beginning of your reading journal.

In-Class Case Presentation

Apr

14

Due: Tuesday, Apr 14 at 1:00 pm

Rubric for Case Presentation.docx [Download \(plugins/Upload/fileDownload.php?fileId=802af5ab-36jJ-wuhA-3TMf-Ea2d0d4b9073&pubhash=0R23PxiFHWOOoRut5p6yCKwJOhPta24D0vvxSb3oqCkwYhYxUijH92kxIcYRQBR0laksb0xdX3gM1Fzh8svD6LQ==\)](#)

You will have the opportunity to make one formal, in-class presentation regarding your work with one of your clients. **150 Points**. You will have approximately 20 minutes for this presentation, and it should follow the outline below:

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, interpersonal, 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. Risk factors, if any, including suicidal ideation, self-harm, problematic substance use, etc.
7. Multicultural considerations
8. Treatment plan
9. Theoretical underpinnings of treatment plan.
10. Overview of treatment to date, including information from past therapy the client may have received.
11. Practice-based evidence (e.g., Outcome Questionnaire 45.2 and/or CCAPS data)
12. Supervisor's comments and concerns.
13. Presentation of selected portions of a video recording from a session (or sessions) with your client.

Attendance at CAPS Treatment Team Meetings and Friday Meetings

Apr

14

Due: Tuesday, Apr 14 at 1:00 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 likewise mandatory. **You are required to maintain a log of your attendance, available to the professor by request if needed. 100 Points.**

Direct Service Hours

Apr

14

Due: Tuesday, Apr 14 at 1:00 pm

In order to develop your professional skills, it is essential that you provide direct counseling services and receive supervision. During Winter Semester, you will be required to:

Provide at least 50 hours of direct client counseling at CAPS. Your clients will include students presenting with various kinds of 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 him/her 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.**

Professionalism and Multicultural/Diversity Guidelines and Competencies

Apr

Due: Tuesday, Apr 14 at 1:00 pm

You are expected to conduct yourself with professionalism in all of your interactions with clients, receptionists, and other counselors. Ethical practice is paramount, and you should discuss all ethical dilemmas and issues with your individual supervisor and/or address them in our practicum class. **50 Points.**

You are also expected to be familiar with and adhere to the following principles, codes, and guidelines:

- APA Ethical Principles of Psychologists and Code of Conduct

<http://www.apa.org/ethics/code/index.aspx> (<http://www.apa.org/ethics/code/index.aspx>)

- APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists

<http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx> (<http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx>)

- Practice Guidelines for LGB Clients

http://www.apa.org/pi/lgbt/resources/guidelines.aspx?_ga=2.27694778.701682649.1504284119-1496327866.1504284119
(http://www.apa.org/pi/lgbt/resources/guidelines.aspx?_ga=2.27694778.701682649.1504284119-1496327866.1504284119)

- Guidelines for Assessment of and Intervention with Persons with Disabilities

http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx?_ga=2.91126684.701682649.1504284119-1496327866.1504284119
(http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx?_ga=2.91126684.701682649.1504284119-1496327866.1504284119)

Class Attendance

Apr
14

Due: Tuesday, Apr 14 at 1:00 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. If there are extenuating circumstances impacting your attendance that you believe warrant an exception to this you must discuss this with the instructor and receive approval to miss without grade reduction, if deemed appropriate by the instructor, before the class period. Each time you are late (as determined by the instructor) will be a reduction of 20 points.

Final

Apr
17

Due: Friday, Apr 17 at 5:00 pm

You will be required to meet during our scheduled final exam. This time will consist of each cohort member sharing a segment of video that they are proud of, either because of content or evidence of growth made during the semester. This is also when you will present your reading journals and attendance logs for evaluation.

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

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <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 Employment Office at 801-422-5895, D-285 ASB 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.

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.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

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

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these

gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Schedule

Date	Column 1	Column 2
Week 1		
M Jan 06 Monday		
T Jan 07 Tuesday	Syllabus Review and Discussion	
Week 2		
M Jan 13 Monday		
T Jan 14 Tuesday	Readings Review and Discussion Case Presentation and Video Review by Rachel	1 hour of reading and reflection Letters to a Young Mormon
Week 3		
M Jan 20 Monday	Martin Luther King Jr Day	
T Jan 21 Tuesday	Case Presentation and Video Review by Morgan	1 hour of reading and reflection
Week 4		
M Jan 27 Monday		
T Jan 28 Tuesday	Case Presentation and Video Review by Jacob	1 hour of reading and reflection
Week 5		
M Feb 03 Monday		
T Feb 04 Tuesday	Case Presentation and Video Review by Maddy	1 hour of reading and reflection
Week 6		
M Feb 10 Monday		
T Feb 11 Tuesday	Case Presentation and Video Review by Lindsay	1 hour of reading and reflection
Week 7		
M Feb 17 Monday	Presidents Day	
T Feb 18 Tuesday	Monday Instruction No Class	1 hour of reading and reflection
Week 8		
M Feb 24 Monday		
T Feb 25 Tuesday	Case Presentation and Video Review by Dane	1 hour of reading and reflection
Week 9		
M Mar 02 Monday		
T Mar 03 Tuesday	Research Presentation by Morgan and Video Review	The PTSD Workbook: Chapters 1-6 (1-7 if using 2nd Edition) 1 hour of reading and reflection
Week 10		
M Mar 09 Monday		

T Mar 10 Tuesday	Research Presentation by Dane and Video Review	The PTSD Workbook: Chapters 7-12 (8 -15 if using 2nd Edition) 1 hour of reading and reflection
Week 11		
M Mar 16 Monday		
T Mar 17 Tuesday	Research Presentation by Rachel and Video Review	College Student Mental Health Counseling: A Developmental Approach; Section One: Developmental Issues; Chapters 1-4 College Student Mental Health Counseling: A Developmental Approach; Section Two: Social, Cultural and Relational Challenges on Campus; Chapters 5-8 1 hour of reading and reflection
Week 12		
M Mar 23 Monday		
T Mar 24 Tuesday	Research Presentation by Jacob and Video Review	College Student Mental Health Counseling: A Developmental Approach; Section Two: Social, Cultural, and Relational Challenges on Campus; Chapters 9-10 College Student Mental Health Counseling: A Developmental Approach; Section Three: Clinical Issues in a College Setting; Chapters 11-13 1 hour of reading and reflection
Week 13		
M Mar 30 Monday		
T Mar 31 Tuesday	Research Presentation by Lindsay and Video Review	College Student Mental Health Counseling: A Developmental Approach; Section Three: Clinical Issues in a College Setting; Chapters 14-19 1 hour of reading and reflection
Week 14		
M Apr 06 Monday		
T Apr 07 Tuesday	Research Presentation by Maddy and Video Review	Bring Reading Journal, 5-10 minutes of video to share, and be prepared to report on CAPS meeting attendance, supervision, and clinical hours 1 hour of reading and reflection Daring Greatly
Week 15		
M Apr 13 Monday		
T Apr 14 Tuesday	Due to the pandemic and closure of CAPS and your ability to tape/access recordings of your therapy we will use this final class for a group discussion on "Just Mercy" and applications to multicultural sensitivity and your work as advocates for clients. We will meet 12-3 pm.	1 hour of reading and reflection
W Apr 15 Wednesday		
Th Apr 16 Thursday	Winter Exam Preparation (04/16/2020 - 04/16/2020)	
F Apr 17 Friday	First Day of Winter Final Exams (04/17/2020 - 04/22/2020)	