**CSE 777: Advanced Practicum in Counseling Psychology 2**

 Winter Semester 2013; Monday 1:00-2:50, 1510 WSC

Instructors:

Derek Griner, Ph.D. phone: 422-3035, email: derek\_griner@byu.edu, office hours by appointment.

Ellie Young, Ph.D., phone: 422-1593, email: ellie\_young@byu.edu, office hours: Wednesday 12:30-2 or by appointment.

**Course Objectives**

This course is intended to help students hone their therapy intervention skills, improve their ability to conceptualize cases using a sound theoretical framework, prepare for their program performance comprehensive exam, use empirically supported tools to help guide treatment, and prepare for internship. This is accomplished through:

(1) Classroom discussions of readings, case examples, and observations of videotaped counseling sessions.

(2) Role playing and other skills based practice.

(3) Presenting a formal case presentation during class time.

(4) Engaging in a mock interview for an internship training site of their choice.

(5) Writing a paper in which they apply their theory of change to a particular client as well as demonstrate the use of assessment in this presentation.

(6) Receiving constructive feedback from classmates and the instructors on the above activities.

**Course Requirements**

**Attendance**-
We will explore issues in class in theoretical as well as experiential ways. It is our view that experiential education is both an effective and interesting way to grasp the various concepts we will cover. So, come to class ready to participate. Experiential activities that take place in class cannot be made up. Any exceptions for significant life events must be discussed with the instructors prior to the missed class. In case of illness, please communicate with the instructors as soon as possible (before class if possible). You will be allowed one absence before subsequent absences will negatively impact your grade. Each missed class (beyond the first) will result in a half letter grade reduction (e.g., A becomes A-, A- becomes B+, etc.). Excessive tardiness will also impact your grade.

**Participation**-
*Class participation is a must*. For some this will mean crossing barriers to succeed. Speak up if you don’t say much and give others a chance to contribute if you tend to be more outspoken. One of the most important means of showing your learning will be through participation in class discussions which will require you to come to class prepared for the topic at hand. If there are readings assigned, we expect that you will have done the reading before class.

* The beginning of every class will have time set aside to consult about urgent concerns, discussion of therapy issues, interventions, ethics, and other clinical concerns as needed.
* Other class activities will include showing video tape of therapy, discussing assigned readings, role playing, presenting individual cases and demonstrating counseling processing abilities and skills (see below).
* You are expected to conduct approximately four individual and/or group counseling sessions each week, for a total of at least 50 hours during the course of the semester. You must begin therapy by at least the second week of the semester. Punctuality in meeting with your clients will be part of your evaluation. You must videotape (includes audio) all your counseling sessions or have your individual supervisor view the sessions live (per CAPS policy). If a client refuses to be taped or observed, you will need to refer him/her to another counselor.
* You are required to keep a file on each client and to write case notes for each counseling session you provide (following CAPS policies and procedures). These files and case notes are confidential and must be kept at the Counseling and Career Center in a secure file. A grade cannot be given for the course unless all case notes are completed and entered into the Titanium database.
* Attendance at your weekly clinical team meeting at the CCC is also expected. If you must miss a clinical team meeting, please inform the clinical team leader.

**Video Presentation-**

The purpose of this assignment is to help students prepare for internship interviews by encouraging students to:

1. Talk about clients using clinical language.
2. Articulate how interventions used are tied to sound psychological theories.
3. Provide examples of clinical work that you feel represents you being particularly effective
4. Seek feedback and respond professionally to this feedback from peers and instructors.

For this assignment, each student will provide the following information when presenting on a client of their choice:

**A. Video Presentation**

A 10-15 minute videotaped segment of a client session which demonstrates your use of a method or intervention that can be tied to and explained by your theoretical orientation.

**B. Case Information and Conceptualization**

1. Client demographic & background information (follow

ethical guidelines: respect client’s privacy & withhold or remove any information that would yield the client’s identity)

 2. Presenting concern(s)

 3. Relevant history

 4. Diagnostic impressions

 5. Treatment goals

 6. Assessment measures (e.g., OQ45, career assessments, etc). If none are used an explanation as to why they were not will be necessary.

 7. Process or progress of case (be able to explain how you know that progress is being made)

 8. Other noteworthy issues or questions

**C. Interventions/method of Counseling and Ties to Theoretical Orientation**

1. Discussion of a specific intervention method that you

used in counseling and how this intervention coincides

with your theoretical orientation.

**Formal case presentation**-

During the final weeks of the semester, you will have the opportunity to formally present a case. Please plan to dress as if you are applying for a position at either an internship or job interview. Treat this case presentation as if you are truly applying for a position at a job site of your choice (Be sure to maintain the confidentiality of your client).

You will want to find a client with whom you feel the work is going particularly well. It is recommended that you choose a client who has a positive outcome or a foreseeable positive outcome. Furthermore, it is recommended that you choose a case in which you address both emotional/behavioral and career issues. The goal of this exercise is to demonstrate your ability to coherently explain a case using your theoretical perspective as a guide for your in-session work. While it is important to acknowledge growth areas, it is also important to learn how to present areas of strength and ability as well. As you interview for internships, it will be extremely important to be able to articulate areas of strength.

You will have 25-30 minutes to give your presentation and will then receive feedback from instructors and peers. While there is not a required structure for this presentation, case presentations typically include a PowerPoint presentation or handout of some type and should include objective measures of change (OQ45, BDI, MBTI, SII, etc).

The presentation should also include:

1. A little about who you are and what you bring to the site for which you apply
2. Client demographics (de-identified) and background information
3. Presenting concerns
4. Relevant background information
5. Theoretical orientation (brief)
6. Case conceptualization
7. Treatment (include aspects from your theoretical orientation)
8. Diagnostic impressions
9. Conclusions

**\*Counseling philosophy paper-**

You will be required to write a paper that explains your current theoretical orientation and approach to counseling **using only 500 to 600 words** (about 1 page single spaced). The rationale behind writing your theory of change in so few words is that internship applications require you to do this exact thing.

You will then be required to apply your theory to an individual client with whom you are working and describe your work with this client in terms of your theoretical orientation. While there is not a standard length for this paper, as a general guide the remainder of this paper should be about 5-10 pages in length. The paper should include ties between theory and practice. This can serve as a springboard for your performance comprehensive final. (As such, it would be in your best interest to find video that would support what you write in this paper. You may also want to incorporate assessment measures as well).

**Mock intern interview-**

In order to help you prepare for the internship application and interview process, you will be required to research at least three different internship sites in which you are potentially interested (<http://www.appic.org>). From the three that you researched, you will provide a summary of one of the intern sites to two of your peers as well as to both Dr. Young and I. We will then conduct a mock interview in which we will ask questions similar to those that you may encounter while interviewing for an internship. You will then receive feedback from the class about your interview and your areas of strength and potential growth edges.

**Grading Summary**

30% = Attendance & participation (150 points)

20% = Formal Case presentation (100 points)

30% = Counselingphilosophy paper (150 points)

20% = Mock interview (100 points)

**Class Environment-**

It is very important to us to create a class environment in which the development of each student becomes the goal of all of us in the course. Therefore, we ask you to pledge yourself to helping each of your classmates get the most from this learning experience. We believe that the best class environment for achieving this goal is one in which each student feels encouraged, affirmed, and challenged supportively by others (including me and Dr. Young) to learn. Together, we can establish a place where each of us feels safe to take the risks that are part of sharing our opinions and trying the unfamiliar. In this class, you will be asked to share your reactions to reading and other topics. In order to create this positive class environment, at least two norms must be established. First, while our class is not a forum for personal therapy, each class member must feel invited, but not compelled, to share personal material relevant to the content of this course. Second, we must have an affirming, welcoming stance for differing viewpoints and life experiences. Every viewpoint and every perspective has great value for our learning in this course. Perhaps the most valuable are those perspectives and opinions that differ from our own or from what might seem to be the prevailing opinion. Please join with us in working to create such an atmosphere in our class.

It is also important to us that you know that we are open and willing to consider any feedback regarding this course. Therefore, please do not hesitate to share your thoughts about what is particularly unhelpful and helpful about the course. Our doors are always open for such interaction. Please also understand that we need to reserve the right to alter this syllabus if it is in the best interest of the class.

**Honor Code-**

STUDENTS AND INSTRUCTORS WILL BE EXPECTED TO ABIDE BY AND SUPPORT THE BYU HONOR CODE.

**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 1-888-238-1062 (24-hours); or contact the Honor Code Office at 422-2847.

#### Students with Disabilities

Brigham Young University and Dr. Young and I are personally 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 University Accessibility Center in room 2570 of the Wilkinson Center (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 UAC Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures 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.

Date Content

Jan 6 Introduction/ Discussion of Goals

Jan 13 Internship Prep/Video

Jan 20 (No class, Holiday)

Jan 27 Video Presentation (2)

Feb 3 Video Presentation (2)

Feb 10 Video Presentation (2)

Feb 18 (Monday instruction) Mock intern interview

Feb 24 Mock intern interview

Mar 3 Mock intern interview

Mar 10 Mock intern interview

Mar 17 Mock intern interview

Mar 24 Mock intern interview

Mar 31 Formal case presentations (2)

Apr 7 Formal case presentations (2)

Apr 14 Formal case presentations (2)

\*Please turn in your theory of change paper that you have applied to a particular client no

later than 4/14/2014.