

## Instructor/TA Info

### Instructor Information

**Name:** Kristina Hansen

**Office Location:** 1537 WSC

**Office Hours:** Only By Appointment

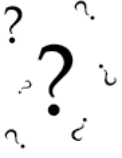
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## Course Information

### 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.

### Materials

Item	Price (new)	Price (used)
 <p><u>Love's Executioner</u> - Required by Yalom, I</p>	17.99	13.50

### 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.

### 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.

### Professionalism and compliance with APA Guidelines

You are expected to conduct yourself with professionalism in all of your interactions with clients, CAPS staff, fellow student therapists, and faculty. 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.

## Attendance Policy

### Class Attendance and Participation

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.

### 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. **50 Points.**

## Assignments

### Assignment Descriptions

#### In-Class Case Presentation

Oct  
30

Due: Monday, Oct 30 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-TR/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.

#### Research Paper and Presentation/Discussion

Dec  
04

Due: Monday, Dec 04 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 four therapeutic issues** relevant to individual

psychotherapy with clients. Write a paper expressing your thoughts, feelings, concerns, and/or confidences about each of the four issues. Try to address the complexities and multifaceted natures of the therapy issues you identify. In addition, **for one of the four 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 the identified issue, if possible). Include as part of your paper a brief review of the literature related to this one issue. 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**.

## Supervision

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Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

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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).

## Attendance at CAPS Treatment Team Meetings and Friday Meetings

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Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

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As part of your experience in CAPS you will attend weekly Treatment Team meetings (Monday afternoon or Thursday 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**.

## Class Attendance

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Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

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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.

## Direct Service Hours

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Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

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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**.

## Final Reflection & Integration of Spirituality

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Dec  
19

Due: Tuesday, Dec 19 at 11:00 am

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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. **100 points**. The Aims of a BYU Education state "BYU seeks to develop students of faith, intellect, and character who have the skills and the desire to continue learning and to serve others throughout their lives." This uniquely includes doctoral students in counseling psychology working to ease the suffering of their clients through psychotherapy. 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 and its integration with spirituality over the course of fall semester. This reflection may take any form. Use whatever means, methods, or materials best allow you to present your conceptualization. Words are optional.

## Point Breakdown

Categories	Percent of Grade
Attendance & Participation	23.81%
Counseling and Supervision	38.1%
Presentations & Papers	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](mailto: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](mailto: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.

### 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.

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## 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/Preparation Due
Week 1			
M Sep 11 Monday	Syllabus Review, Intakes, Q&A	Kristina	
Week 2			
M Sep 18 Monday	Time2Track training, Suicide Risk Assessment, Practice-Based Evidence (PBE)	Kristina	CAPS Student Therapist Handbook APA Record Keeping Guidelines 1-3 <a href="https://www.apa.org/practice/guidelines/record-keeping">https://www.apa.org/practice/guidelines/record-keeping</a>
Week 3			
M Sep 25 Monday	Chapter Presentation 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 Oct 02 Monday	Case Presentation and Video Review		
Week 5			
M Oct 09 Monday	Case Presentation and Video Review		
Week 6			
M Oct 16 Monday	Case Presentation and Video Review		
Week 7			
M Oct 23 Monday	Case Presentation and Video Review		
Week 8			
M Oct 30 Monday	Case Presentation and Video Review		<b>In-Class Case Presentation</b>
Week 9			
M Nov 06 Monday	Research Presentation and Video Review		Chapter 2: "If Rape Were Legal . . ."
Week 10			
M Nov 13 Monday	Research Presentation and Video Review		Chapter 3: "The Wrong One Died"
Week 11			
M Nov 20 Monday	Research Presentation and Video Review		Chapter 4: Fat Lady
Th Nov 23 Thursday	<b>Thanksgiving</b>		
Week 12			
M Nov 27 Monday	Research Presentation and Video Review		Chapter 5: "I Never Thought It Would Happen to Me"
Week 13			
M Dec 04 Monday	Research Presentation and Video Review		Chapter 6: "Do Not Go Gentle" <b>Research Paper and Presentation/Discussion</b>
Week 14			
M Dec 11 Monday	Video Review & Intervention Sharing	All class members	Prepare two of your favorite interventions you've learned or used this semester and present them to the class.
Th Dec 14 Thursday	<b>Last Day of Class</b>		
Week 15			
M Dec 18 Monday	<b>Final Exam Day</b>		
T Dec 19 Tuesday	<b>Final Exam Day</b> Final Reflection & Integration		<b>Final Reflection &amp; Integration of Spirituality</b>

of Spirituality 11:00am - 2:00pm			
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