

# Advanced Practicum in Counseling Psychology II

Winter 2023

CPSE 777R

Thursdays: 12:00–1:50 pm, CAPS 1503-A

Instructor: Adam Fisher, Ph.D., ABPP

Email: [adam\\_fisher@byu.edu](mailto:adam_fisher@byu.edu)

Office Hours: by appointment

## Course Objectives

This course is intended to help students hone their therapy intervention skills, improve their ability to conceptualize cases using a systemic and integrative framework, prepare for their program performance comprehensive exam, use empirically supported tools to help guide treatment, understand clients and their unique worldviews by identifying and examining multicultural aspects of themselves and clients, and prepare for internship interviews. This is accomplished through:

- (1) Discussion, case examples, and observations of videotaped therapy sessions
- (2) Role-playing and other skills-based practice
- (3) Delivering a formal case presentation and receiving feedback from peers and instructor
- (4) Engaging in a mock interview for an internship training site of your choice and receiving feedback regarding your performance from peers, interviewers, and instructor
- (5) Writing a personal theory paper
- (6) Completing and reflecting on readings and viewing training videos in clinical work
- (7) Receiving constructive feedback from classmates and the instructor

## Course Texts

- The Doherty Approach: Go to <https://thedohertyapproach.com> → scroll down about halfway to “Professor Required This Training?” → complete the form. Make sure you select “Adam Fisher” under “Name of Professor Requiring This Training.” This will give you access to the training at a discounted rate of \$15/month. For the purposes of this course, you will only need it for two months, but the site will allow you to keep the discounted rate for up to six.
- Buehler, S. (2021). *What every mental health professional needs to know about sex*. Springer.
- Doherty, W. J. (2021). *The ethical lives of clients: Transcending self-interest in psychotherapy*. American Psychological Association.
- Russell, W., Breunlin, D. C., & Sahebi, B. (2022). *Integrative systemic therapy in practice: A clinician’s handbook*. Routledge.
- Yalom, I. (2017). *The gift of therapy: An open letter to a new generation of therapists and their patients*. Harper Perennial.

## Course Requirements

### Participation (20%)

We will explore issues in class in theoretical and experiential ways. Come to class ready to participate. Experiential activities that take place in class cannot be made up. As such, you will have one excused absence without penalty so long as you let me know prior to the class. Each subsequent absence will negatively impact your grade. *Class participation is a must.* For some this will mean crossing barriers to succeed. Speak up if you do not 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 as well as feedback that we will give one another. This will require you to come to class prepared for the topic at hand.

### Readings (30%)

For each assigned reading or set of videos, there will be a brief writing assignment (usually one or more writing prompts or questions). Directions for each on Learning Suite.

### Case Presentation (20%)

The purpose of this assignment is to help you prepare for internship interviews through:

1. Talking about clients' concerns using clinical language
2. Articulating how interventions used are tied to sound psychological theories
3. Providing examples of effective clinical work
4. Seeking feedback and responding professionally from peers and the instructor
5. Exploring how diversity and cultural influences (both your own and your clients') impact the work done in the tape shown

Treat this presentation as if you were using it to apply for a job. Find a client with whom you feel the work is going particularly well—one who had a positive outcome or a foreseeable positive outcome. 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, especially as you prepare for internship interviews.

You will provide the following when presenting on a client of your choice:

- A. Video Presentation:** 10–15-minute videotaped segment(s) of a session which demonstrates your use of a method or intervention that can be tied to and explained by your theoretical orientation. This can be more than one session if this would be helpful.
- B. Case Information and Conceptualization:**
  1. Client demographic and background information (remove any identifying info)
  2. Presenting concern(s)
  3. Relevant history (medical, family mental health, personal mental health, etc.)

4. Cultural Considerations
5. Diagnostic impressions and systemic assessment (e.g., patterns, boundaries, etc.)
6. Treatment goals
7. Assessment measures (e.g., OQ-45, career assessments, etc.)
8. Process or progress of case (be able to explain how you know that progress is being made, how you are reading feedback)
9. Other noteworthy issues or questions
10. Conclusions

**C. Interventions/Method of Counseling and Ties to Theoretical Orientation:** Discussion of a specific intervention you used and how this fits with your theoretical orientation.

You will have about 30 minutes to present, following which you will receive feedback from your peers and the instructor regarding your performance (on your slides and your presentation skills).

### **Personal Theory of Counseling (20%)**

1. Nature of the Person: Your views of human origins, purpose, and post-life destination (note the tentative nature or the mystery as the case may be). Include a list of universal factors of human beings that distinguish humans from other living beings and/or are critical to the process of growth or development. Attend intentionally to cognitive, affective, and behavioral capacities. NOTE: This section will not be included in the following two papers.
2. Write a paper that explains your current theoretical orientation and approach to counseling **using only 500 to 550 words** (about 1 page single spaced; internship applications will require a short version of your theoretical orientation).
3. Apply your theory to a case with whom you have worked or are currently working and describe your work with this case 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 no more than 7–10 pages (not including references or title page). 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). This assignment is due the last day of class.

### **Internship Interview Preparation (10%)**

1. 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 summary information for **one** of the intern sites to two of your peers as well as to your guest interviewer and myself.

2. Provide each of us with an up-to-date curriculum vita.
3. 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 receive feedback from the class about your interview and your areas of strength and potential areas for growth. For those involved in interviewing, please read through the individual's vita as well as the site they sent to review.

### **Class Structure and CAPS Requirements**

Every class will have time set aside as needed to consult about urgent concerns, discussion of therapy issues, interventions, ethics, multicultural considerations, and other clinical concerns. Other class activities will include showing video tape of therapy, discussing assigned readings, role playing, presenting individual cases, and demonstrating counseling skills.

You are expected to conduct 5 individual therapy sessions each week, for a total of **50 hours** during the course of the semester. You are also expected to complete the assigned number of intakes contracted (per CAPS policy) for Winter semester. You must begin therapy by at least the second week of the semester. All sessions need to be videotaped which includes audio (per CAPS policy). Before a grade can be given, you will need to provide me with a copy of your supervisee semester evaluation. If a client refuses to be taped, you will need to refer them to another counselor.

You are required to write case notes for each counseling session you provide. This is to be recorded in Titanium (following CAPS policies and procedures). 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 CAPS is also required. If you must miss a clinical team meeting, please inform the clinical team leader. Missing clinical team meetings will negatively impact your grade in this course (Participation points will be deducted for each missed clinical team meeting).

### **Class Environment**

It is important that we create a class environment in which the development of each student becomes the goal of all of us in the course. I ask you to help each of your classmates get the most from this learning experience. The best class environment for achieving this goal is one in which each student feels both encouraged and challenged supportively by others (including myself) to learn. Together, we can establish a place where each of us feels safe enough to take the risks that are part of sharing our opinions and trying the unfamiliar. In order to create this environment, at least two norms must be established: (1) 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; (2) we must have a welcoming stance for differing viewpoints and life

experiences. Every viewpoint and every perspective has 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 me in working to create such an atmosphere in our class.

It is also important to me that you know that I am 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. Please also understand that we need to reserve the right to alter this syllabus if it is in the best interest of the class.

## **Course 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. Violations may result in a failing grade in the course and additional disciplinary action by the university. It is the university's expectation 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 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.

### **Students with Disabilities**

I am 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.

## Schedule

Week	Date	Due
1	January 12	<ul style="list-style-type: none"> <li>Videos 1: The Doherty Approach: Orientation (5 videos, ~20 min. total); Foundational Models (5 videos, ~45 min. total)</li> </ul>
2	January 19	<ul style="list-style-type: none"> <li>Videos 2: Stage 1: Mastering Traction: First Couple Therapy Sessions (9 videos, ~39 min.); Nuances to First Sessions (4 videos, ~43 min.)</li> <li>Reading 1: Beuhler: Chapters 1–2 [18 pages]</li> </ul>
3	January 26	<ul style="list-style-type: none"> <li>Reading 2: <i>Integrative Systemic Therapy in Practice</i>: Chapter 1 [19]</li> <li>Personal Theory Paper, Part 1: Nature of the Person</li> </ul>
4	February 2	<ul style="list-style-type: none"> <li>Videos 3: Stage 1: Mastering Traction: Second Couples Session (9 videos, ~90 min.)</li> <li>Reading 3: Beuhler: Chapter 20 [13]</li> <li>Reading 4: <i>IST in Practice</i>: Chapter 3: Convening a Client System and Defining a Problem [19]</li> </ul>
5	February 9	<ul style="list-style-type: none"> <li>Videos 4: Stage 1: Mastering Traction: Individual Clients (8 videos, ~45 min.); Recap of Fundamentals of TDA (7 videos, ~48 min.)</li> <li>Reading 5: Beuhler: Chapter 19 [15]</li> </ul>
6	February 16	<ul style="list-style-type: none"> <li>Reading 6: Beuhler: Chapters 6–7 [45]</li> <li>Reading 7: <i>IST in Practice</i>: Chapter 4: Strategies for Locating a Problem in a Sequence [23]</li> </ul>
7	February 23	<ul style="list-style-type: none"> <li>Reading 8: <i>The Ethical Lives of Clients</i>: Introduction &amp; Chapter 1 [34]</li> <li>Reading 9: <i>IST in Practice</i>: Chapter 5: Identifying a Solution Sequence [15]</li> </ul>
8	March 2	<ul style="list-style-type: none"> <li>Reading 10: <i>The Ethical Lives of Clients</i>: Chapters 2–3 [37]</li> <li>Reading 11: Beuhler: Chapter 8 [15]</li> </ul>
9	March 9	***NO CLASS MEETING*** (Clinical Teams Will Still Be Held)
10	March 16	<ul style="list-style-type: none"> <li>Reading 12: <i>The Ethical Lives of Clients</i>: Chapters 4–6 [40]</li> <li>Reading 13: Beuhler: Chapter 9 [15]</li> </ul>
11	March 23	<ul style="list-style-type: none"> <li>Reading 14: <i>IST in Practice</i>: Chapter 6: Implementing a Solution Sequence [16]</li> <li>Personal Theory: Part 2: 500-word Personal Theory Draft</li> </ul>
12	March 30	<ul style="list-style-type: none"> <li>Reading 15: Beuhler: Chapter 13 [14 p.] ***SUBSTITUTE INSTRUCTOR***</li> <li>Internship Interview Preparation stuff due</li> </ul>
13	April 6	<ul style="list-style-type: none"> <li>Reading 16: <i>The Ethical Lives of Clients</i>: Chapters 7–8, &amp; Afterword [32]</li> <li>Reading 17: <i>IST in Practice</i>: Chapter 7: Identifying Constraints [25]</li> <li>Case Presentations</li> </ul>
14	April 13	<ul style="list-style-type: none"> <li>Reading 18: <i>IST in Practice</i>: Chapter 8: Integrating Interventions to Address Constraints [30]</li> <li>Case Presentations</li> </ul>
15	April 20	<ul style="list-style-type: none"> <li>Reading 19: <i>IST in Practice</i>: Chapter 9: Evaluating Treatment Progress and Modifying Plans [19]</li> <li>Reading 20: <i>The Gift of Therapy</i>—journal + top 10</li> <li>Personal Theory: Part 3</li> </ul>