

# Advanced Practicum in Counseling Psychology II

Winter 2024

CPSE 777R

Mondays 1:00–2:50 pm, CAPS 1503-A

Instructors:

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## Course Objectives

This course is intended to help students add to and refine their clinical skills, improve their ability to conceptualize cases, prepare for their program performance comprehensive exam, 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) Delivering a formal case presentation
- (3) Engaging in mock internship interviews
- (4) Writing an updated personal theory paper
- (5) Discussion of specific readings in psychotherapy

## Course Texts

- Buehler, S. (2021). *What every mental health professional needs to know about sex* (3rd ed.). Springer.
- Doherty, W. J. (2021). *The ethical lives of clients: Transcending self-interest in psychotherapy*. American Psychological Association.
- Yalom, I. D. (2017). *The gift of therapy: An open letter to a new generation of therapists and their patients*. Harper Perennial.

## Course Requirements

### Participation (20%)

Come to class on time and ready to participate. Experiential activities and discussions that take place in class cannot be made up. As such, you will have one excused absence without a reduction in your grade so long as you let the instructor(s) 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.

### **Course Journal (20%)**

For each assigned reading, keep notes on your takeaways, insights, questions, and applications to your work in your course journal. You will submit this two times during the semester; each submission will be worth 10% of your grade.

### **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 are tied to theory and conceptualization
3. Providing examples of effective clinical work
4. Seeking feedback from peers and the instructor(s) and responding professionally
5. Exploring how cultural influences—your own and your clients'—impact your work

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 well—one who had a positive outcome or a foreseeable positive outcome. Demonstrate your ability to clearly explain a case using your theoretical perspective as a guide. While it is important to acknowledge growth areas, it is crucial to learn how to present areas of strength and ability as you prepare for internship and job interviews.

You will provide the following when presenting on a client:

- 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. The segments can be from more than one session.
- B. Case Information and Conceptualization:**
  1. Client demographic and background information (remove identifying info)
  2. Presenting concern(s)
  3. Relevant history (medical, family mental health, personal mental health, etc.)
  4. Cultural Considerations
  5. Dx 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 (optional)

### **C. Interventions/Method of Counseling and Ties to Theoretical Orientation:**

Discussion of a specific interventions you used and how they fit with your theoretical orientation.

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

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

Part 0: 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.

Part 1: Write a paper that explains your current theoretical orientation and approach to counseling **using only 500 words** (about 1 page single spaced; internship applications will require this).

Part 2: Apply your theory to a case and describe your work 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 they are required for your performance comp. Due the last day of class.

#### **Internship Interview Preparation (20%)**

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>). List the **three** that you researched and provide summary information for **one** of the intern sites.
2. Provide an up-to-date curriculum vita.
3. During the last two weeks of class, we will conduct longer mock interviews 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.

#### **Optional: Additional Internship Essay**

Complete one additional internship essay for feedback from the instructors. Autobiographical or multicultural essays are recommended unless you are applying to research-intensive sites.

## **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, and multicultural considerations. Other class activities will include showing video tape of therapy, discussing assigned readings, presenting individual cases, and demonstrating counseling skills.

You are expected to conduct five 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 beyond one time).

## **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. 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 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) although 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. Perhaps the most valuable are those perspectives and opinions that differ from our own or from what might seem to be the prevailing opinion. May we create such an atmosphere in our class.

It is also important to me that you know that your ongoing feedback regarding this course is welcome. 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.

### **Generative AI Tools**

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course; no special documentation or citation is required. The instructor(s) also draw your attention to the fact that different classes at Brigham Young University and even in the counseling psychology program specifically could implement different AI policies, and it is the student's responsibility to conform to expectations for each course.

## Schedule

Week	Date	Due
1	January 8	<ul style="list-style-type: none"> <li>• Beuhler: Chapters 1–3</li> </ul>
2	January 22	<ul style="list-style-type: none"> <li>• <i>The Gift of Therapy</i></li> <li>• Internship Interview Preparation: Site Research</li> </ul>
3	January 29	<ul style="list-style-type: none"> <li>• Beuhler: Chapters 4–5</li> <li>• Personal Theory Paper, Part 0: Nature of the Person</li> </ul>
4	February 5	<ul style="list-style-type: none"> <li>• Beuhler: Chapters 6–7</li> <li>• <i>The Ethical Lives of Clients</i>: Introduction</li> </ul>
5	February 12	<ul style="list-style-type: none"> <li>• Beuhler: Chapter 8</li> <li>• <i>The Ethical Lives of Clients</i>: Chapter 1</li> <li>• Journal 1</li> </ul>
6	February 20	<p style="text-align: center;">***Monday Classes on Tuesday***</p> <ul style="list-style-type: none"> <li>• <i>The Ethical Lives of Clients</i>: Chapters 2–3</li> </ul>
7	February 26	<ul style="list-style-type: none"> <li>• Beuhler: Chapters 9–10</li> </ul>
8	March 4	<ul style="list-style-type: none"> <li>• <i>The Ethical Lives of Clients</i>: Chapters 4–5</li> <li>• Personal Theory: Part 1: 500-word Personal Theory Draft</li> </ul>
9	March 11	<ul style="list-style-type: none"> <li>• Beuhler: Chapter 13</li> <li>• <i>The Ethical Lives of Clients</i>: Chapters 6–7</li> <li>• Journal 2</li> </ul>
10	March 18	<ul style="list-style-type: none"> <li>• Case Presentations</li> </ul>
11	March 25	<ul style="list-style-type: none"> <li>• Case Presentations</li> </ul>
12	April 1	<ul style="list-style-type: none"> <li>• Case Presentations</li> </ul>
13	April 8	<ul style="list-style-type: none"> <li>• Mock Internship Interviews</li> </ul>
14	April 15	<ul style="list-style-type: none"> <li>• Mock Internship Interviews</li> <li>• Personal Theory: Part 2</li> </ul>