MEETING TIME: Thursday, 2:10-5:00 PM
MEETING PLACE: W 289 Lago

INSTRUCTOR: Meifen Wei, Ph.D., W214 Lago, 294-7534, wei@iastate.edu
SUPERVISORS: Marilyn Cornish, MS., W235 Lago, 294-9668, mcornish@iastate.edu
Pei-Chun Tsai, MS., W269 Lago, 294-0280, peichun@iastate.edu
Rachel Bitman, MA., W183 Lago, 294-8480, rlbitman@iastate.edu

OFFICE HOURS: by appointment

Required Text:

Recommended Text:

OBJECTIVES:

A. Basic Counseling Empathetic Skills. As a counselor-in-training, you are expected to continue to practice what you have learned in basic counseling empathetic helping skills (e.g., empathy, reflection, here and now, gentle confrontation, challenge, etc) in building therapeutic relationship with your clients.

B. Case Conceptualization. You are expected to begin to incorporate theory into the case conceptualization of your client and the counseling process. In this class, we will practice the CCRT (i.e., Core Conflictual Relationship Theme; Interpersonal Relationship Therapy) as a theoretical framework for case conceptualization. However, your practice for case conceptualization is not limited to this theoretical orientation. That is, you can also use the CBT, emotion-focused therapy, other theoretical orientation, or even other counseling or psychology knowledge for case conceptualization.

C. Use of self and self-reflection. CCRT is an interpersonal psychotherapy approach. Two key points in this approach are (1) to be able to identify clients’ relationship patterns and (2) to use the tool of “use of self”. That is, you are expected to do self-reflection on your thoughts, feelings, and reactions regarding interacting with clients. Then, you can use the information from your self-reflection as resources for case conceptualization and intervention tools to increase clients’ awareness about their relationship patterns and provide corrective emotional experiences to help clients work through their relationship patterns in therapy.

D. Understand your personal, interpersonal, and emotional styles/patterns. One important step in learning a psychotherapy/counseling theory is to apply that theory into our own personal and professional growth. That is, when you learn an interpersonal psychotherapy approach (e.g., CCRT), it is important to understand your own personal and relationship patterns/styles and be aware of and deepen your own emotions. Therefore, it is expected that you increase your own self-awareness regarding your own personal, interpersonal, and emotional styles/patterns and then attempt to work through them.
REQUIREMENTS:

Learning Goals and Self-Reflection Paper
This paper (2-3 pages, single spaced) is intensive and consists of two components (see below). Please submit your paper through email for your instructor and your supervisor.

Part A: The first part is related to your learning goals for this class and your needs and expectations from our group members (peers and instructors).

1. What are your learning goals for this practicum class?
2. What can your peers, supervisor, or instructor do to be helpful in reaching your learning goals? That is, what do you plan to do to contribute to this group? What do you want from your peers, supervisor, and instructor (e.g., support, encouragement, validation, challenge, direct or indirect communication, understanding, sharing different perspectives, pointing out your strengths, etc.)?

Part B: Because managing anxiety is the most common emotion for all counseling trainees, please reflect on the following questions related to managing anxiety.

1. How does your anxiety play out during and/or outside the session, supervision, and/or practicum class?
2. What were/are your thoughts, feelings, and reactions at those anxious moments (past or current)? What strategies have you done at those moments? Are there any other strategies you are planning to do in order to improve or deepen your understanding about your anxiety and manage it?
3. What are your positive motivations, needs, or wants (e.g., being validated, being accepted, being valued, or wanting to be a competent therapist) behind your anxiety (e.g., fear of negative evaluation, fear of incompetence, fear of out of control, fear of rejection by clients, fear of making a mistake or missing something, or fear of being judged)?
4. What strategies can you do to meet your above needs and wants?
5. How can you help us to notice or be aware of your anxiety? What can we (i.e., peers, supervisor, and instructor) do to help you in meeting your needs?

The purpose of this part is to provide you an opportunity to reflect on your own emotions and increase your own insights and personal and professional growth. We want to acknowledge that the above questions are dealing with a very challenging but important topic. It is encouraged that you share your learning experience in the class during the semester, however, only on the level you are comfortable with.

Finally, even though it is suggested that you focus on the anxiety emotion, you can also choose other emotions (e.g., anger, sad, fear, shame) to reflect on, but it needs to be a negative emotion in the context of therapy sessions, supervision sessions, and/or practicum class. The reason for focusing on negative emotions is because negative emotions are most difficult to overcome in our professional and personal life.

Two formal case presentations

Case presentation #1:
The presentation should include the following components and documents: (a) a copy of your written case conceptualization for each participant in the class, (b) a brief discussion of your conceptualization, interventions to date, and outcomes, (c) at least a 10-minute excerpt from a session, and (d) identified issues or questions for discussion.

The written document should include (a) counselor’s name, (b) number of sessions to date, (c) demographic data for the client, (d) presenting problem, (e) relevant historical information, (f) counselor’s
conceptualization of the problem, (g) DSM-IV-TR diagnosis, (h) treatment goals, (i) interventions implemented and/or planned, and (j) questions for the class.

**Case Presentation #2:**
This presentation is intended to follow one of your clients across the span of treatment. You are asked to choose a client that you have worked with a minimum of 3 sessions (if none of your clients meet this criteria, exceptions can be discussed on an individual basis) and present how you applied CCRT or other theoretical approaches across the span of treatment. Class presentation consists of a 20 minute discussion that should include:

(a) A description of the client’s presenting issues
(b) Case conceptualizations based on the CCRT and/or other theoretical approaches
(c) Goals for therapy based on the CCRT and/or other theoretical approaches
(d) A brief discussion of the CCRT and/or other interventions you used (to be highlighted in video segments)
(e) A summary of progress or treatment gains (or lack of) to date
(f) Questions for the class

You are asked to provide around 2 pages to summarize the above topics (single spaced) for class members, supervisors, and the instructor to have as a reference during discussion.

After presenting your case, you are then asked to share 20-30 minutes of video clips (predetermined with time stamps) that highlight typical interventions of chosen therapy approach. Clips should be chosen that highlight your approaches and should include segments across the range of therapy.

10 minutes will be given at the end for class questions.

One of the above two formal case presentations is required to use CCRT and/or other theoretical approaches for case conceptualizations and interventions.

**Two informal case discussions**
In the informal case discussion class periods, students are expected to use these time periods to discuss their cases, discuss how to use CCRT for case conceptualization, discuss personal self-reflection on working with their clients, or any other professional topics related to clinical work.

**Discussion of Textbook**
Students are expected to prepare to talk about what they have drawn from the readings. Students can focus on content that has been particularly helpful to them personally and professionally, how the content is related to their previous or current clinical experiences, and how they have applied the content into their current clinical work with clients.

Moreover, one of the best ways of learning a counseling theory and intervention is to apply it to ourselves. Therefore, you are strongly encouraged to think about how the content of this book is related to you personally and how you apply the content of textbook to yourself in the daily life.

**Professional Paper**
Students are expected to write one professional paper (single space, 2-3 pages) from one of the below professional topics. Please submit your paper through email to your instructor and supervisor.

**Option A (personal or interpersonal style/pattern):**
Please choose one of your personal or interpersonal styles/patterns (e.g., fear of incompetence, fear of negative evaluation from others, need for approval, perfectionism, difficulty in accepting others’ compliments, need in control, etc) and apply CCRT framework (i.e., wish, response of others, and response of self) for self-understanding. Please reflect on the following questions related to this specific interpersonal style.
1. How did this interpersonal pattern play out during and/or outside the session, supervision, and/or practicum class?

2. What were/are your thoughts, feelings, and reactions at those moments (past or current)? What strategies have you done at those moments? Are there any other strategies you are planning to do in order to improve or deepen your understanding about this interpersonal style and manage it?

3. What are your positive motivations, needs, or wants (e.g., being validated, being accepted, being valued, or wanting to be a competent therapist) behind this interpersonal style/pattern (e.g., fear of negative evaluation, fear of incompetence, or fear of being judged)?

4. What strategies can you do to meet your above needs and wants?

5. How can you help us to notice or be aware of this interpersonal style/pattern? What can we (i.e., peers, supervisor, and instructor) do to help you in meeting your needs?

**Option B (Application of the CCRT approach and Self-Reflection on the Use of Self):**
Please choose one of your cases and present how you apply the CCRT approach and the use of self in your clinical work.

1. You can focus on the changing process of ONE specific interpersonal style/pattern (e.g., neediness, fear of rejection, fear of negative evaluation from others, fear of intimacy, need for approval, perfectionism, need in control, blaming others, difficulty in trusting others, difficulty in emotional self-disclosure, etc) for this client.

2. How do you conceptualize your client’s relationship pattern by using the CCRT framework (i.e., wishes, response of others, and response of self)?

3. What were/are your thoughts, feelings, and reactions about this specific client during the session, after the session, or after supervision?

4. How do you use the sources/tools from your own feelings, thoughts, and reactions for your case conceptualization (i.e., the use of self) to understand this client’s presenting concerns/patterns? How do you use this information (i.e., use of self) as an intervention tool in session (if you use it)? What are your concerns for not using this information as an intervention tool in session (if you do not use it)?

5. What are your interventions and how do you help this client work through his or her interpersonal pattern?

**Peer Video**
You are required to watch a full session video of one of your peers and provide a 2-3 page write-up about that video which includes: (Please submit your paper through email for your instructor, your supervisor, and your peer)

1. A brief summary (3-4 sentences) of the session content (i.e., client’s beginning focus, topics covered in session, where session ended)

2. A brief case conceptualization of the client based on what you saw in the tape. Take a guess at what you think might be going on for the client and what you base that on.

3. A descriptions of both general and specific things that you liked about the session (include time stamps so that these can be discussed in class)

4. A description of what you would have liked to try in that session if this was your client. Try and be specific and pick out one or more spots in the session where you had an idea for an intervention. Describe what that intervention would be and why you would chose it at that point. Again, include time stamps so that this can be discussed in class.
5. A description of how you would describe the clinician’s theoretical approach based on this session.

6. A description of what you saw in the tape relates to a client you are currently working with and what you might be able to use in your own current practice.

**Attendance**: Class attendance is very important, especially in a class that meets only once per week. If you are ill, or will not be able to attend class, please contact the instructor before class if possible, or as soon as feasible in the case of an emergency. **Attendance at your counseling sessions is crucial.** Your clients are depending on you to be present physically and mentally to provide quality mental health counseling; therefore, attendance of your counseling sessions is your first priority. If, under extreme circumstances, you cannot attend your scheduled counseling sessions, you must notify the on-call supervisor immediately so the client can be assessed for safety and rescheduled for another appointment.

**Instructional Activities**: The major components of the practicum include counseling sessions, individual supervision, and the practicum seminar. Students will likely begin seeing clients during the third or fourth week of the semester, and will carry a caseload of three clients per week. Students are required to complete fifteen client sessions and the associated supervision, as well as all necessary paperwork. The didactic portion of the class will include presentations by the instructor, supervisors, and guest speakers; demonstrations and role plays; topical presentations; informal case discussion; and formal case conceptualizations.

As part of the application process to practicum at the Student Counseling Service, students will prepare a current vita, and submit it along with a videotaped example of their counseling work, to Jon Brandon, Ph.D., SCS Training Director. Dr. Brandon will come to speak to class later in the semester and provide more complete instruction.

**POLICIES AND GUIDELINES:**
This class is experiential in nature, and it is very labor intensive for students, supervisors, and the instructor. The following policies and procedures are intended to facilitate the experiential focus of the course, the smooth progression of class activities, and compliance with relevant ethical and professional standards.

- Benefits from this class are always proportional to students’ individual and collective investment in the class; therefore, students are expected to fully contribute to the class experience.
- In all practicum activities, students are expected to conduct themselves in a responsible and professional manner. Students are expected to completely comply with the ethical and professional standards of psychology and the policies of the Department and class.
- Students must have liability insurance before seeing clients. A copy of your insurance must be provided to the course instructor prior to seeing clients.
- **All sessions must be videotaped without exception.** If a client refuses to be taped (which is unlikely given the explicitness of the screening process) you cannot meet with them, and they should be referred back to your supervisor.
- Students are expected to keep timely case notes for each client, including intake/assessment notes, treatment plans, progress notes, and termination summaries. Students must also maintain record of their clinical and supervision hours. All paperwork must be completed in a timely manner, and an incomplete will be given at the end of the course if all paperwork is not complete.
- Students are required to review their complete tape of all sessions, along with relevant paperwork, before each week’s supervision session.
- Students must be supervised for their previous session before having their next session.
• **Confidentiality is imperative.** All case materials and videotapes must be safeguarded and MUST NOT BE REMOVED FROM W179 LAGOMARCINO. Further, the content of individual sessions and group supervision must remain confidential.

**Grading:** Student will receive grades on the A – F grading scale. Grades are based on quality of counseling sessions; responsiveness to supervision; quality of written class materials (fifteen client sessions, one client with 4 sessions, clinical notes, self-reflection paper, peer videotape view paper, professional paper, and case conceptualization); and quantity & quality of class participation.

While the class instructor makes the ultimate determination of students’ grades, this decision will take into account the feedback from your individual supervisor. Your individual supervisor will share formative and evaluative feedback with you throughout the semester. A formal evaluation of your counseling skills will be provided to you by your individual supervisor at mid- and end-of-semester. The course instructor and your supervisor will meet with you at mid- and end-of-the semester to provide you with feedback on your overall performance in class. A 30 minutes’ meeting will be arranged later.

**ADA Accommodations:** If a student has a disability that qualifies under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act and requires accommodations, he or she should contact the Disability Resources office for information on appropriate policies and procedures. Disability Resources is located on the main floor of the Student Services Building, Room 1076; their phone number is 294-6624.
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<th>Reading or Assignments</th>
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<td>Discuss goals, structure of class, dates for presentations</td>
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<td>Introduction of CCRT</td>
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<td>Speakers: anxiety regulation (Joe, Pei-Chun, and Yi) 3:10-5</td>
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<td>1/24</td>
<td>Sharing learning goals and self-reflection paper</td>
<td>Learning goals and self-reflection paper due</td>
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<td>Anxiety in counseling sessions and tools to regulate</td>
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<td>SCS training director: Jon Brandon and Kate Sirridge 2:10-3</td>
<td>Prepare 1 case for conceptualization</td>
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<td>2/07</td>
<td>Practice CCRT case conceptualization</td>
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<td>2/21</td>
<td>Case Presentation #1 _________</td>
<td>Greenberg &amp; Paivio, Chapter 5 &amp; 6</td>
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<td>Choice of peer review video due</td>
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<td>Case Presentation #1 _______</td>
<td>Midterm feedback (30 min in your supervision time)</td>
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