INDIVIDUAL COUNSELING ADVANCED PRACTICUM
PSYCHOLOGY 691C – Spring 2013

MEETING TIME: Mondays, 12:10 – 2:00

MEETING PLACE: SCS Group Room

INSTRUCTORS: Meifen Wei, Ph.D.
W214 Lagomarcino Hall
294-7534
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Adrienne V. Sampson, M.A.
Student Counseling Center
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OFFICE HOURS: by appointment

Required Text: varied by each student

OBJECTIVES:

The advanced practicum is designed to allow students to continue to build and refine their counseling skills and their identity as a counselor. Students will build their clinical repertoire and their skills by intentionally choosing effective counseling strategies. Through this practicum, students will develop, clarify, and refine an effective model of counseling that they can articulate clearly and use to guide their behavior in counseling sessions. In addition, students are expected to:

1. Increase their understanding of important ethical, theoretical, and practical issues in counseling and psychotherapy.
2. Further develop and refine their ability to create effective therapeutic relationships with clients.
3. Increase their understanding of and ability to actively lead sessions through the major phases of counseling, including relationship building, assessment/diagnosis, goal setting, problem solving, evaluation, and termination.
4. Increase their awareness of self, including personal reactions to clients, and their ability to use themselves as a therapeutic tool.
5. Be open to feedback, demonstrate openness to give feedback to others, and to reflect on how their identities impact and are impacted by work with clients and others.
6. Increase awareness of diversity issues and their potential impact on the counseling process.
7. Address multicultural issues (e.g., biases, concerns, struggles) and share them in class and in supervision.
8. Expand their repertoire of counseling/intervention skills.
9. Increase their competence in treatment planning.
10. Continue to be open to feedback and responsive to supervision and consultation.
11. Continue to take responsibility for getting training needs met.

Develop a personal theoretical orientation and Integrate counseling theories into counseling process.

REQUIREMENTS:

Weekly Time Allocations
a. 8 individual/career counseling hours
b. 2 hours of individual supervision
c. 2 hours of practicum seminar (group supervision)

Learning Goals and Self-Reflection Paper

There are two goals for this paper (single space, about 2-3 pages). In this paper, the instructors are particularly interested in your insights and how aware you are of your own patterns and your capacity to manage patterns that enhance your personal and professional growth. Please submit your paper via email.
A. Your learning goals for this practicum class this semester.

B. Please first identify one of your personal or interpersonal styles/patterns (e.g., which can be cognitive, emotional, or relationship patterns) that you wish to examine more deeply (e.g., need for approval from others, self-criticism or self-blaming, perfectionism, boundary and self-other-differentiation, achievement = love, trusting self and others, rationalization, need in control, fear of negative evaluation, fear of positive comments, fear of incompetence, or fear of being judged...but not limited) regarding how it plays out during and/or outside the session, supervision, and/or practicum class. Then, your tasks are to reflect on

1. How has your personal or relationship pattern played out during and/or outside the sessions, supervision, and/or practicum class? How has your pattern impacted your interactions with your clients, supervisors, peers, instructors, and others?

2. Please use and apply your theoretical orientations (e.g., Person-Centered, CCRT, EFT, IPT, ACT, CBT, and so on) to articulate or conceptualize your own pattern. As you know, it is important and beneficial to apply your own theoretical orientation(s) to help yourself. As a result, you will gain a greater understanding on what it is like for your clients to undergo the same process.

3. Describe how have you used the strategies from your theoretical orientation(s) to manage or work through your pattern. Discuss your experiences in this process thus far.

4. Please describe how the change has occurred and will occur while you manage or work through your pattern. Please base your answer on theories that describe how change occurs or has occurred.

The purpose of this paper is to provide you one opportunity to reflect on yourself and increase your own insights and personal and professional growth by using your theoretical orientations. We want to acknowledge this is actually a very challenging but important topic. It is encouraged that you can share your learning experience in the class, however, only on the level you feel comfortable.

Counseling Theory Presentation

Students are expected to prepare a summary (single space, about 1 or 2 pages) about the theory or theories they have chosen to study this semester and briefly present it in class. Presentations should last 15 minutes (10 minutes presentation, 5 minutes for discussion and questions). Presentation should include but is not limited to: typical goals, key concepts, characteristic interventions, treatment process, and how change occurs according to the theories you present. In addition, the paper can include a discussion of how your theory addresses multicultural issues.

Two formal case presentations

Case presentation #1:

You are asked to choose a client that you have worked with for at least two sessions. 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) problem definition, (e) relevant historical information, (f) counselor’s conceptualization of the problem, (g) DSM-IV 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. As such you are asked to choose a client that you have worked with a minimum of 5 sessions (if none of your clients meet this criteria exceptions can be discussed on an individual basis) and present how you applied the theory you are studying 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) a hypothesis as to the root of client concerns
(c) a case conceptualization by using your theoretical orientations
(d) treatment goals for therapy based on the tenets of the therapy approach you have chosen
(e) a brief discussion of the types of interventions used (to be highlighted in video segments)
(f) a summary of progress or treatment gains (or lack of) to date
(g) questions for the class

You are asked to provide 2-3 pages summary of the above topics (single space) for class members to have as a reference during discussion.

After presenting your case, you are then asked to share 15-20 minutes of video clips (predetermined with time stamps) that highlight typical interventions of chosen therapy approach. Clips should be chosen that highlight your approach and should include segments across the range of therapy.

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

Two informal case discussions
In the informal case discussion class periods, students are expected to use these time periods to present their cases or other professional or personal concerns related to clinical work at least TWICE during the semester.

Multicultural Paper

Please choose one of your cases to write about how you integrate multicultural perspective into your clinical practice, case conceptualization, and clinical intervention, how your value systems or worldviews are similar or different from your clients, any biases that you discover between you and your clients (if you find any), any multicultural knowledge that you apply to this case to form your working hypotheses, how you examine your hypotheses, what strengths you have in working with this client, how your past life or diverse experiences help you to work with this client, what struggles you have and what strategies (e.g., consultation) you take to overcome these struggles, and what are the similarities and differences between working with this client and your other clients. (You can consider racial/ethnic, gender, sexual orientation, religious factors, and/or nationality when you choose your case).

Peer Video
You are required to watch a full session video of one of your peers and provide a 2-page (single-spaced) write-up about that video. Please email your paper to both instructors and to the peer whose recording you reviewed. The case you choose needs to be different from the case for your formal presentations. The paper should include:

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

b) 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.

c) 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.
d) 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

e) how you would describe the clinician’s theoretical approach based on this session

f) how 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 and Participation**

Students are expected to be at the center for the hours specified above, regardless of whether clients or supervision are actually scheduled. This policy applies every week that school is in session except finals week. Unfilled hours should be used to sit in on intakes, read clinical material, view tapes from the professional library, etc.

Students are expected to actively participate in formal and informal case presentations, advanced topic seminars, and textbook discussion.

Missing more than a week of class or counseling requires review and permission from the course instructors.

Students are expected to read the SCS Practicum Handbook and addenda, and consider these documents as part of this syllabus.

**POLICIES AND PROCEDURES:**

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.

1. Benefits from this class nearly always will be proportional to students’ individual and collective investments in the class; therefore, students are expected to actively contribute to the practicum group.

2. In all practicum activities, students are expected to conduct themselves in a responsible and professional manner in accordance with the APA Ethical Code, the policies of the Student Counseling Service, the Department of Psychology, and this class.

3. Students must have proof of insurance before seeing clients.

4. All client sessions must be videotaped. If a client refuses to allow recording, you will not be able to meet with him or her and will need to refer the client back to your supervisor.

5. Students are expected to keep timely case notes for all clients, consistent with SCS HIPPA note format. This includes treatment plans for all clients completed by the beginning of the third session.

6. Students are expected to have reviewed their tape and notes prior to each supervisory session.

7. Confidentiality is essential! All case materials must be safeguarded and NOT removed from SCS.
EVALUATION:

This course is graded on a letter grading system, A-F. In general, you will be evaluated on your pace of learning, the compatibility of your skills with agency clientele, and your willingness to accept and integrate feedback. Grades are assigned by the departmental instructor with input from the SCS instructor, and the following criteria will be used:

In order to receive a grade of B, a student must demonstrate:
1) Satisfactory completion of all required coursework.
2) Active and open involvement in class discussions
3) Satisfactory case write-ups, verbal case presentations, and case notes
4) Satisfactory evaluations from your primary supervisor
5) Satisfactory attendance at class and for counseling shifts. Missing more than a week of class or counseling requires review and permission from the course instructors.
6) Complete peer psychotherapy videotape assignment

In order to receive a grade of A, a student must meet the above criteria for a B and complete at least one of the following tasks:
1) Observe a psychotherapy group throughout the semester.
2) Co-present or co-create an outreach program with an SCS staff member/intern.

Group observations should be set up through SCS group coordinator. Outreach experiences should be set up through the outreach coordinator, responding to requests to staff e-mails announcing outreaches, participating in regular outreach activities (e.g., Eating Disorders Awareness Week), or expressing your interest to specific staff members.

Students who do not meet the above criteria will receive a grade of C, D, or F for the practicum depending on their individual performance and their willingness to accept and integrate feedback.

Your individual supervisor is the primary evaluator for your counseling skills. Evaluation feedback will be shared throughout the semester by the instructors and your supervisor. The instructors will be in communication with your individual supervisors to check in about your training needs. The instructors, your supervisor, and a representative from the Counseling Psychology department (Nathaniel Wade, Ph.D.) will have a final conference with you during finals week.

Your individual supervisor will provide verbal mid-semester and formal written end-of-semester evaluations to you with structured skill ratings. Feedback on class performance will be shared in the class at the end of the semester and in the final conference. We will provide a written summary for you to comment on and sign before it is sent to the department. For all evaluations, you should make copies of them after you have added your comments: one for each of instructors, and give the signed originals and other two copies to Jon Brandon, Ph.D. He will send one copy to your supervisor, one copy to the department, and keep one copy for SCS files.

If you have a disability and require accommodations, please contact the instructor early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Disability Resources (DR) office, located on the main floor of the Student Services Building, Room 1076, 515-294-6624
Advanced Seminar Topics

A list of potential topics but not limited.....
EMDR Overview
International Student Adjustment
Working with Students of Color
Working with GLBT Clients
Traumatic Grief and Loss
Crisis intervention
ADHD in College Students
Internship and Licensure Issues in Psychology
Cognitive Processing Therapy for Sexual Abuse
Family of Origin Issues
SA and Addiction Treatment (2) with dual diagnosis
Eating Disorder
Spirituality in Counseling
Disability Services for College Students
Multiracial Identity
Internet Addiction
Focusing
Self-harm
Couples therapy
Women's empowerment issues
Experiential Interventions
Mindfulness-Based Therapy Skills and Techniques
Biofeedback Interventions
Other
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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>1/14</td>
<td>Discuss goals for semester, structure of class, and choose dates for presentations</td>
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<td><strong>Topics: The process of developing theoretical orientations</strong></td>
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<td>1/21</td>
<td>MLK Holiday</td>
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<td>1/28</td>
<td>Discussion brief paper (Learning Goals and Self-Reflection Paper Due)</td>
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<td><strong>Informal Discussion</strong></td>
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<td>2/4</td>
<td>Advanced seminar topic</td>
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<td>2/11</td>
<td>Theory presentation (Theory Summary Paper Due)</td>
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<td><strong>Informal Discussion</strong></td>
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<td>Case Presentation #1</td>
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<td>3/11</td>
<td>Case Presentation #1</td>
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<td><strong>Watching peer psychotherapy videotape due and discussion</strong></td>
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<td>3/18</td>
<td>Spring Break</td>
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<td>3/25</td>
<td>Discussion multicultural paper (Multicultural Paper Due)</td>
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<td>Case Presentation #2</td>
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<td>End of semester processing</td>
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