

COUN 8910

Advanced Practicum in Counseling Psychology

Fall 2015

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Department of Special
Education, Rehabilitation,
and Counseling

College of Education

INSTRUCTOR INFORMATION:
Marilyn Cornish, PhD, LP
Assistant Professor
2052 Haley Center
mcornish@auburn.edu
334-844-7601

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OFFICE HOURS:

by appointment

This course is reserved
for students enrolled in
the Counseling Psychology
doctoral program at Auburn
University. All others
require permission.

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



SYLLABUS

- 1. Course Number: COUN 8910 (3 semester hours)**
Course Title: Advanced Practicum in Counseling Psychology
University: Auburn University
Prerequisites: COUN 7910 (two semesters)
Instructor: Marilyn A. Cornish, PhD, LP
Contact Info: 2052 Haley (mail: 2084); mcornish@auburn.edu; 334-844-7601
Class Meeting: Wednesdays 9:00-11:50am in 1126 Haley Center

- 2. Date Syllabus Prepared:** 8/2014, revised 8/2015

3. Required Textbooks:

Duncan, B. L. (2014). *On becoming a better therapist: Evidence-based practice one client at a time* (2nd ed.). Washington, DC: American Psychological Association.
Eels, T. D. (2015). *Psychotherapy case formulation*. Washington, DC: American Psychological Association.

Additional Required Resources:

American Psychological Association. (2010). *Ethical principles of psychologists and code of conduct*. Retrieved from <http://www.apa.org/ethics/code/principles.pdf>
Counseling psychology program practicum guidelines (2014). Retrieved from http://www.education.auburn.edu/files/dept_ser/cop_practicum_guide.pdf
Gross, J. J. (2014). Emotion regulation: Conceptual and empirical foundations. In J. J. Gross (Ed.), *Handbook of emotion regulation* (2nd ed., pp. 3-20). New York, NY: Guilford.

4. Course Description:

Catalog Description: Advanced supervised experiences appropriate to student's program emphasis.

Expanded Description: Advanced experience in providing psychotherapy and in designing psychological interventions following assessment via an external practicum placement with on-site individual supervision. Participation in on-campus group supervision and didactic training in advanced psychotherapy knowledge, skills, and techniques.

5. Course Objectives:

The assumption in this course is that all students in the College of Education are working to be competent, committed, and reflective professionals. The objective of this course is to continue students' development as a psychotherapist. Subsets of this overall objective include continued improvement in students' ability to:

- 1) Maintain awareness of client factors and their influence on the therapy process;
- 2) Be aware of reactions to clients and how those reactions may affect the therapy provided;
- 3) Establish rapport and a good working relationship with clients;
- 4) Identify appropriate clinical diagnoses for clients;
- 5) Conceptualize clients and use that conceptualization to guide treatment in a way that fits clients' goals and preferences;
- 6) Identify and respond to situations that involve risk of harm to clients or others;
- 7) Articulate a theoretical orientation used to guide treatment with clients;
- 8) Be flexible in the provision of therapy such that different skills and approaches are tailored to client needs and preferences;
- 9) Keep clients engaged in treatment such that premature termination is unlikely and client improvement is regularly achieved;
- 10) Use evidence-based practice methods to monitor the process and outcome of work with clients;
- 11) Integrate multicultural theory and awareness of cultural factors into clinical practice;
- 12) Manage ethical issues in a professional and appropriate manner;
- 13) Document clinical work in a way that meets the standards of the work setting, insurance companies (if applicable), and state laws;
- 14) Work cooperatively and effectively within the agency setting and develop appropriate professional relationships with other agency staff;
- 15) Effectively engage in the supervision process to benefit clients and enhance professional development;
- 16) Request consultation from peers and provide helpful, tactful feedback to peers.

6. Course Content and Schedule:

An overview of the course content and schedule is included below (see Course Requirements for details on each assignment). This schedule may change based upon the learning needs of the class. As a group, we will make decisions about which students and/or issues to focus on during informal case discussion/discussion of clinical issues time.

DATE	CLASS TOPIC/ACTIVITIES	READINGS DUE	ASSIGNMENTS DUE
Aug 19, 2015	Course overview Review ethics code and practicum manual		
Aug 26, 2015	Discuss Learning Goals papers Overview of using PCOMS with clients Informal case discussion	Duncan Ch 1 Duncan Ch 2	Learning Goals and Self-Reflection Paper
Sept 2, 2015	Check in about PCOMS and readings Informal case discussion	Duncan Ch 3 Duncan Ch 5	
Sept 9, 2015	Didactic 1: Helping clients regulate emotions Informal case discussion	Gross (2014): only pp. 3-12 required	
Sept 16, 2015	2 theory application presentations Informal case discussion		
Sept 23, 2015	2 theory application presentations Informal case discussion	Duncan Ch 6	
Sept 30, 2015	2 theory application presentations Informal case discussion	Duncan Ch 7	

Oct 7, 2015	1 theory application presentation Informal case discussion	Duncan Ch 9	
Oct 14, 2015	Didactic 2: Effective case formulation Informal case discussion	Eels book	
Oct 21, 2015	1 formal case conceptualization Informal case discussion		
Oct 28, 2015	2 formal case conceptualizations Informal case discussion		
Nov 4, 2015	1 formal case conceptualization Informal case discussion		
Nov 11, 2015	2 formal case conceptualizations Informal case discussion		
Nov 18, 2015	1 formal case conceptualization Didactic 3: class choice		
Nov 25, 2015	NO CLASS: THANKSGIVING BREAK		
Dec 2, 2015	Alliance and Outcome presentations End-of-semester processing		Alliance and Outcome assignment
Dec 9, 2015	NO CLASS: FINALS WEEK		

7. Course Requirements/Evaluation:

Course Requirements:

1. Re-read the practicum guidelines if you have not done so within the past 30 days, as that document serves as an addendum to the course syllabus. Also, you should review the *Ethical Principles of Psychologists and Code of Conduct* (APA, 2010). In addition to following the practicum guidelines and ethical code, you are required to carry out the responsibilities to which you are assigned at your practicum site.
2. You will write a short paper (approximately 1.5-2 pages single spaced) on your learning goals for the semester. The paper should address the following questions: a) what are your learning goals for this class (consider both your practicum placement and the practicum class itself), b) what can you do to make progress toward those goals, c) what can your peers and instructors do to be helpful in reaching your learning goals, d) what do you want from your peers and instructor in this practicum class, and e) what do you plan to do to contribute to this practicum class? Your paper is due via email to me (mcornish@auburn.edu) before the start of the second class period. Be prepared to discuss your answers to these questions during that class period.
3. You are required to attend and participate in the 3-hour weekly class. Class will consist of informal case/clinical discussions, formal case presentations, periodic didactic presentations by the instructor, and discussion of the readings. During informal discussion time, the highest priority will go to individuals who have a concern about a therapeutic issue. Students and the instructor will work together to determine how that time is best used in a given class period. Over the course of the semester, each student is expected to bring a consultation question/clinical issue for discussion several times. You should consistently bring recordings to class so you are prepared in the event the discussion would benefit from seeing/hearing your work with a particular client. If you are not actively bringing questions or issues to the informal discussion

time, you may be asked to do so at specific times in the semester. This informal discussion and consultation time will also serve as a forum for discussing various topics relevant to the clinical situations, such as risk of harm, ethics, multicultural issues, case conceptualization, boundary issues, transference, countertransference, self-care, etc. When discussing clients and their problems, you will be expected to know (or be willing to commit to finding out) what the literature (research and more general scholarly writings) says about the issue under discussion.

4. You will watch a six session course of therapy as presented in a Psychotherapy in Six Sessions DVD. Eleven DVDS with different therapeutic approaches are available in the Learning Resources Center for checkout. Students will be given the opportunity to express the particular theoretical approach of interest to them and assignments will be made based on that interest (ideally, each student will watch a different video, but that may not be the case). After watching the entire course of therapy, you will write a paper (approximately 2-3 pages single spaced) on 1) the theory's approach to client conceptualization and treatment, 2) knowledge you gained from watching an expert therapist provide therapy, and 3) how you will be applying this theory to work with a particular client (i.e., how it will be used to conceptualize the client and how it will inform intervention choices with this client). The client should not be directly identifiable from this paper, but the paper should still be stored in a confidential manner. On the date selected (Sept. 16, Sept. 30, or Oct. 7), you will present the third component of the paper to the practicum class. In other words, you will provide a brief (about 15 minutes) oral description of the client, how you are conceptualizing the client, and how you plan to work with this client according to theoretical principles. You will submit a hard copy of their paper during the class period in which you present.

5. You will present one formal case conceptualization during the term, on the date selected. The presentation will be on a client you have seen for at least 4 sessions, and for whom you have sessions remaining. For this assignment, you are required to develop a written case conceptualization (approximately 4-5 pages) that includes the following sections: a) demographic and cultural data for the client, b) presenting concerns, c) relevant historical information, d) your conceptualization of the client's problem from a specific theory or the integration of two theories (include references), e) DSM-5 diagnosis, f) treatment goals, and g) interventions implemented and/or planned to meet the goals, and h) client progress to date. Ideally, you will utilize the theory watched in the Psychotherapy in Six Sessions DVD, but you may select a different theory if the approach you watched turned out to be a poor fit with you or the clients with whom you work. In addition to demonstrating your ability to conceptualize clients and plan treatment from a theoretical standpoint, your written conceptualization should explicitly demonstrate your awareness of and attention to cultural factors of the client. You will then provide a 15-20 minute oral case conceptualization to the class. You may use an outline handout or PowerPoint to aide your presentation if you wish (but you should not simply hand out your written conceptualization). Following your oral conceptualization, you will show a pre-identified recording (10-15 minutes) of your work with this client. The recording (audio or video depending on your practicum site) you use must be clearly audible (understandable) or you must provide a transcript of the recording for each member of the class. Finally, you should have prepared 2-3 specific consultation questions for the class that connect to the video and/or your conceptualization. A hard copy of your written conceptualization must be turned in on the date of your presentation; no directly identifying information should be included on the document.

6. In addition to the time in class, you will have three 1-hour individual supervision sessions with me during the semester. Meetings will occur in September, October, and November; specific dates and times will be selected according to our schedules. These individual supervision sessions are designed to give you the opportunity to receive focused supervision on a particular client session, (although these meetings do not replace the supervision you receive at your practicum site) and to give me a more in-depth look at your clinical work than is possible in the practicum class. For each of these supervision meetings, you need to bring a recording of a client session you would like supervision on. Specifically, prior to the meeting you

should identify 15 minutes of the tape to watch together. If you are unable to bring tape to the meeting (this should be a rare circumstance and one you need to address with me prior to your scheduled week), you need to provide me a transcript of the 15-minutes you would have shown at least 24 hours in advance of our meeting. You are expected to come prepared with your supervision needs. General issues and other clients may also be discussed in the supervision meeting, but a significant portion of the time will be spent watching/listening to the client session together and addressing questions/issues regarding that client session. If in-class group supervision, individual supervision with me, and supervision with your on-site supervisor are not enough to meet your needs, you may request or I may require additional meetings.

7. You are required to monitor working alliance and outcome with at least one client during the semester. Given that the Partners for Change Outcome Management System (PCOMS) is emphasized in the required reading, it is highly encouraged that you try this system during the semester. At a minimum, you must include one alliance measure (this can be the Session Rating Scale of the PCOMS) and two outcome measures (one of which can be the Outcome Rating Scale of the PCOMS). Subjective reports from you or your client are not sufficient for this assignment. At the end of the semester, you will be asked to present your alliance and outcome data for one client to the class. You must have had at least 4 sessions with the client selected (so it is wise to collect alliance and outcome data with more than one client in case a client drops out of treatment). In addition to presenting the data and summarizing the client's progress (or lack thereof), you should briefly address the following questions: a) how did having the alliance data influence your work with this client, and b) how did having outcome data influence your approach with this client? You can use PowerPoint (or similar program) or handouts to present this assignment to the class.

8. You are required to submit to me an accurate and detailed record of your clinical hours at the end of the semester. You are also required to submit to me a copy of your final evaluation from your primary supervisor at your practicum site.

Evaluation:

This course uses satisfactory/unsatisfactory grading. Your evaluation will depend on your performance as a therapist (including related issues such as ethics, behavior with on-site colleagues, etc.), particularly as evidenced in the recordings you share and in your descriptions of the actions you have been taking with your clients. Also considered will be your comments and behavior in class (e.g., frequency and quality of the tapes you bring to class, abilities in role play situations, comments in class, quality of your presentation, etc). A key ingredient in your course grade will be the evaluation completed by your on-site supervisor near the end of the semester.

A grade of satisfactory in the course requires all of the following:

- Satisfactory completion of the learning goals paper;
- Satisfactory performance on the theory application paper and presentation;
- Satisfactory performance on the formal case conceptualization;
- Satisfactory demonstration of clinical skill;
- Satisfactory use of individual supervision meetings;
- Active and open involvement in class discussions;
- Satisfactory performance on the alliance and outcome assignment;
- Evaluation from your training site that indicates satisfactory performance;
- Accurate submission of semester clinical hours with a minimum of 30 direct contact hours;
- Attendance at all supervision sessions with instructor and no more than one class absence;
- No indication of behavior that violates APA ethical standards as it relates to the student's practicum

work or participation in the practicum class.

If it becomes evident that you are not meeting expectations for a satisfactory grade, I will meet with you to discuss this matter. You can expect feedback from me about your progress during your individual supervision sessions. If you do not receive a satisfactory evaluation from your training site, you may be required to take steps toward remediation as allowed in the training manual, training site policies, ethical guidelines, and professional judgment of counseling psychology program faculty. Please note that program policies specify minimally acceptable scores on the site evaluation. Failure to achieve these benchmarks means you cannot pass and will need to undergo remediation. You are encouraged to become familiar with program policies that bear upon the grade of satisfactory for practicum and the ability to progress in the program. This is specified in the program requirements and this information is available on the counseling psychology website.

8. Class Policy Statements:

Late Work Policy: It is expected that you have completed all assignments by the start of class on the day assignments are due. Failure to turn an assignment in on time or missing a presentation will result in unsatisfactory completion of that course requirement, and in many instances would mean an inability to pass the class. It is therefore imperative that students complete all course requirements on time. I reserve the right to allow exceptions to this policy, for example, in the event of an emergency.

Attendance Policy: As this is a practicum course, attendance is required. Students are expected to attend all supervisory sessions and class meetings. Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from students. As stated in the Course Requirements, missing more than one class period or failing to attend 3 supervision sessions with the instructor will result in an Unsatisfactory grade in this class. After one tardiness or early departure of 15 minutes or more, each subsequent tardiness or early departure will be considered an absence from class.

Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student's immediate family, death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* at www.auburn.edu/studentpolicies for more information on excused absences. In order for an excused absence to not count against the attendance grading requirement, students must make up the missed class period or supervision session in a manner acceptable to the course instructor within one week of the absence or notification of absence (in cases when notice prior to the absence is not possible—but again, all excused absences must be communicated to the instructor no later than one week of the absence).

Respect: When providing feedback and consultation to other students, it is expected that you will be respectful of one another. You will be encouraged to challenge your colleagues and provide constructive

feedback. This feedback from individuals who know you well is extremely valuable in improving your skills as a therapist. Your feedback should be provided in a way that communicates respect, facilitates your peers' learning, and conveys your interest in learning from your peers. Should it be determined that your feedback is provided in a way that undermines the experiential learning in this course, you will be asked to remediate your behavior and you may be referred to the counseling psychology faculty for formal remediation.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (http://www.auburn.edu/student_info/student_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

As students enrolled in a training program accredited by the American Psychological Association, you are bound by the *Ethical Principles of Psychologists and Code of Conduct* adopted by that organization. The Student Policy eHandbook contains information on procedures to follow in the event you have an academic grievance. It also contains information about the student code of conduct. It is your responsibility to be familiar with and to follow the code of conduct in the eHandbook.

Confidentiality/Privacy: Material describing clients, particularly any information which might later help identify a client in an environment outside class, must be kept confidential, consistent with the APA ethics code. Specifics that you discuss in class about yourself and your behavior as a therapist are considered private within the scope of training, and confidential as pertains to your peers. That is to say, no member of the class is to repeat outside of class private information disclosed in class. To do so would violate the privacy rights of your peers who are disclosing in pursuit of becoming a better psychotherapist. As your supervisor (class instructor) there are certain conditions that demand information I obtain about your clients' behaviors and your own behavior with your clients be disclosed or otherwise discussed with others. These include the usual ones of court order, child or elder abuse, and serious threats of violence, including threatened suicide or homicide, by the client. I may also disclose to others behaviors you have engaged in or appear to be engaging in which in my opinion put your client's welfare at risk. Routine mistakes made by students in training do not demand that I disclose personal information. Should I have serious concerns about your ability to pass the class, I may discuss these concerns with colleagues to arrive at an appropriate decision for future training requirements. I also reserve the right to consult with a colleague to appropriately address clinical issues that arise (ranging from a particular clinical policy to a situation in which I have concerns about your or a client's safety). Finally, during faculty meetings and/or on-site evaluations of your performance, illustrative problem areas may be discussed. As a general rule, I will use common sense and

sensitivity to your needs as important variables in deciding whether it is necessary to discuss with others what has transpired in class or individual supervision.

In line with confidentiality, you will need to retrieve and shred documents that you share with peers during in-class presentations. Similarly, you should appropriately store transcripts and tapes and destroy such materials as soon as possible (typically immediately after class/supervision, though you may need to review tape a few times or retain documents for training evaluation). Regarding transport of session recordings to and from your site, I require that you use a password-protected or encrypted flash drive or folder.

Office Hours: I am available by appointment. Campus email is the best way to reach me to schedule an appointment, but you can also see me after class or call my office phone. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it. I also offer the caveat that I may ask another supervisor to serve in my absence if I am away and cannot be reached. Please follow your site requirements and the ethical guidelines, along with Alabama (or Georgia, if applicable) state law, when dealing with client emergencies.

9. Justification for Graduate Credit:

This course includes advanced content in graduate psychology education and is designed to partially meet standards for accreditation by the American Psychological Association (APA). This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus. As a practicum course designed to teach knowledge and skills related to psychotherapy through the direct provision of supervised psychotherapy services, only students enrolled in the counseling psychology doctoral programs are eligible to take this course.