**SYLLABUS**

**1. Course Number: COUN 7910**

**Course Title: Practicum—Counseling Psychology—Auburn University**

**Credits: 3 semester hours;**

**Prerequisites: COUN 7350 (one semester) and enrollment in Counseling**

**Psychology program**

**Corequisites: None**

**Instructor: Joeleen Cooper-Bhatia, Ph.D.; E-mail: jzc0026@auburn.edu; Phone: 334-844-5123**

**2. Date Syllabus Prepared:** August 2017

**3. Text or Major Resources:**

Students in this course will be required to read the following texts.

1. Teyber, E. & Teyber, F. (2016). *Interpersonal Process in Therapy: An Integrative Model (7th ed).* Boston, MA: Cengage Learning.
2. Yalom, I.D. (2013). *The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients.* New York, NY: Harper Perennial.

You should be familiar with and have access to the following, prior to the start of class. The required resources below are not attached to assigned readings; rather, you are responsible for the content from the start of the term.

1. American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders (5th ed)*. Washington, DC: Author.
2. American Psychological Association. (2003). *Ethical Principles of Psychologists and Code of Conduct* Washington, DC: Author.
3. State of Alabama, Board of Examiners in Psychology. (2002). *Code of Alabama: Chapter 26. Psychologists.* Author. (available online <http://law.onecle.com/alabama/professions-and-businesses/chapter26.html>)
4. Board of Professional Affairs, Committee on Professional Standards, American Psychological Association (1987). General guidelines for providers of psychological services. *American Psychologist, 42*, 1-12. Available through PsychInfo.
5. Counseling Psychology Practicum Guidelines: <http://www.education.auburn.edu/wp-content/uploads/2016/02/serc-cop-practicumguidelines16.pdf>

Students will also be required to read a treatment manual and four journal articles of their choice, as detailed below.

You will also take personal responsibility for reviewing literature relevant to your clinical work. This includes literature on the presenting concerns of your clients.

**4. Course Description:**

Initial experience in providing psychotherapy and in designing psychological interventions following assessment/evaluation.

**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 objectives of the course are to build your development as a psychotherapist. Subsets of this overall objective include development in the following areas:

1. Building and sustaining the therapeutic relationship
2. Awareness of your emotional reactions to clients and how that affects the therapy you do
3. Case conceptualization skills
4. Knowledge of the scholarly literature, including research, theory, and suggested professional behaviors, regarding client problems
5. Knowledge of empirically supported treatments that bear on clients whom you are seeing
6. Ability to distinguish between more and less severe psychopathology
7. Awareness of danger areas with various types of clients
8. Ability to use a variety of therapy skills with various types of clients
9. Awareness of how factors traditionally associated with diverse populations may influence problems presented by clients, as well as how these issues may impact the way therapy is experienced by the client and should be conducted by the therapist
10. Awareness of ethical issues and being able to deal with them professionally and ethically in psychotherapy
11. Appreciation for client’s defenses (or their equivalent, depending on your theoretical orientation) and the ability to effectively engage clients’ affect
12. Ability to use the supervisory experience to assist your client
13. Ability to demonstrate that you can effectively and consistently assist clients in solving their problems, improving the quality of their life, or assist them in being better able to cope with their suffering
14. Ability to demonstrate all skills as measured by the Practicum Evaluation Form which is to be completed by your on-site supervisor
15. Obtain a minimum of 30 hours of supervised experience providing psychological services to clients
16. Obtain a minimum of 1 hour each week of direct individual supervision from a qualified supervisor in the identified service setting; additional supervision can be provided in group or other formats
17. **Course Content** **and Schedule:**

This course is a practicum placement. The schedule is to be agreed upon by the student and the identified training site but should not include less than 8 hours of on-site services per week and can include more hours up to 20 hours as agreed upon by the training site. The training site must also provide a minimum of 1 hour of on-site scheduled supervision per week with additional supervision available. Students receiving less than one hour of supervision weekly from their site should notify the instructor, who may require the student to obtain additional supervision. The training site will also provide all necessary in-service trainings required of employees and therapeutic service providers at their site. You are expected to attend all class meetings.

The basic course content and schedule for our weekly 3-hour class meetings is outlined below in course requirements. This is subject to change based upon the learning needs of the class. It is important that you take the class opportunities to present your clinical work and cases (including tape) for supervision. Included in evaluation of your therapy skills is my evaluation of your work in the class (which includes presenting cases for discussion) and openness to supervision (reflected in how readily you present cases). As a group, you will make the decision about who will play tapes each week (note that some weeks have scheduled case presentations which may take up the entire class; however, students are still encouraged to bring tape in the event that we have time to address clinical concerns). It is expected that we will always have people ready to show tape. I expect that you will work out among yourselves a rotation for playing tapes.

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| ***Date*** | ***Topics & Assignments*** |
| 8/24 | Course Introduction, Syllabus, & Sample Session Review |
| 8/31 | Case Discussions |
| 9/7 | Case Discussions; Deadline for reading Yalom  |
| 9/14 | Case Discussions  |
| 9/21 | Case Discussions  |
| 9/28 | Case Discussions |
| 10/5 | Case Discussions; Deadline for Treatment Plan Paper |
| 10/12 | Fall Break – No Class |
| 10/19 | Case Discussion & Case Conceptualization Presentations Deadline for reading Teyber & Teyber |
| 10/26 | Case Discussions & Case Conceptualization Presentations |
| 11/2 | Case Discussions & Case Conceptualization Presentations |
| 11/9 | Case Discussions & Case Conceptualization Presentations |
| 11/16 | Case Discussions; Deadline for reading articles and treatment manual |
| 11/23 | Thanksgiving Break – No Class |
| 11/30 | Case Discussions; Outcome Assessment Presentations |
| 12/7 | Case Discussions; Outcome Assessment Presentations |
| 12/14 | Finals Weeks (Plans to meet TBD) |

**7. Course Requirements/Evaluation:**

**Course Requirements:**

1. Required readings: The required texts listed above (Teyber & Teyber; Yalom) are required reading for this course and will be actively discussed throughout the semester. Specific reading deadlines for these books are listed in the Course Schedule above. Additionally, each student is required to complete the following readings of their choice for this course: a. four journal articles related to psychotherapy; and b. one psychotherapy treatment manual. Readings should be approved by me prior to your decision to read them. Upon completing each reading, you are asked to e-mail me with a **brief, one-paragraph** description of the information that you gathered from the reading and how it has been or could be utilized in your clinical work. All readings **must be completed prior to November 16, 2017**, but should be incorporated throughout the semester in order to facilitate your learning. You are welcome to discuss your readings in class and may be asked to do so by me. I may also assign additional readings throughout the semester relevant to topics discussed in class.
2. Attendance and participation: You are required to attend and participate in this three-hour weekly class. Absences will result in a 10% deduction to the attendance/participation portion of your grade.
3. Supervision: If the time we have in class is not sufficient to assist you with difficult situations, I will be happy to see you for individual supervision to augment your supervision in this class. I will also meet with each of you individually around mid-semester to check in regarding your performance in the course. Additionally, students will attend six supplemental supervision meetings (45-50 minutes each) with a supplemental supervisor enrolled in COUN 8540. These meetings will occur between the weeks of October 11 through November 15 at Student Counseling Services during a mutually agreed-upon time set between the supervisee and supervisor and confirmed with the practicum director at SCS. These supervision meetings will be client-focused with strict boundary parameters. Practicum students will secure permission from at least 2-3 clients in order for their supplemental supervisor to view session recordings. Each week, the student will supply one session recording to their supervisor by an agreed-upon day. The session will be stored on an encrypted flash drive purchased by the student and will never leave SCS.
4. Weekly case discussions: The majority of the time in each class will be spent discussing issues related to clients you are currently seeing at your practicum site. Each week, priority will go to students who have an immediate concern about a therapeutic issue. Outside of that, students enrolled in the class will rotate weeks so that each week about half of the class will be presenting/discussing a case. When discussing clients and their problems, you will be expected to know, or be willing to commit to finding out, what the literature says about the issue under discussion. When you are discussing a case, you will be expected to play an audible and understandable video recording. You will be expected to have identified before class: (a) the portion(s) of the session you would like to play; and (b) the issues/concerns you would like to discuss. You are required to play a minimum of five audible video tapes during the semester. Failure to do this will result in an “incomplete” for the course. You will receive a grade of “unsatisfactory” if I believe your failure to play tapes rises to the level of professional (supervisee) misconduct. Case discussions may also include discussion of various topics relevant to psychotherapy (e.g., risk assessment, ethics, diversity/multicultural issues, empirically supported treatments, case conceptualization, transference/countertransference). You are encouraged to bring your toughest, most challenging situations to class.
5. Record of clinical hours: You are required to submit an accurate and detailed record of your clinical hours at the end of the semester. A minimum of 30 direct contact hours should be accrued at your practicum site this semester.
6. Treatment plan paper: Each student will complete a written treatment plan that will be submitted to me. The treatment plan should focus on a client with whom you are early in the treatment process (e.g., 2-3 sessions). The treatment plan should meet the specific needs of the client using evidence-based clinical approaches. Since this assignment involves submitting written client information, SCS procedures regarding client materials must be adhered to. The treatment plan should include the following:
	1. Client presenting concerns to be addressed in treatment
	2. DSM-5 diagnostic impressions and explanation
	3. Specific treatment goals
	4. Specific treatment methods/interventions and how these connect to treatment goals
	5. Recommended frequency of treatment and explanation
	6. Expected length of treatment and explanation
	7. Adjunctive referrals recommended (e.g., group therapy, medication) and explanation
	8. Client agreement with treatment goals and discussion of potential barriers
	9. Prognosis and explanation
	10. List of references used
7. Case conceptualization: Each student will complete one in-depth case conceptualization this semester. The client and session chosen should be sufficient to answer the information below (i.e., not a first session) and allow for the opportunity to incorporate feedback (i.e., not a termination session), unless this is specifically approved by me. The presentation will include, at minimum, a verbal presentation of the following components:
	1. A 15-20 minute audible portion of videotape of your work with the client
	2. Discussion of client variables
		1. Presenting concerns
		2. Demographic and background information (including information about family variables)
		3. Assessment/outcome data
		4. Cultural considerations
	3. Discussion of therapist variables
		1. Perception of the relationship with the client
		2. Difficulties with the client
		3. Emotional reactions to the client and/or treatment
		4. Cultural considerations
	4. Discussion of treatment variables
		1. Sessions and focus of sessions
		2. Theories used in treating the client
		3. Research used in treating the client
		4. Goals and assessment of goals
	5. Resources that have been useful in working with this client (including, but not limited to, books, journal articles, worksheets, self-help information, etc.). NOTE: Each student will provide a written copy of this section of the presentation to the entire class in the interest of sharing of helpful resources.
	6. Issues for consideration
		1. Specific questions/issues you would like to address in the presentation
		2. Any additional feedback that would be helpful
8. Outcome assessment presentation: An increasing amount of emphasis is being placed on how therapists evaluate their work. For the purpose of this course, you will be asked to complete an informal presentation of your use of outcome data with one client. The presentation should include a visual depiction of the data, a discussion of whether reliable change was observed, and a discussion how the information from the outcome assessment was used to inform your work. The presentation should include at least two data points on one outcome measure from two different sessions across your work with the client. For this course, the standard site measures can be used (e.g., CCAPS). But, if may be useful to include additional methods of assessment to capture the types of outcomes you expect to observe given your conceptualization of the client’s presenting concerns and treatment. For example, if you’re working on improving motivation to attend class with a client and incorporating a behavioral approach, it may be helpful to track how many classes the client attends each week. Please note that the use of any assessment with clients requires approval of your on-site supervisor.

**Course Evaluation:**

This courses uses satisfactory/unsatisfactory grading. Your evaluation will depend on your performance as a psychologist in training, including related issues such as ethics, responsiveness to supervision, behavior with on-site colleagues and supervisors, professional responsibilities such as record-keeping, and class attendance. Evidence for your performance will be based on, but not limited to, reports from your on-site supervisor or training director and recordings you play in class. Your comments and behavior in class (e.g., frequency and quality of your recordings, comments in class, quality of presentations) will also be considered.

A key component of your evaluation is the form completed by your on-site supervisor near the end of the semester. No grade will be assigned (other than “Incomplete”) until I have received your final evaluation. It is your responsibility to ensure that I receive this evaluation. Please feel free to talk with me if any issues arise in this area. You also must successfully complete all assignments made by staff at your practicum site, and you must meet all standards set by them.

According to Program Policy #23, **in order to receive a grade of “satisfactory”** as a first-year practicum student, you must obtain ratings from your on-site supervisor which have the following characteristics: 1) no dimension may be rated “unacceptable”; 2) no more than two of the rated dimensions can be rated “substantially below expectations.”

**A grade of “satisfactory” requires the following:**

1. A satisfactory evaluation from your site supervisor.
2. You must obtain at least 30 client-contact hours to receive a grade of satisfactory.
3. You must have at least 8 hours at your site each week.
4. You must receive at least one hour of individual supervision each week.
5. You must submit a log of your hours to me.
6. You must demonstrate skills at the level expected (minimum levels of competence) for your current level of training.
7. You must attend a mid-term meeting with me and complete supplemental supervision.
8. You must complete assigned readings and complete written summaries for your chosen treatment manual and articles.
9. You must receive grade of at least 85% on each of the following components
	1. Treatment Plan Paper
	2. Case Conceptualization Presentation
	3. Outcome Assessment Presentation
	4. Attendance/Participation

Although feedback from your practicum site will be an important source of your evaluation, the final responsibility for grading lies with me as the instructor of record. Under some circumstances, you may be given a grade of “Unsatisfactory” even if you successfully pass the specific requirements of the practicum site. Unethical conduct or substantial failures of the responsibility to clients (e.g., failure to show up for a therapy session without making arrangements for the welfare of your client) will result in an unsatisfactory grade.

In the event that you are not making adequate progress to my expectation, I will meet with you to discuss this matter. I encourage you to schedule meetings with me to discuss your progress over the course of the semester. If you do not receive a satisfactory evaluation from your training site, I may require you to take steps towards remediation as allowed in the program manual, training site policies, ethical guidelines, and professional judgment of program faculty.

1. **Class Policy Statements:**

Accommodations: Students who need accommodations are asked to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, please make an appointment with the Office of Accessibility at 1228 Haley Center, 334-2096 (V/TT).

Honesty Code: The University Academic Honesty Code is contained in the Auburn University Student Policy eHandbook: <http://www.auburn.edu/tigercub/handbook.html>. All academic honesty policies will apply to this class. This resource also contains information on procedures to follow in the event you believe you have an academic grievance or you believe that you have been harassed or discriminated against. Additionally, it contains information about the student code of conduct, including information about plagiarism. It is your responsibility to be familiar with and to follow the code of conduct in this Handbook.

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

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. Prior to showing a recording of a client, each student will show a still picture of the client along with some brief demographic information in order to insure that the client is not known to any other students in the class. If this type of conflict of interest occurs, the student who knows the client may be asked to leave for a portion of the class time to protect the client’s confidentiality.

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 it pertains to your peers. That is to say that no student in 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 course instructor, there are certain conditions which demand information I obtain about your clients’ behaviors and/or your own behavior with clients be disclosed or otherwise discussed with others. These include the usual limits of confidentiality (risk of suicide or homicide, abuse to a vulnerable population, court order/subpoena). I may also disclose to others behaviors you have engaged in or appear to be engaging in which in my opinion put your clients’ welfare at risk. Routine mistakes made by students in training do not demand that I disclose personal information. Finally, during faculty 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.

Office Hours: Please contact me via e-mail to arrange an appointment if you need to discuss anything pertaining to class.

Other Class Policy Statements: Students are expected to attend all class meetings and participate in all classroom discussions and exercises. Students are responsible for initiating arrangements for missed work due to excused absences.

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. This document may be downloaded from the APA website. Certain COP Program Policies are also relevant to grievances or discrimination; consult our Student Handbook.

The Office of Affirmative Action/Equal Employment Opportunity is responsible for supervision of the University's Equal Opportunity Program and for monitoring its effectiveness. This office (<http://www.auburn.edu/administration/aaeeo/index.html> ) strives “to ensure that the rights of Auburn’s employees and students are protected in accordance with Federal and State regulations and University policies.”

Graduate students who hold assistantships may, as a result of their functioning as an employee, make use of the University Ombudsperson. <http://www.auburn.edu/administration/ombuds/university_ombudsperson.html>

**9. Justification for Graduate Credit:**

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” (SACS guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Graduate Council, May 21 1997 apply.