**COUN 7910**

Practicum in

Counseling Psychology

***Fall 2019***

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**Department of Special Education, Rehabilitation, and Counseling**

**College of Education**

Instructor Information:

**Evelyn A. Hunter, PhD**

**Assistant Professor**

**2064 Haley Center**

**eac0006@auburn.edu**

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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.**



**SYLLABUS**

**1. Course Number: COUN 7910 (3 semester hours)**

**Course Title: Practicum in Counseling Psychology**

**University: Auburn University**

**Prerequisites: 2nd year doctoral student: Auburn University COP**

**Instructor: Evelyn A. Hunter, PhD**

**Contact Info: 2064 Haley (mail: 2084); eac0006@auburn.edu**

**Class Meeting: Tuesdays 4:00-6:50pm in AU Counseling Center**

**2. Date Syllabus Prepared:** August 2019

**3. Required Readings:**

[RCT] Jordan, J. V. (2010). Theories of psychotherapy. Relational–cultural therapy. Washington, DC, US: American Psychological Association.

 [CCH] Saks, E. R. (2007). *The center cannot hold: My journey through madness*. New York, NY: Hyperion.

Various Articles Assigned on Canvas

**Additional Required Resources:**

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders (5th ed)*. Washington, DC: Author.

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* (2015). Retrieved from <http://www.education.auburn.edu/wp-content/uploads/2016/02/serc-cop-practicumguidelines16.pdf>

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>)

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.

**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 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. Awareness of your emotional reactions to clients and how that affects the therapy you provide
2. Establish rapport and a good working relationship with a client during the first session
3. Utilize the DSM to accurately identify clinical diagnoses and ability to distinguish between more and less severe psychopathology
4. Case conceptualization skills
5. Develop treatment plans that will motivate clients, reflect agreed upon and appropriate goals, and that research has shown to be effective strategies for clients identified problem(s)
6. Articulate a working theoretical orientation that is used to guide treatment with clients and integrated into the practice of working with clients
7. Awareness of danger areas with various types of clients
8. Ability to use a variety of skills with various types of clients
9. Maintain an appropriate counseling process until the client’s problems are resolved such that you demonstrate you can effectively and consistently assist clients in solving their problems, improving quality of their lives, or assisting them to better cope with their suffering
10. 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
11. Awareness of ethical issues, and being able to deal with them professionally and ethically, in psychotherapy
12. Appreciation for clients' defenses and the ability to effectively engage clients' affect
13. Document clinical work in a way that meets the standards of the work setting, insurance companies, and state laws
14. Work cooperatively and effectively within the agency setting and develop appropriate professional relationships with mental health professionals outside the agency and other providers within and outside the agency as needed
15. Ability to use the supervisory experience to assist your client
16. Obtain a minimum of 30 hours of supervised experience providing psychological services to clients
17. 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

**6. Course Content** **and Schedule:**

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.

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| --- | --- | --- | --- | --- |
| **WEEK** | **DATE** | **CLASS TOPIC/ACTIVITIES** | **READINGS DUE** | **ASSIGNMENTS DUE** |
| 1 | Aug 19 | Course Intro. The theoretical self. S& W Discussion. Goals. Review ethics code. Schedule Presentation Assignments. |  |  |
| 2 | Aug 26 | Difficult dialogues. The Relationship. Clinical cases/concerns/tape review. | RCT: Preface  |  |
| 3 | Sept 9 | Conceptualizing Cases. Clinical cases/concerns/tape review.**Student: Power & Privilege in Therapy**  | RCT: Introduction Suggested: CCH Memoir  | Student Discussant 1 |
| 4 | Sept 16 | Multicultural & Feminist perspectives. Clinical cases/concerns/tape review.**Student: Social Justice and Therapy** | RCT: HistorySuggested: CCH Memoir  | Student Discussant 2  |
| 5 | Sept 23 | Personality and Boundary Issues. Clinical cases/concerns/tape review.**Student: Treating depression and/or Anxiety.**  | RCT: TheorySuggested: CCH Memoir  | Student Discussant 3  |
| 6 | Sept 30 |  Risk Assessment & Management. Clinical cases/concerns/tape review.**Student:** **Substance Abuse Txt.**  | RCT: Therapy ProcessSuggested: CCH Memoir  | Student Discussant 4  |
| 7 | Oct 7 |  Health. Sexual Functioning. Clinical cases/concerns/tape review.**Student: Trauma.**  | RCT: Evaluation Suggested: CCH Memoir  | Student Discussant 5 |
| 8 | Oct 14 | Understanding RCT and Theoretical Approaches generally – the search for your own. Clinical cases/concerns/tape review. | RCT: Future Developments Suggested: CCH Memoir  |  |
| 9 | Oct 21 | Risk Assessment. Clinical cases/concerns/tape review. | RCT: SummarySuggested: CCH Memoir  |   |
| 10 | Oct 28 | Ending (Termination as a process). Clinical cases/concerns/tape review. | Suggested: CCH Memoir  | Case Presentation Paper\*Case Presentation 1\* |
| 11 | Nov 4 | Clinical cases/concerns/tape review. | Suggested: CCH Memoir  | Case Presentation 2\*Suggested: Write Memoir Reflection |
| 12 | Nov 11 | Clinical cases/concerns/tape review. | Suggested: CCH Memoir  | Case Presentation 3\* |
| 13 | Nov 18 | Clinical cases/concerns/tape review. | Suggested: CCH Memoir  | Case Presentation 4\* |
| 14 | Nov 25 | NO CLASS THANKSGIVING |  |  |
| 15 | Dec 2 | Memoir Reflections. Clinical cases/concerns/tape review. End-of-Semester Processing. |  | Case Presentation 5\*Memoir Reflections Hours Documentation & Site Evaluation Due |

**\*NOTE\* SCPS policy requires that any written case presentation material be given to supervisors AND approved at least 2 weeks prior to the presentation.** As such, you should aim to COMPLETE your presentation at least 2 weeks BEFORE the due date (SCPS supervisors may require edits prior to allowing you to submit your case for course credit). Failure to give your supervisor the two weeks prior to your case presentation will not be accepted as an excuse for missed deadlines. As such, it may be wise to engage in ongoing discussions with your supervisor regarding this assignment and when they might expect your presentation for review.

**7. Course Requirements/Evaluation:**

**Preparation**: 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, including reading other resources such as site manuals/handbooks, treatment manuals, and literature on clinical issues.

**Clinical and Individual Supervision Hours**: 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 no more than 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.

**Group Supervision**: You are also expected to attend all class meetings as class will serve as your group supervision experience. *More than one unexcused absence will result in an Unsatisfactory grade for the semester* (see Attendance policy for additional details). The 3-hour weekly class will consist of informal case/clinical discussions, formal case presentations, and periodic didactic presentations by the instructor. 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 each class period. However, each student is expected to bring a consultation question/clinical issue for discussion several times. *You must show client tape during consultation at least twice during the semester* (in additional to any tape shown for presentation purposes). Included in evaluation of your therapy skills is my evaluation of your work in the class (which includes presenting cases for group supervision) and openness to supervision (reflected in how readily you present cases). It is expected that we will always have people ready to show tape. 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. If site supervision and in-class group supervision is not sufficient to meet your training needs, you may request periodic individual meetings with the instructor. In addition, the instructor may require periodic individual meetings if it becomes evident that you need additional supervision.

**Memoir Reflection**: For this, you will describe your reactions to the class memoir you selected. Did you learn anything new? What stood out? What was consistent with what you expected? How was reading this memoir for you? Does anything stand out as you think about your work with clients, if so what? Generally, you will have a **minimum of 4-5 double-spaced pages** on your reaction, but should not exceed 6 double-spaced pages. You will be expected to share your reflections/reactions to the memoir in class (10 min). **The reflection will be submitted on Canvas on the due date outlined in the course schedule.**

**Student Discussion Leader**: Each of you will serve as the **student discussant** for the weeks’ topic(s) once during the semester. As the discussion leader, you will select and **consume 3-4 manuscripts** about the topic on your assigned day. You will then use your reading to lead a focused discussion about how we might apply the knowledge to our therapeutic work. You can provide a brief presentation about your articles, but your task is to be a discussion leader, so think about how you might engage the class with the work you read, and make it applicable to your and others clinical work. You should prepare for a 20 min discussion, so if you summarize the reading, you should practice to ensure that you allow ample (at least 15 minutes within the 20-minute time allotted) for discussion. You may wish to prepare some questions or discussion points to engage your peers, and you will likely want to start with giving some of your own reactions to the literature. The grading for this assignment will reflect your fulfillment of the role of discussion leader so you do not have to be an expert on the topic, but you can certainly incorporate any expertise you have or additional research you reviewed into the discussion. **You should prepare a brief outline of your prepared discussion, with the references of the manuscripts you utilized. You will also post the articles on Canvas. The outline and articles should be submitted on Canvas prior to class on your discussion day.** These materials will be made viewable to your peers so they can follow along as you lead the discussion.

**Case Presentation**:\*SEE SCPS note beneath course schedule\*

The advancement of psychotherapy as a reproducible, teachable set of skills and knowledge requires a strong foundation in case conceptualization. As such, you will present a **60-min case presentation (15 min video, 25 min presentation, 20 min discussion)** once during the term. This will require the following components:

* 1. Select a theory that best fits your current direction in working with clients and identify 2-3 pieces of literature (at least 1 scholarly book and at least 1 empirically based peer-reviewed article) that will enhance your understanding of theory application to your clinical practice. You may integrate multiple theories here, but you must have a clear demonstration of these integrated skills and an understanding of how you are utilizing multiple theories in your work. Integration is an advanced skill, and if you are uncomfortable with the application of 1 or more of your interested theories, it may be best to rely on a single theory for the purposes of this case presentation.
	2. Select a client that you have seen for a minimum of 4 sessions and share a 15-minute segment of session tape that demonstrates your work utilizing your chosen theory with a client.
	3. Present your case presentation (25 min) to class. You will bring to class a bullet point version of your written case presentation for each person in the class. At the end of the class you present, you will collect these and destroy these materials and tape at the earliest possible point in time (typically immediately after the class).
	4. The written component turned into the instructor (**8-10 double-spaced pgs**.) of the case presentation will require you to:
		1. conceptualize your client,
		2. identify how your theoretical orientation that guides your work with your client including what you have already done in session (and specifically incorporates what you do differently based on the literature you consumed),
		3. outline the progress you have made to date and your treatment goals,
		4. identify how your treatment goals relate to your theoretical orientation,
		5. specify the appropriate diagnoses,
		6. outline a basic treatment plan (referencing treatment goals and your theoretical orientation/belief about change/growth),
		7. clarify how your treatment goals relate to the client’s diagnosis or diagnoses,
		8. discuss how the client’s background (diversity/multicultural factors) bear on the case,
		9. discuss the major limitations of your theoretical orientation in relation to the relevant diversity/multicultural factors in your case
		10. discuss your major strengths as a therapist with this case and major weaknesses/growth edges
		11. and identifies issues with which you would like assistance from your peers.

**This assignment will be submitted on Canvas on the due date outlined in the course schedule.**

**Documentation and Practicum Site Evaluation**: You are required to submit to your site supervisor, the training director, and to your instructor of practicum (7910):

* a complete list of practicum hours and clients seen using the program approved reporting form (time-to-track).
* you are required to submit an evaluation using the program approved practicum evaluation form at the end of the term.

It is your responsibility to provide your site supervisor the form enough in advance that it can be completed by the end of the term. Waiting until the last week of class may be too late to meet this deadline. You must meet the requirements spelled out in the program policies for the minimally acceptable evaluations to pass practicum for students in their first year of practicum. These requirements are spelled out in the program policies on the COP website. **ALL record of hours and evaluations will be submitted on Canvas on the due date outlined in the course schedule.**

**Overall Course 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 tapes you play 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 evaluation will be the evaluation form completed by your on-site supervisor near the end of the semester.

* A grade of satisfactory in the course requires all the following (no one thing can offset another requirement):
* No more than 1 unexcused absence
* A grade of 85% or better on the memoir reflections
* A grade of 85% or better on leading the discussion on the text topic(s)
* A grade of 85% or better on the case conceptualization presentation
* A grade of 85% or better on the alliance/ outcome assignment
* Satisfactory performance in demonstration of clinical skill for your current level of training
* Satisfactory use of supervision
* Active and open involvement in class discussions
* Completion of minimum number of direct client hours (30)
* Completion of weekly individual supervision with site supervisor
* A satisfactory evaluation from your training site (see COP practicum guidelines)
* An accurate submission of clinical hours and on-site evaluation from the term
* 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 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.

**8. Class Policy Statements:**

Late Assignment Policy: Late assignments are not acceptable. 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 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, students with more than one unexcused absence will result in an Unsatisfactory grade in this class. After one unexcused tardy or early departure of 15 minutes or more, each subsequent tardiness or early departure will be considered an unexcused 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](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences. For an excused absence to not count against the attendance grading requirement, students must make up the missed class period 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 group 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 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 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 meetings.

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 and Clinical Emergencies: 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. Additionally**, I have made my practice cell available in case of a clinical emergency in which your on-site supervisor cannot reached or additional, urgent supervision is needed. That number is 404-643-2745.** It is important to note that your on-site supervisor is the first point of contact in these situations. 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.