

## COUN 8910

Advanced Practicum in  
Counseling Psychology

Spring, 2013

Department of Special  
Education, Rehabilitation,  
and Counseling

College of Education

INSTRUCTOR INFORMATION:  
**Randolph B. Pipes, Ph.D.**  
Professor  
2004 Haley Center  
pipesrb@auburn.edu  
334-844-2883

OFFICE HOURS:

By appointment

## 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*



**AUBURN**  
UNIVERSITY

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SYLLABUS  
CCP 8910  
Advanced Practicum--Counseling Psychology--Auburn University  
Spring Semester, 2013

Instructor: Randolph B. Pipes  
2004 Haley Center; 334-844-2883; pipesrb@auburn.edu

Course Credit: Three Semester Hours

**SYLLABUS**

**1. Course Number:** COUN 8910  
**Course Title:** Advanced Practicum—Counseling Psychology—Auburn University  
**Credits:** 3 semester hours  
**Prerequisites:** COUN7910 (two semesters)  
**Instructor:** Randolph B. Pipes; 2004 Haley (messages: 2084); [pipesrb@auburn.edu](mailto:pipesrb@auburn.edu); 844-2883.

**2. Date Syllabus Prepared:** Reviewed and Updated: 1/13

**3. Text or Major Resources: Required:**

Readings as assigned (see below)

**4. Course Description:**

Advanced experience in providing psychotherapy and in designing psychological interventions following assessment.

**5. Course Objectives:**

The objectives of the course are to continue your development as a psychotherapist. Subsets of this overall objective include continued improvement 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 (e.g., gender issues, ethnicity, and sexual orientation--but not limited to these three) 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 clients' 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 assisting them in their 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 (See Practicum Guidelines and Program Policy #23).

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

The basic course content and schedule is outlined below in course requirements.

## **7. Course Requirements/Evaluation:**

### Class Requirements

Re-read the practicum guidelines if you have not done so within the past six months, since that document serves as an addendum to the course syllabus. Also, you should review the *Ethical Principles of Psychologists and Code of Conduct*.

1. You are required to attend and participate in a three-hour weekly class, and to carry out the responsibilities to which you are assigned at your practicum site. 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 class (indeed I may require that this be done.) In class each week, the highest priority will go to individuals who have a concern about a therapeutic issue. Other than that, students enrolled in the class will rotate weeks so that each week ½ of the class will be presenting/discussing a case. During the class we will use your cases to discuss various topics relevant to psychotherapy such as suicide, ethics, multicultural issues, empirically supported treatments, gender issues, case conceptualization, boundary issues, transference, countertransference, 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. When you are presenting a case you will be expected to play an audible (understandable) audio or video tape (unless your site prohibits bringing tapes to class). When it is your turn to present, prior to coming to class, you are expected to have identified portions of the tape which you would like to play, and are also expected to have identified issues/concerns you would like to discuss. You are required to play a minimum of five understandable (client and therapist) video tapes (unless your site forbids this). Failure to do this will result in an “incomplete” in the class. You will receive a grade of “unsatisfactory” if I believe that your failure to play tapes rises to the level of professional (supervisee) misconduct. At times we will do role plays. For some of these I will act as the therapist and for others I may ask you to briefly be the therapist. I encourage you to bring your toughest, most frustrating situations to class.

2. You are required to read at least one book on psychotherapy and at least four articles on psychotherapy; these should be done not later than March 18, 2013. Hand in not later than that date a statement that says you have read the four articles and the book. **Please check with me prior to making a final decision about what book to read.** I will ask you in class to give a brief overview of the book. Of course you are strongly encouraged to read several books during the semester about a variety of diagnoses, disorders, etc., however, for this particular book, I would like you to focus on the more general issues in psychotherapy.

3. The advancement of psychotherapy as a reproducible, teachable set of skills and knowledge depends in part on research. Furthermore, the development of your skill as a psychotherapist depends in part on your understanding of the research which has been done in psychotherapy. Each of you who has not previously read a psychotherapy treatment manual of an empirically supported treatment must do so. Some of you will be at sites which do not use manualized therapy; however, others of you will be at such sites and you are encouraged to share experiences and contribute to the class’s understanding of such treatments.

5. You are required to submit an accurate and detailed record of your clinical hours at the end of the semester.

6. Each person must do an “in depth” case presentation (including an audio or video tape unless your site prohibits this) that includes presenting concern, background, assessment, outcome data, cultural issues, relevant research, and your awareness of your own emotional reactions to the client and his or her problem, including how that affected treatment. You are required to provide a typed transcript to me and to other members of the class of one session of this case (see me if you need to do this for a different client). You must send us the transcript at least 24 hours in advance of class. **In preparing this transcript, you must insert the command which places numbers by each of the lines of text.** Do not put identifying information on the transcript and strike any words or lines which would make the client identifiable. These details can be filled in verbally. At the beginning of the typed paper, give just a very brief overview that allows us to get the context of the therapy session. Do not bring a transcript from the very last session of a course of therapy without consulting with me. To repeat, **do not put any information in the transcript which would allow someone to identify the client.**

For the class, you are required to integrate assessment, research, theory, client and supervisor feedback, and practice which is commonly accepted within the field as you provide psychotherapeutic services.

An increasing amount of emphasis is being placed on how therapists evaluate their work. In this course we will be discussing some outcome evaluation options and you will be strongly encouraged to evaluate your therapy in an on-going way. Working with your sites, written evaluation of your therapy is strongly

encouraged.

## Student Evaluation

This course uses satisfactory/unsatisfactory grading. Your evaluation will depend on your performance as a therapist in training (including related issues such as ethics, responsiveness to supervision, behavior with on-site colleagues, professional responsibilities such as record keeping, professional behavior on-site, class attendance, etc.), particularly as evidenced in (but not limited to) reports from your on-site supervisor (or training director) and the tapes you play in class. 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. No grade will be assigned (other than “Incomplete”) until I have received your final evaluation from your on-site supervisor. You must successfully complete all assignments made by staff at your practicum site, and you must meet all standards set by them. Although feedback from your practicum site will be an important means by which evaluations are typically made, because final authority for assigning grades rests with the instructor of record at Auburn, your final grade will be determined by the instructor and may, under some circumstances, be “unsatisfactory” even if you successfully pass the specific requirements of the practicum site.

**See COP Program Policies (posted to the web on our homepage) which describes (Policy #23) minimum standards which you must meet to receive a grade of “satisfactory” for this course.**

## **8. Class Policy Statements:**

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. 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, make an appointment with the Office of Accessibility at 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code, contained in the Auburn University Student Policy eHandbook (formerly entitled the Auburn Cub) <http://www.auburn.edu/tigercub/handbook.html>. Rules and Regulations pertaining to Cheating will apply to this class.

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: Obviously, 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 class instructor there are certain conditions which demand that 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 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. Finally, during faculty and/or on-site evaluations of your performance, illustrative problem areas may be discussed. As a general rule, I will certainly try to 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 see me (or call or email) for an appointment. I am also here virtually every day and you are welcome to drop by, although, if you want to ensure that I will be in the office, you should make an appointment. If you need me to post office hours, I will be glad to do so.

Other Class Policy Statements: Students are expected to attend all class meetings and participate in all classroom discussion/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. The Auburn University Student Policy eHandbook (formerly entitled the Auburn Cub) <http://www.auburn.edu/tigercub/handbook.html> 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. It also 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..

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](http://www.auburn.edu/administration/ombuds/university_ombudsperson.html)

I encourage you to make an appointment and come and talk to me if you have questions or concerns about the course or your performance in it. You are welcome to drop by. If you would like an appointment, you can make one after class, or if you call me and I am not available, leave your number--I will return your call as promptly as possible. You may also contact me via e-mail (see address above). If you call me or send me an e-mail, you can expect a response from me fairly quickly (certainly no later than the next day) unless the university computer system is down (please remember this can and does happen), I am sick, or have an unusually hectic schedule that

day. Please follow-up if you don't get a responseBsometimes messages are lost in cyberspace. My experience with posting office hours is that they seldom meet the needs of students and that appointments tend to work much better. However, if the system I use does not meet your needs, please let me know and I will be happy to post some hours.

Class participation is very important; it is important for your own learning, as well as for the learning of your fellow classmates. By actively participating, you are able to share your ideas with others, receive feedback both from the class and from me about your ideas, etc. Counseling psychology is a profession that requires you to work with and in groups from time to time if not often, so being asked to participate in this class is a microcosm of part of what you have to do in the helping professions.