

Argosy University - Course Syllabus
PC 6402-V0
Practicum III Seminar

Program: M.A. - Counseling Psychology
Instructor: Vince Nevins, PhD. LMFT
Email: jnevins@argosy.edu
Telephone: 1.510.217.4745
Format: On Campus
Class Meets: Fridays from 5:00 – 6:30
Dates: 05/13/11 06/10/11 07/08/11 08/12/11
Office Hours: By Appointment

Course description: Practicum III provides a supervised one-semester (or partial semester) therapy training experience at an approved counseling site along with an on campus learning seminar. The seminar provides an opportunity for students to continue to remain insured, collect log-able hours, monitor concerns/progress at their various sites and prepare for their formal in-seminar clinical case presentations (if they have not successfully done so in Practicum II).

Course Pre-requisites: Students enrolled in this seminar must have successfully completed Practicum II.

Final Date to Drop or Withdraw:

- In order to receive a refund of 100%, students must officially drop a course through Student Services by **May 21, 2011**, the final day of the add/drop period.
- After the add/drop period, to receive a grade of “W” (Withdrawal) you must officially drop this class by **July 16, 2011**. You may not withdraw from the course after this date. If you choose to discontinue coursework after the final drop date, you may receive grade of “F” for the course.

Required Resources:

MA Counseling Psychology Practicum Handbook (2009-2011). Master of Arts in Counseling Psychology, Argosy University, SFBA (online)

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington, DC: Author.
ISBN: 0890420246 (hardcover) or 0890420254 (softcover)

Recommended Resources:

Halbur, D.A. & Vess Halbur, K. (2011). *Developing your theoretical orientation in counseling and psychotherapy*. (2nd ed.). Pearson Education, Inc.: Boston.
ISBN: 0137152574

Sweitzer, H. Frederick & King, Mary A. (2009). *The successful internship: personal, professional, and civic development* (3rd ed.). Belmont, CA: Brooks/Cole, Cengage Learning
ISBN: 9780495385004

Course length: 15 Weeks

Contact Hours: 6/Varies

Credit Value: 0

Program Outcomes/Learning Objectives

Program Outcomes: Master of Arts in Counseling Psychology:

Program Outcome One: Professional Practice

Competency 1a: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 1b: Theory

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 1c: Writing

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency: Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

Program Outcome Four: Ethics

Competency: Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 5a: Multicultural Skills

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

Competency 5b: Multicultural Awareness

Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

Competency 5c: Multicultural Knowledge

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

Course Policies

For a three semester placement (one full year), students are required to complete a minimum of 160 hours of on-site training per semester at an approved practicum site, with 50 of those hours being direct work with clients. (In order to graduate, students need a total of 500 practicum hours, with 150 being direct service hours.) Students work at approved agencies 16-24 hours/week, each week of the semester. Students are concurrently enrolled in a seminar which meets monthly for a total of six hours. Seminars include written, oral and (sometimes) taped case presentations, instructor consultations and demonstrations, as well as class discussions.

Attendance. Due to the participatory nature of this seminar, **students are not allowed to miss ANY seminar sessions** except for emergency reasons, and will be given assignments at the discretion of the instructor to make up for any one (1) missed session. Missing more than one seminar session will result in an automatic *No Credit*. (The student will then have to leave his/her practicum site and finish collecting all hours needed at a new/approved site the following semester.) Students are expected to be responsible and professional about being prompt for seminar.

Reading & Discussion. The recommended textbooks were selected to assist you in understanding and managing the various processes you will experience in practicum, and to guide you in maintaining awareness of your growth and development as a counselor. They are a supplement to your on-site experience and may be referred to in class discussions.

Reflection Journaling. Prior to each class you should email your instructor one to two typed pages of reflections on your practicum experience for the previous month only if you have not successfully presented your formal clinical case in Practicum II. (Reflection journals are not required for students who have already successfully presented in Practicum II.) While the form of the journaling is unstructured, you are expected to reflect upon on how your practicum experience is influencing your **1) growth in knowledge, 2) skills, 3) personal growth, and 4) career development.** Journals will be shared only with the instructor. Reflections are due by email to the instructor one week before the date the class meets according to the schedule above. Instructors are not obligated to read anything that is turned in late.

Case Presentations. Practicum III students (who have not successfully presented in Practicum II) will present their clinical cases during one of the semester seminars (but before the last date of their site contracts). Students will abide by all stipulations given during Practicum I and II with ALL identifying information altered. Students will forward their written case presentation to the instructor and classmates *via email*, at least one (1) week prior to their oral presentations. At the time of their formal case presentations, students will also submit a ten (10) minute transcript from a particular session (and, if possible, an accompanying audio or video clip) that illustrates significant clinical intervention(s). Time will be spent receiving and responding to consultation feedback/questions from the class and feedback/instruction from the seminar leader. **All students are expected to have read their classmates' clinical case drafts and are to be prepared to give feedback and discuss (ask questions) the case in greater detail during seminar sessions.**

Clinical case reports must follow the guidelines as delineated in this (as well as the Practicum II) syllabus. Informed Consent must be obtained and presented for tapings and given to the instructor.

Guidelines for the Written Report

Your written case presentations may be used for future training and/or accreditation purposes. Consequently, **it is imperative that the client's identifying information be disguised (as well as the name of the site, all consultants/referrals etc.)**. Protect the client's confidentiality by using pseudonyms (first name only) and changing all dates and locations so as to ensure that the client's true identity cannot be determined from the written materials. If any student determines that s/he knows the client being presented, s/he is expected to leave the seminar while this client is being presented/discussed.

The written report should be efficient and concise. Please do not repeat information. **It must be double-spaced with one inch margins and 12 point Times New Roman font. It must be 12-15 pages** (does not include the cover page, transcript, or references page). **The report must be outlined as follows:**

A. Assessment & Description of the Client

1. *Identifying Information:* Include the client's age, gender, physical characteristics, SES, ethnicity, cultural identity, religious or spiritual identity, relational status, sexual orientation, occupation, education, family constellation and living situation. List any relevant legal issues. Briefly describe the client's level of functioning.
2. *Relevant Behavioral Observations:* Describe the salient aspects of the client's physical mannerisms, movements and comfort level, as well as observations of significant interactive style. Relevant observations might include the client's apparent state of health, estimate of intellectual and cognitive functioning, physical coordination, affect/mood and indications of distress.
3. *Presenting Complaint(s):* Describe current symptoms, anxieties, moods, and difficulties in personal, educational or occupational relationships and activities at the time of the

initial assessment. Present the client's (and others') complaints/reported reasons for seeking help now. Describe any referral route that may have brought the client to therapy.

4. *Precipitating Factors and History of the Problem:* Describe the events or life changes that have most likely accompanied the appearance of psychological/emotional distress. Explain the historical/contextual development of the problems. Specify previous efforts at resolution and apparent consequences of those efforts. Include cognitive, affective, and interpersonal reactions to precipitants of distress.
5. *Relevant Psychosocial History:* Discuss family history (family of origin constellation, cultural issues, immigration/emigration experiences, medical issues, major losses and/or traumas, and transitions) developmental, academic/vocational, social/relational, sexual, and substance and/or abuse histories. (It may not be necessary to cover all these areas, but it is important to report all aspects of the client's history that have important implications for current functioning.) Social, ethnic, cultural, gender, sexual, and economic factors that organize and impact psychological functioning should be well articulated.

B. Conceptual Formulation

6. *Theoretical Orientation:* Describe the theoretical orientation from which you will work with your client. Describe how a client (not your client) might develop the problems identified according to your chosen theory. (For example, if your approach is psychodynamic, then focus on major constellations of hidden wishes, fears, and defenses, as well as salient interactional manifestations in the presenting problems, etc. If cognitive-behavioral, then focus on core beliefs and possible cognitions or automatic thoughts that sustain the symptoms, etc. If family systems, then focus on the here-and-now circular interactions that characterize/limit the system, as well as the current qualities of the familial alliances, etc.) State your theoretical and technical orientation in such a way that you may later use it to assess the client and therapist responses during your actual sessions.
7. *Case Formulation:* Provide a concise summation of your client's psychological strengths and difficulties from the perspective of your chosen theoretical orientation. Explain how your client's identified issues can best be worked on through this theoretical approach. Current and past material/issues should be integrated when significant patterns are evident from your theoretical stance that relate to the client's presenting problems. Diversity and legal factors need to be explicitly addressed here---as well as how will you attend to these from your theoretical perspective. Consider adaptive and maladaptive elements in the client's current functioning. What purposes do symptoms and complaints serve? What problems do they create? How motivated is the client to change? What are the client's understandings and expectations of therapy?

C. Diagnosis(es) & Treatment Plan

8. *Diagnosis(es)*: Include a multiaxial diagnosis on all five axes (DSM-IV-TR). Describe in detail how you arrived at the diagnosis, substantiating your hypothesis with salient data from the client's case which matches specific diagnostic criteria. Include any related diagnoses that you considered, but ruled out, and why.
9. *Treatment Plan*: The treatment plan should be an application of your case formulation. Discuss the specific goals of the client (in light of his/her presenting complaints or other issues you've determined to address), the techniques and interventions you will use and how you will apply them in accordance with your theoretical model. State the probability for the client to benefit from the type of treatment being offered, taking into account the internal motivations and external situations that may either aid or hinder. Designate any areas needing further clarification, the possibility of additional assessments, and collateral contact.

D. Course of Therapy & Self-Critique

10. *Course of Therapy and Client Response*: Describe the interventions used and how they did or did not work. Describe the client's progress, including specific changes the client has made, and elements of therapy or other factors that contributed to those changes. Identify any modifications of the initial therapy plan or goals in response to the client's needs and/or new information obtained during sessions. Describe the predicted future course of work with the client, including plans for continuing therapy, referral, or termination as appropriate.
11. *Self Critique*: Evaluate your therapeutic relationship. Critically assess the quality of the relationship developed between you and your client during the course of treatment. Any interactional issues should be articulated and discussed according to your theoretical orientation (e.g., psychodynamic: transference and countertransference, cognitive-behavioral: assumptions, distortions, and faulty beliefs, or family systems: understandings of the quality of inclusion/exclusion, objectivity/subjectivity patterns that characterize the group with whom you are working and to which you, as therapist, to some degree, belong). In your analysis of the psychotherapy process, it is important to offer your rationale or personal (e.g., anxiety-driven) reasons for intervening as you did. **Your ability to critically assess your performance (according to your chosen theoretical orientation) is very important.** Your self-reflective and self-evaluative capacities will be evaluated. It represents a significant factor in the criteria for receiving credit. What strengths and competencies did you demonstrate? What are the skills that you still need to develop? What might you have done differently?

Credit/No Credit for Practicum is determined based on successful completion of all three areas of evaluation: Hour Logs, Evaluation, and Seminar Participation.

Hour Logs. Written documentation of practicum hours must be maintained WEEKLY for review at any point in the semester, and for reporting on semester evaluations. (All semester hours should be on ONE or TWO BBS 2010 Hour Log forms). **BBS Hour Logs are due the last day of the Semester (not the last day of Practicum Seminar) or when your contract ends and a copy must be given to your seminar instructor for review. (You must keep all BBS originals.)**

Your Supervisor’s Evaluation of your work throughout the semester is due the last day of your Practicum Seminar and should be given to your seminar instructor. (Please supply your supervisor with an evaluation form as least one month prior to your last Practicum Seminar for the semester.)

Your instructor will then submit a copy of both documents to the Practicum Office for review.

Seminar Participation Evaluation Criteria

Note: Student goals include timely attendance and consistent attention to and interaction in class activities, and providing appropriate feedback to fellow students.

Criteria	Distinguished Category	Commendable Category	Average Category	Failed Category
Personal goals	Pursues goals with high energy and assertion	Pursues goals actively and with some assertion	Pursues goals with low energy and mostly with prompting from others	Fails to set goals
Member goals	Works toward shared goals in a highly cooperative manner	Works toward shared goals in a cooperative manner; at times with compliance and defiance	Works toward shared goals mostly with compliance and defiance	Not cooperative in working toward shared goals
Creating climate of trust and openness	Uses active listening and responding skills which are highly facilitative	Uses active listening and responding skills which are facilitative	Uses active listening and responding skills which are minimally facilitative	Uses active listening and responding skills which are destructive

Diversity	Displays consistent sensitivity to similarities and differences with all individuals	Displays sensitivity to similarities and differences with all individuals	Displays some degree of sensitivity to similarities and differences with others	Lacks sensitivity to similarities and differences with others
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Grading Criteria

Again, this course is a *Credit/No Credit* course. Most of the evaluation for this course will be qualitative in nature. Grades are based 60% on performance at your practicum site and 40% on performance in practicum seminar. Specifically, participation in seminar, effort demonstrated on assignments, and timeliness of assignments are evaluated by the seminar instructors based on the criteria listed above. Supervisor Evaluations and Number of Hours Completed are the primary measures for practicum site performance.

A student will receive *No Credit* if any of the following apply: 1) supervisor evaluations rate a student below average or identify serious concerns regarding student performance or 2) recorded hours are below the required minimum indicated in the Practicum Handbook and 3) written and/or oral participation in seminar is deemed to be poor/inadequate (Failed Category) by the seminar instructor.

At the completion of the semester, your instructor, in consultation with the Director of Training, will determine whether you receive Credit or No Credit.

Technology:

Pentium III CPU/Windows 98; 128 MB RAM, printer; Microsoft Office Acrobat (full version), Microsoft Internet Explorer 5.5 (PC), 5.0 (MAC) or Netscape Navigator 4.08. Norton Antivirus.

Communication:

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving emails will be your responsibility.

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at

<http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 6th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request. Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive

accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.