



**Argosy University
San Francisco Bay Area Campus
Doctoral Program in Clinical Psychology
PP 7345: Intensive Clinical Therapist Training
Summer, 2009**

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Office Hours: By appointment (San Francisco: Mon/Tue; Alameda: Wed/Thu)

Course Description:

In this course, each student is expected to work directly with clients. Students and their clients hold weekly sessions behind a one-way mirror while being observed by a “team.” Sessions are guided by the instructor and/or clinical teaching assistant, who coach the student therapist throughout the session. Students also meet with their “teams” for pre-session and post-session evaluation of each case.

Course Purpose:

This 3-unit course is a clinical practicum which allows the student to practice the application of theory and technique in an actual treatment setting while being observed and supervised by peers and faculty.

Course Objectives:

Upon completion of this course, students will be able to:

1. Conceptualize clinical material more comprehensively and spontaneously based on their chosen theoretical approach
2. Intervene core creatively and effectively
3. Be more aware and reflective of countertransferential or other issues impeding the process of therapy
4. Develop respectful, ethical, and collaborative therapeutic relationships with a diverse array of clients
5. Participate responsibly and consistently as reflecting team members
6. Accept supervisory guidance thoughtfully and non-defensively
7. Write narratively-inspired therapeutic letters to clients

Course Relevant Program Outcomes, Competencies and Objectives:

GOAL 2: *The preparation of professionals who are competent to provide a wide range of effective and ethical therapeutic interventions to a diverse set of clients.*

Objective #1: *Students will acquire an understanding of a variety of theoretical orientations underlying a wide range of methodologies for intervention.*

Competency #1: *Students will demonstrate an understanding of a variety of theoretical orientations underlying a wide range of methodologies for intervention.*

Objective #2: Students will acquire an understanding of a variety of therapeutic methodologies, including empirically supported therapeutic interventions.

Competency #2: Students will demonstrate competence in a variety of therapeutic methodologies, including empirically supported therapeutic interventions. Students will demonstrate evidence-based research relevant to the therapy models.

Required Text:

Morgan, A. (2000). *What is narrative therapy?* Adelaide: Dulwich Centre Publications.
ISBN: 978-0957792906

Required Readings:

Alexander, S., Shilts, L., Liscio, M., & Rambo, A. (2008). Return to sender: Letter writing to bring hope to both client and team. *Journal of Systemic Therapies*, 27(1), 59-66.

Andersen, T. (1992). Reflections on reflecting with families. In S. McNamee & K. Gergen (Eds.), *Therapy as Social Construction*. London: Sage Publications.

McGibbon, D. (2004). Narrative therapy with young people: What externalizing practice and use of letters make possible. *International Journal of Narrative Therapy and Community Work*, 4, 35-41.

Morgan, A. (2000). Therapeutic letters. In *What is Narrative Therapy?* Adelaide: Dulwich Centre Publications.

Rombach, M. (2003). An invitation to therapeutic letter writing. *Journal of Systemic Therapies*, 22(1), 15-32.

Russell, S. & Carey, M. (2003). Outsider witness practices: Some answers to commonly asked questions. *International Journal of Narrative Therapy and Community Work*, 1, 3-16.

White, M. (2000). Relecting-team work as definitional ceremony revisited. In *Reflections on Narrative Practice*. Adelaide: Dulwich Centre Publications.

*These readings can be found on-line through Argosy's online resources, the American Psychological Association's Website, or other web searches. The syllabus contains links detailed below to Argosy's online resources.

Additional readings may be assigned based on the emergence of additional research and findings that become available over the course of the semester.

Course Policies

Attendance: Missing classes will result in a lowered participation grade. If you must miss a class, please get the lecture/discussion notes from a classmate and see me to arrange a remediation assignment. Please turn off cell phones and pagers during class.

Tardiness: It is extremely important that students arrive on time to class. Tardiness at the start of the class, as well as after breaks **will** result in subtracting points from student's overall performance. Additionally, please avoid being late, by planning for possible traffic delays.

Assignments: Any assignments turned in **late will automatically be lowered one full grade.** Assignments are considered late if they are not turned in during the class time on the date the assignment is due.

Class Participation: Please read the assignments in advance and be prepared to discuss what you have read. I will note the thoughtfulness, relevance, and accuracy of your discussion contributions. “Relevance” refers to being on topic and aware of others’ contributions to the discussion. My evaluation of your contributions as a reflection of your preparedness to address the learning objectives will constitute a percentage of your final course grade.

Professional Ethics: Students are expected to conduct themselves in a professional manner. At all times, students are expected to adhere to the ethical guidelines established by the American Psychological Association. Please reference the academic honesty and plagiarism statement referenced in the syllabus addendum.

APA Manual: Read and the study the APA Manual. Pay particular attention to the sections that deal with constructing references, headings, how to write and phrase ideas, making tables, etc. This manual is the guide to the creation of all documents at Argosy University, and although the university may modify some of the rules (see Guide to the Dissertation Process) to fit local needs or wishes, you must become very familiar with its usage. Remember the APA manual is also a guide that addresses style issues, and goes beyond structure and format.

The following outlines specifications for the papers: One inch margins around, a cover sheet in APA form and style, and a page of references. Page numbers should start on the first page. The page numbers should appear on the top right margin without regard to the 1-inch margin rule. Be sure to adhere to the paper length requirement and due dates stated in each learning activity.

Grading and Evaluation:

50% Attendance and weekly therapy and supervision sessions

20% Reflecting team participation

30% Therapeutic letters

100% Total

Grades:

A 100-93

A- 92-90

B+ 89-87

B 86-83

B- 82-80

C+ 79-77

C 76-73

F 72 and below

Grading Rubrics (In General):

EXEMPLARY: Students receiving A's will demonstrate excellence by fully and creatively fulfilling the major learning objectives, along with clear, organized, and succinct written presentations. Knowledge, comprehension, applications, synthesis, analysis, and critical thinking will all be factors considered in the final grade. Self-observing skills will be strongly in evidence in relevant course assignments. Thoughtful integration of awareness of diversity factors and case materials will be evident in course examinations. Students will also demonstrate completion of readings and thoughtful observations in class discussions, which contribute to the development of conversation and also acknowledge the contribution of others.

PROFICIENT: Students receiving B's will demonstrate a fundamental mastery of the critical course concepts and methodology in all major areas, with clear and professional written presentations. Achievement of learning objectives will be clearly evident, but the student will not have exceeded the basic course expectations.

EMERGING: Students receiving C's will have minimally demonstrated the ability to recognize critical concepts and connect such concepts to clinical data, or observe and document the relationship between different realms of data. There is little evidence of growth in the capacity to self-observe internal reactions. Written presentations are unprofessional, with little evidence of critical review (multiple typos, grammatical errors, confusing sentences, lack of documentation). Class participation is minimal, with minimal efforts to address with instructor.

UNACCEPTABLE: Students receiving F's will not have sufficiently demonstrated the ability to recognize critical concepts and connect such concepts to clinical data, nor observe and document the relationship between different realms of data. There is virtually no evidence of growth in the capacity to self-observe internal reactions. Written presentations are unprofessional, with virtually no evidence of critical review (multiple typos, grammatical errors, confusing sentences, lack of documentation). There is virtually no self-initiated class participation, with no efforts to address with instructor.

****NOTE**** *Attention in grading will be paid to writing skills. Students can and will be failed for poor writing and conceptualization skills. If you anticipate that you will have difficulties in this area, please be proactive and consult with this instructor as soon as possible.*

Weekly Therapy and Supervision Sessions (50%):

One of the unique aspects of our program at AUSF/BA is the opportunity for students at different levels of training to participate in the Intensive Clinical Practicum, a low fee clinic located on campus that serves the local community. Patients served by the clinic are racially and economically diverse, including children, adolescents, adults, couples and families, presenting with a wide range of concerns. Treatment in the practicum is provided by a team, including a treating student therapist, several observer students, a lead supervisor and an assistant supervisor (both of these supervisors are advanced

students who are in turn supervised by licensed faculty members). The physical set up of the Intensive Clinical Practicum consists of a waiting room and three treatment rooms, each equipped with a one-way mirror and a sound system that allows the team to observe the therapy session.

Student therapists are permitted to practice from the theoretical model of their choice. Student therapists are guided by the principles of this specific model in their work with patients.

During the actual clinical work of the practicum, the student therapist is observed through a one-way mirror by the supervisors and the observing students. The intensive practicum utilizes a developmental model; that is, the student therapist is provided more guidance in the early stages of training and then receives progressively less instruction as she/he becomes able to function more independently. The in-vivo supervision of the student therapists is provided by more advanced students, under the close direction of a core faculty member. The student supervisors, who are enrolled in a supervision class, are required to write weekly Supervision letters to the therapist in which they keep track of their observations of the supervisory process.

Student therapists are required to write weekly letters to the client. These letters are disseminated to the treatment team and the Instructor and form the basis for treatment planning and review. The letters are structured to include the goals of the session, the methods used, the basic content of the session, the impact of the session on the patient and the student therapist, and the setting of future goals. Each student therapist is provided both a mid-semester and end of semester oral evaluation conducted by the student supervisor, the assistant supervisor, and the instructor to mark the progress of the student therapist and to define areas where growth and development are needed. Thus, the student supervisors have an opportunity to develop their skills in giving effective feedback-both oral and written-to supervisees.

Therapy and Supervision Session Rubrics (50 points):

Performance Element	Exemplary (A, A-)	Proficient (B+, B, B-)	Emerging (C+, C)	Unacceptable (F)
Therapeutic Relationship Skills	Consistently maintains unbiased, respectful, professional, and empathic relationship with client(s)	Usually maintains unbiased, respectful, professional, and empathic relationship with client(s)	Sometimes is biased, insensitive, unprofessional, and/or lacking empathy with client(s)	Frequently is biased, insensitive, unprofessional, and/or lacking empathy with client(s)
Conceptual Skills	Conceptualizes consistently & knowledgably from a chosen theoretical approach	Sometimes conceptualizes well from a chosen theoretical approach	Infrequently conceptualizes in a coherent fashion	Conceptualizations are poorly or haphazardly formulated
Clinical Skills	Intervention are consistently creative, diverse, and effective	Intervention are sometimes creative, diverse, and effective	Interventions are sometimes repetitive, pedestrian, and ineffective	Interventions are frequently repetitive, pedestrian, and ineffective
Openness to Guidance	Is consistently self-reflective, open to feedback, willing to try new approaches	Is sometimes self-reflective, open to feedback, willing to try new approaches	Is sometimes lacking ability to self-reflect, is defensive and rigid	Is frequently lacking ability to self-reflect, is defensive and rigid
Points	<i>39-50</i>	<i>26-38</i>	<i>13-25</i>	<i>0-12</i>

Reflecting Team Rubrics (20 points):

Performance Element	Exemplary (A, A-)	Proficient (B+, B, B-)	Emerging (C+, C)	Unacceptable (F)
Quality of contributions	Consistently offers resonant & authentic reflections that are fluent and appropriate	Often offers resonant & authentic reflections that are fluent and appropriate	Sometimes offers reflections that are awkward, disjointed, inappropriate, and/or giving advice	Frequently offers reflections that are awkward, disjointed, inappropriate, and/or giving advice
Frequency of contributions	Almost always offers at least one reflection per session	Frequently offers at least one reflection per session	Sometimes offers at least one reflection per session	Rarely offers reflections and/or only when prompted
Points	<i>16-20</i>	<i>10-15</i>	<i>5-9</i>	<i>0-4</i>

Therapeutic Letters Assignment (30%)

Each student therapist will write weekly therapeutic, narratively-inspired letters to their clients. These 1-2 page letters should ideally summarize the significant developments from the preceding week's therapy session; generate thoughtful questions designed to stimulate the client's curiosity about positive changes in their lives; incorporate unanswered team's reflections when appropriate; review therapeutic goals and progress; etc. Students will make copies of the letter for the instructor, supervisor, client file, and client, and distribute them prior to or during the pre-session.

Therapeutic Letters Assignment Rubrics (30 points):

Performance Element	Exemplary (A, A-)	Proficient (B+, B, B-)	Emerging (C+, C)	Unacceptable (F)
Writing and thinking style	Letters are extremely well-written, reflecting excellent clarity of thought and organization	Letters are well-written, reflecting minor confusion in thought and/or organization	Letters are marginally written, reflecting muddled thinking and some disorganization	Letters are poorly written, reflecting considerable confusion in thinking and/or organization
Timeliness	Letters are always on time, properly distributed and filed	Letters are usually on time, usually properly distributed and filed	Letters are sometimes late and/or sometimes improperly distributed or filed	Letters are frequently late and/or frequently improperly distributed or filed
Therapeutic quality	Letters consistently target significant themes and developments; many helpful questions are generated	Letters often target significant themes and developments; some helpful questions are generated	Letters seldom target significant themes and developments; few helpful questions are generated	Letters seem disconnected from significant themes or developments; questions rarely generative
Points	<i>24-30</i>	<i>16-23</i>	<i>8-15</i>	<i>0-7</i>

Class Topics, Readings and Assignments:

The first week of class will be devoted to introductions of Intensive members (instructor, teaching assistants, supervisors, therapists, and observers); an overview of the structure and content of the course; descriptions of members' responsibilities and functions; an introduction to the Intensive technology; and training on reflecting team/outsider witness practices. By the end of class (Week 1), the instructor will have assigned clients to therapists and all Intensive members to teams.

From Week 2 – Week 14, the following schedule will be adhered to:

6:45-6:55 Pre-session I
 6:55-7:50 Session I
 7:50-8:05 Post-session I

8:05-8:15	Break
8:15-8:25	Pre-session II
8:25-9:20	Session II
9:20-9:35	Post-session II
9:35-9:45	Large Group Meeting

On Week 15, we will follow a modified schedule with abbreviated therapy sessions to allow time for final evaluations and the traditional end-of-semester Intensive dinner party.

Students are expected to read the required text and articles at their own pace.

On-Line Resources

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 **34,872** full-text journals and **over 38,500** 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 at <http://library.argosy.edu>. 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/>. An overview of the tutorial is available at <http://www.ausfba.com/pdf/InfoLitTutorial.pdf>.

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, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th 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.