

ADVANCED PRACTICUM II
PY 846.02
Fall – Spring: 2000-2001

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Office Hours: Tuesdays 4:00-7:00; Wednesdays 1:00-2:30 p.m.; Thursdays 3:00-4:30 and by appointment

GOAL OF THE COURSE

The primary goal of this seminar is to help you to more effectively integrate counseling theory and research with clinical practice. In addition, the seminar will help you to develop and fine-tune your peer supervision skills, which are critical to sound practice. Secondary objectives include the continued socialization and development of your professional identity. Another secondary objective of this seminar is for you to develop skills in understanding the role that social systems (such as mental health and educational institutions) play in human behavior. To this end, we will include discussions of professional issues, ethics, moral development, social justice, research, and public policy in our seminar. We will focus on the wide range of psychological interventions including individual treatment, group work, family counseling, consultation, systemic interventions, assessment, and collaborative partnerships with other professionals. The seminar is designed to augment the supervision/training that is received in the third/fourth year practicum placement, and to afford students an opportunity to think “critically” about their psychological practice.

COURSE FORMAT

The course will meet alternate weeks over two semesters. Course registration should occur in the first semester. An interim grade (J) will be given at the end of the first semester; final grades will be given at the end of the second semester. This format has been arranged to accommodate the two-semester time span of the practicum.

Students are responsible for keeping track of the direct clinical services performed during the practicum. This should be documented on the supervisor evaluation form that will be completed at the end of the year. This information will be needed to complete applications for pre-doctoral internships; therefore, it is recommended that you tabulate your hours (direct service; collateral contacts; supervision; training seminars) on either a weekly or monthly basis. For internship purposes, it is important to include demographic information about your clients so that you can provide a comprehensive summary of your clinical experience to interested parties. A final report of your accumulated hours should be submitted to the Department at the end of the training year. This will be added to your file for later documentation of your supervised clinical hours.

CLASS FORMAT:

In order to meet the goal of the course, it will be necessary to develop a level of trust among seminar participants. I am requesting that each of you enter the seminar with a sense of adventure, and a willingness to take risks in an environment that is designed to be challenging and supportive. The seminar represents a valuable opportunity to critically analyze your clinical practice and to enhance your skills at applying theory and research to practice. The seminar is also designed so that we can learn from each other. You will be expected to present at least two (2) cases during the course of each semester. In the first term, your presentations will encompass traditional case conceptualizations and treatment analyses. The two cases that you present in the spring can be on an individual client or your organization. At least one of the presentations in the spring needs to be of your agency (more details will follow). In addition, each of you should take responsibility for identifying relevant research/readings and distributing them to seminar participants in a timely manner. Comments, questions and feedback should be given in the spirit of helpfulness, while also serving to expand our understanding by offering alternative perspectives and orientations.

We will develop the reading list for the seminar as we discuss each case that is presented. At each meeting, we will decide on the case that will be presented during the following meeting. We will also determine the critical literature areas that are relevant to the case, and assign individuals to locate and distribute the readings to seminar participants. We will conceptualize the case from one theoretical perspective, and will complete readings about the theory. If time permits, I may ask that we compare and contrast theoretical perspectives. I realize that many of you are working in testing-oriented sites; in this context, I will ask that you focus on your test data and extrapolate a treatment plan based on the test data and related information (such as interviews; previous treatment records, etc.).

In general, the seminar is an opportunity for you to have a safe and open forum to explore the process of case conceptualization in depth. Each of you has had at least two, and possibly more, years of direct clinical experience, and are in an ideal position to further explore the integration of theory and practice.

In the first class of the semester, we will review the course structure in depth and set up a schedule for our case presentations. I will also involve the class in an exercise on the future of counseling psychology; my hope is that this exercise will help you to think about your goals for the course.

COURSE REQUIREMENTS

1. Written requirements: One final paper will be required for each semester. The first paper is due on **December 6, 2000** and the second paper is due on **April 18, 2001**.

The paper for the fall term will be a comprehensive case study of a client. The second paper will be a case study of your agency with implications for public policy, research, and leadership roles in psychology. You will be asked to use a clear theoretical model in each paper. Naturally, I will help you locate materials, especially for the case study of your agency, which may be a new endeavor for many of you. More details on these paper assignments will follow. I will expect that you will disguise your client and agency's identity in these papers in accordance with APA ethical standards. In addition, I would like you to use the APA format in preparing this paper; also, I would expect that you will use outside readings in the theoretical aspects of these assignments.

2. **Readings:** I am assigning one textbook for the fall term; a second book will likely be assigned for the spring term. The book(s) for the fall semester is located in the bookstore and is cited below. I ask that you read this book in its entirety within the first two months of the semester. I will devote class discussions to this material and I am expecting that you will be able to join in this discourse to help our group grapple with the complex nuances of therapeutic communication. (Please note that this book is relevant for individual treatment, couples/family work, group work, and assessment.)

Wachtel, P. L. (1993). Therapeutic communication: Principles and effective practice. NY: Guilford Press.

3. **Attendance:** I expect that each of you will make every effort to attend the seminar. I would not expect you to attend if you are quite ill, so please do not feel that you have to come in sick. However, aside from illness, I expect that this seminar would be a priority for you.

SEMINAR GRADE

Your performance in the seminar will be evaluated through a learning contract (see attached copy). In essence, you will determine your learning goals for the year and the objectives you hope to accomplish. At the end of the year, I will meet with each of you individually to discuss the extent to which we both feel you have met these objectives.