

PSY 716 COURSE SYLLABUS
Pre-Practicum in Counseling Psychology
Fall Semester, 2003

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Catalog Description

First course in the doctoral Advanced Practice Core sequence. This pre-practicum experience is the first in a series of training experiences designed to facilitate progressively greater degrees of skill development in Counseling Psychology. Ethics of practice and working with diverse populations is stressed. Skills assessment include areas such as: Mental Status Examination, interviewing, history taking, and interpersonal dynamics must be satisfactorily completed prior to enrollment in subsequent Practice Core components. A review by the Counseling Psychology Program Committee may result in the course being repeated if necessary. Failure to satisfactorily complete assessment of skills will result in removal from the graduate program. Available only to graduate students in Counseling Psychology. Prerequisite: Admission to the doctoral program in Counseling Psychology.

Overall Counseling Training Model

PSY 716 is part of a developmental training model. Specifically, in this developmental training model, senior level (more advanced) doctoral students help teach basic clinical skills to incoming doctoral students along with the Faculty Supervisor while learning and practicing counseling competencies appropriate to their more advanced level. Appropriate group teaching activities will be designed by the Faculty Supervisor to facilitate the implement and success of the training model.

Relationship to Knowledge Base Model

The goal of the Counseling Psychology program is to produce competent psychologists who are able to apply sound psychological principles in a variety of applied settings. Graduates of the Ph.D. program should be able to apply knowledge and skill in multicultural settings where psychologists practice.

Relationship to Program

PSY 716 is required in the Doctoral program in Counseling Psychology. The experience is a necessary component in the training and development of competent psychologists. It is a critical element in application for pre-doctoral internships. The following competencies are to be developed by our doctoral students throughout the duration of the Program with PSY 716 as a critical starting point in terms of clinical skills acquisition.

GOALS: PRACTICA COMPETENCIES (CATEGORICAL AND SPECIFIC)

- 1) ***PROCESS OF RELATING:*** The counselor –
 - a) recognizes the client's present cognitive communications
 - b) recognizes the client's present affective communications
 - c) is able to identify personal feelings that are generated in counseling
 - d) is able to manage personal feelings that are generated in counseling
 - e) demonstrates listening skills necessary for developing a counseling relationship with clients
 - f) understands that communication in counseling is a theory bound process of change as differentiated from social conversation

- 2) ***ASSESSMENT/CASE CONCEPTUALIZATION:*** The counselor -
 - a) understands the dynamics of problems clients bring to counseling
 - b) demonstrates a theory of counseling in practice
 - c) integrates knowledge and methods of career development into the practicum experience as appropriate
 - d) integrates knowledge and methods of assessment into the practicum experience
 - e) integrates knowledge and methods of working with diverse populations into the practicum experience
 - f) is able to conceptualize case within a theoretical orientation including
 - i) identifying goals,
 - ii) selecting and implementing appropriate strategies/interventions, and
 - iii) assessing the effectiveness of the strategies

- 3) ***GOAL SETTING:*** The counselor -
 - a) and client together decide upon counseling goals
 - b) makes theoretically consistent decisions to bring about client change.

- 4) ***STRATEGIES:*** The counselor -
 - a) can implement a variety of theoretically consistent interventions to achieve client goals
 - b) develops a therapeutic alliance with a diversity of clients
 - c) applies counseling skills to a diversity of clients and problems
 - d) makes interventions consistent with the client's readiness.

- 5) ***TERMINATION AND FOLLOW-UP:*** The counselor -
 - a) makes referrals when needed
 - b) terminates counseling relations when appropriate
 - c) recognizes limitations of his/her own skills and knowledge and makes referrals when appropriate
 - d) has knowledge of appropriate referral resources
 - e) can assess the client's attainment of desired goals
 - f) can summarize the client's progress throughout the helping process
 - g) knows when progress has been made
 - h) knows when goals have been achieved
 - i) knows when termination can occur
 - j) manages his/her own feelings regarding termination

- k) supports the client's autonomy
- 6) **CASE MANAGEMENT:** The counselor –
 - a) maintains complete documentation in a timely manner.
- 7) **ETHICS/PROFESSIONALISM:** The counselor -
 - a) knows the ethical standards of the profession
 - b) applies the ethical standards of the profession
 - c) demonstrates professional behavior
 - d) applies legal requirements related to counseling
 - e) maintains effective working relationship with other professionals
 - f) evaluates his/her professional goals
- 8) **SUPERVISION:** The counselor -
 - a) effectively separates personal issues from those of supervision
 - b) accepts feedback
 - c) keeps appointments
 - d) completes supervisory assignments
 - e) participates willingly in supervision
 - f) has interest in personal development and professional growth
 - g) evaluates his/her performance as a counselor.

Overall Objectives/Learning Outcomes

1. The counseling psychologist can integrate skills through a variety of settings ranging from educational institutions, community agencies, private practice, to industrial settings.
2. The counseling psychologist is capable of conducting comprehensive initial screenings, diagnosis, treatment planning, treatment, and referral appropriate for each client.
3. The counseling psychologist recognizes the limitation of her/his expertise and the need for supervision/consultation.
4. The counseling psychologist provides appropriate clinical supervision to colleagues and peers.
5. The counseling psychologist can effectively counsel with clients individually and in groups as well as supervise the counseling of others.
6. The counseling psychologist is versed in methods of supervision and recognizes his/her expertise and limitations in the provision of this service.

Expanded Description

Pre-practicum is designed to facilitate progressively greater degrees of skill development in counseling psychology with emphasis on the ethics of practice and working with diverse populations (see areas of competencies described above). Skills assessment including such areas as

Mental Status Examinations, Interviewing, History taking and Interpersonal dynamics must be satisfactorily completed prior to enrollment in subsequent Practice Core Components.

Advanced Doctoral Practicum is often seen as the culmination of your academic graduate training in counseling psychology; this is where you "put it all together." For doctoral students, it is often not only a place to discuss clients, theory and interventions but also a place to support each other. To help you in their endeavor, we will meet every week throughout the semester. In addition you will receive supervision on a weekly basis "on-site" plus weekly supervision from the instructor. The instructor is also available on an as-needed basis for additional consultation. You will also have the opportunity to provide supervision to master's level practitioners during your second semester of practicum.

TEXTS/Learning Resources:

American Psychiatric Association (2001). *Diagnostic and Statistical Manual of Mental Disorders - TR* (4th ed.). Washington, DC: Author.

Hill, Clara E. & O'Brien, Karen M. (1999). *Helping skills: Facilitating exploration, insight, and action*. Washington, DC: American Psychological Association.

Sue, Derald Wing & Sue, David. (2003). *Counseling the culturally diverse: Theory and practice* (4th ed.). John Wiley & Sons.

Articles as assigned.

Methods of Instruction

The course will utilize many methods of instruction including lectures, discussions, handouts, paper assignments, media reviews, and practicing clinical skills in pairs (incoming-advanced students).

Student Requirements/Evaluation

Attendance is required. Please make every attempt to attend all class meetings on time. These provide the "instruction" for you to develop more as a psychologist. Tardiness or absence during class meetings: You are expected to arrive on time and remain in class.

Course grades:	Mid-term Exam	100 points
	Class presentation	100 points
	Final Exam	100 points

Grade Criteria:	A = 270-300 points
	B = 240-269 points
	C = 210-239 points

The midterm exam will consist of a written paper documenting the students' self-evaluation of their competencies, based upon readings to date. This self-reflective paper should use a portfolio format so as to include evidence for the evaluation, based upon the student's experience to date. Examples (appropriately disguised) should be provided to give evidence of the student's depth of

understanding of the concepts under discussion and level of performance. The purpose of this paper is to develop in the student the practice of critical thinking about their practice of counseling. Papers will be graded based upon the evidence of conceptual understanding and ability to accurately apply the concepts discussed to date. Papers will not be graded on level of performance.

The class presentation will be a 10-15 minute presentation of the final exam, which is a second reflective paper. This paper should be an integrative summary of the student's worldview and its impact on their personal theory of the process of counseling. Please feel free in this paper to bring in journals, texts, etc. that you believe are critical to your theory. The purpose of this paper is to allow you to articulate and critically evaluate yours and others' ideas about the process of counseling. The focus of this paper is coherence and integration of your personal theory.

Papers shall use APA publication manual style – no other format is acceptable.

NOTE: More than one unexcused absence, excessive tardiness, or failure to complete case notes will each result in your grade dropping one letter grade.

Tentative Class Schedule

Date Topic/Assignment

- 8/21 Introduction to the course and the process of “helping” (Hill & O’Brien, Chapter 1)
- 8/28 Obtaining a baseline of individual counseling skills [Measure of Multiculturalism Competence-“Graduate Students’ Experiences with Diversity Survey (GSEDS)” by Talbot (1992)]
Hill & O’Brien, Chapters 2-4 (Overview of the “helping” process)
- 9/4 Counseling Competencies: TSU Ph.D. Program
Hill & O’Brien, Chapters 5-11 (Stage 1: Exploration)
- 9/11 Hill & O’Brien, Chapters 12-14 (Stage 2: Insight)
- 9/18 Hill & O’Brien, Chapters 15-17 (“Insight” continued)
- 9/25 Hill & O’Brien, Chapters 18-20 (Stage 3: Action)
- 10/2 Hill & O’Brien, Chapters 21-22; Appendices A, D, E, & F
- 10/9 MID-TERM EXAM DUE; course processing
- 10/16 FALL BREAK – NO CLASS
- 10/23 Counseling interview: History Taking; Conceptualizing Multicultural Counseling/Therapy [Sue & Sue, Parts I & II (Chapters 1-3)]
- 10/30 The practice of Multicultural Counseling/Therapy [Sue & Sue, Part III (Chapters 4-7)]
- 11/6 Multiculturalism: Worldviews and Identity Development [Sue & Sue, Part IV (Chapters 8-10)]
- 11/13 Role playing counseling skills: interviewing, history taking, and Mental Status Exam
Counseling specific Racial/Ethnic populations [Sue & Sue, Part V (Chapters 11 -15)]
- 11/20 Role playing counseling skills: continues
Counseling other populations [Sue & Sue, Part VI (Chapters 16-19)]
- 11/27 THANKSGIVING BREAK – no class
- 12/4 Role playing counseling skills: continues; Last class and final remarks
- 12/11 FINAL EXAMINATION