

CPSY 441 Practicum II**Fall 2008****Mondays, 10: 25 am – 12:55 pm****Lewis Towers Room 605**

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Office hours: Monday, 1:30 pm – 3:30 pm, and by appointment via e-mail

Course Description

This course is designed to provide you with direct counseling experience and clinical supervision based on your counseling skills and knowledge. The practicum is intended to promote your professional and personal development as a skilled practitioner, capable of applying counseling theory, ethical conduct, and reflective and holistic knowledge in a culturally appropriate and responsive manner. The focus of the course is the implementation of the role of professional counselor in your site setting. This will be enhanced via case presentation, progress/process notes, video/audio tapes, and your application of counseling theory and skills.

Course Objectives:

The objectives to the course are to help students to:

- a. enhance basic counseling skills
- b. develop your theoretical case conceptualization and treatment planning skills with diverse clients
- c. understand how to evaluate the outcomes of your interventions
- d. improve your ability to accurately assess your strengths and areas for continued growth
- e. increase awareness of transference and counter-transference issues
- f. improve ability to develop and evaluate and modify treatment plans and goals
- g. appropriately engage in critique and feedback
- h. demonstrate understanding and application of APA ethical standards of professional conduct

- i. Develop theoretical knowledge and clinical applications, critical thinking skills, and oral presentation skills

The general structure of each class will be: 1) group check-in and update on practicum, 2) student case and theory presentations and discussion.

University Policies

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see: http://www.luc.edu/education/academics_policies.shtml#honesty

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. More information is available at: <http://www.luc.edu/sswd/register.shtml>

Harassment

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at: <http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

School of Education Policies

School of Education's conceptual framework

Professionalism in the Service of Social Justice: As a professional school counselor, you can be a vehicle for justice. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, and discrimination are present throughout our society. You will be in a unique position to apply the knowledge base and skills as a school counselor in an ethical and reflective manner in order to promote the self-development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work.

Conceptual Framework Standard:

This course meets standard CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

Technology: In this course, you will use technology to aid you in communicating and locating resources. We will use Blackboard for communication, posting assignments, and for in-between class discussions.

Diversity: Your department and program are committed to issues of diversity including, but not limited to: race, gender, sexual orientation, social class, ethnicity, ability, and status. This class is designed to facilitate your development as a multiculturally competent professional who is able to work effectively with diverse clients and communities.

Requirements:

1. Theory Presentation and Case Presentation- Students will select one psychotherapy theory to use for case review on separate dates. Students will provide an overview of the theory (approximately 30 minutes) and then present a case (approximately 30-45 minutes including group discussion) according to the selected theory. Theoretical topics to choose from are listed below. Students may choose a theory that is not listed below, pending approval from the instructor.

The theoretical case presentation should include:

- Relevant historical, social, and biographical influences reflecting the theory's/author's development (e.g., family, cultural, racial, ethnic, spiritual, religious, geo-political events, personal events).
- Ontology, epistemology, values
- View of human nature
- Description of sources of motivation
- Development of pathology
- Nature of change
- Nature of the client/therapist relationship
- Tools/techniques/interventions utilized
- Types of clients best served
- Cultural and contextual factors
- Strengths and limitations of the approach

The case presentation should include:

- Background of the client
- Nature of the presenting problem/ target behavior(s)
- How the theory you chose best fits the client's presentation

- Etiology of the problem (if applicable)
- Indicated theoretical treatment strategies and techniques
- Treatment outcomes expected (in the language of the specific theory)

The presentation must be written (Word, Powerpoint). It is not intended to be an academic paper; short sentences or bullet points will suffice. Be sure to bring sufficient copies of the presentation to the class on the date you have signed for.

2. Personal Counseling Theory Presentation and Paper

Students will present their personal counseling theory to the class, and complete a paper (10 pages maximum, APA style) that is due at the time the student presents to the class. Students may choose to summarize one theory from the course or combine theoretical orientations (an eclectic approach), but a clear rationale for the approach must be clearly stated within the text. Your personal counseling theory should include:

- Relevant historical influences on your worldview (e.g., family, cultural, racial, ethnic, religious, spiritual, geo-political events, biographical events).
- Ontology, epistemology, values
- View of human nature
- Description of sources of motivation
- Development of pathology
- Nature of change
- Nature of the client/therapist relationship
- Tools/techniques/interventions utilized
- Types of clients best served
- Cultural and contextual factors
- Strengths and limitations of the approach

The class presentation must be written (e.g., Word, Powerpoint). It is intended to be a presentation version of your academic paper; short sentences or bullet points will suffice. Be sure to bring sufficient copies of the presentation to the class on the date you have signed for.

Paperwork. The hours verification form, supervisor's evaluation, and your site evaluation must be turned in at the exit interview.

Grading Policy

Grades will be determined by the satisfactory completion of each of the above-mentioned requirements in addition to class participation and adherence to Ethical and Professional Standards. The interpersonal and professional behavior of students will be evaluated in counseling and supervisory sessions and seminars.

Theory/Case Presentation: 33%

Personal Counseling Theory paper and presentation: 33%

Participation (See below): 34%

Students are expected to:

1. Attend class punctually and consistently.
2. Be self-initiating
2. Be introspective, open and receptive to feedback
3. Be flexible in making appropriate changes in response to feedback
4. Consistently participate in discussions and provide constructive feedback
5. Be aware of and demonstrate behavior consistent with the ethical standards of ACA/APA and of a caliber necessary to maintain effective professional relationships
6. Demonstrate the ability to integrate and put into practice concepts and skills relevant to required role behaviors
7. Maintain acceptable written records and reports of professional activities as required by the department and site supervisors.

Course Outline

<u>Date</u>	<u>Topic/Assignments</u>
August 25	Course overview, introductions, practica discussions, sign-up for presentations, personal counseling theory components. See Blackboard course documents for assigned readings.
September 01	No Class - Labor Day
September 08	Herman Model of Trauma, case presentation: Dr. Rector.

September 15	Dialectical Behavior Therapy (DBT), case presentation: Dr. Rector
September 22	Case Presentation #1.
September 29	Case Presentation #2.
October 06	No class – Semester Break
October 13	Case presentation #3.
October 20	Case presentation #4, #5.
October 27	Personal counseling theory presentation #1.
November 03	Personal counseling theory presentation #2.
November 10	Personal counseling theory presentation #3.
November 17	Personal counseling theory presentation #4.
November 24	Personal counseling theory presentation #5.
December 01	Exit interviews and Wrap up

Psychotherapy Theoretical Topics for Case Presentations

Psychodynamic - Object relations Mahler, Klein, Sullivan, Luborsky

Psychodynamic - Interpersonal psychoanalysis Sullivan

Psychodynamic - Self psychology Kohut

Behavioral/Cognitive/Cognitive Behavioral therapy - Beck, Ellis, Meichenbaum, Shapiro; Flooding, Systematic Desensitization, Eye Movement Desensitization Reprocessing.

Brief therapy- Budman; O'Hanlon & Weiner Davis (Solution Focused Therapy); Book (Brief Psychodynamic Psychotherapy)

Family systems- Breunlin, et al. (Metaframeworks); Minuchin (Structural), etc.

References

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Book, Howard E. (1998). How to Practice Brief Psychodynamic Psychotherapy. Washington, D.C.: American Psychological Association.

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- Shapiro, F. (1999). Eye movement desensitization and reprocessing (EMDR) and anxiety disorders: Clinical and research implications of an integrated psychotherapy treatment. Journal of Anxiety Disorders, 13, 35-67.
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