

Syllabus

Course Information:

PSYC 5393.001 Applied Therapy (Practicum)

Fall 2019

Wednesdays 2:00 – 4:45

Location: HPR 252

Instructor Information: Megan Swisher, PhD

Office hours: Before or after class by appointment

Telephone: (Emergencies only – will be provided in class)

Email address: mswisher@uttyler.edu (preferred method of contact)

Note: *Email or Text is the fastest way to contact me. **DO NOT** send **CONFIDENTIAL INFORMATION** that pertains to a client electronically (e.g., real name, DOB, SSN). Please call and text me immediately if there is a crisis situation or call other on-call instructors as appropriate.*

Catalog Description of PSYC 5393

This course emphasizes the application of practical therapeutic techniques with clients; video feedback and direct supervision are central to the learning process. A minimum of 25 direct client contact hours with individuals at the departmental clinic is required. **Prerequisite:** "B" or better in COUN 5324, credit in PSYC 5392, and departmental consent.

LEARNING OUTCOMES

After successful completion of this course, the student will be able to:

1. Exhibit skills and competence in individual therapy
2. Display the necessary techniques for accurate and competent record-keeping
3. Display knowledge of practical approaches to specific therapy problems usually encountered by the novice counselor
4. Demonstrate the ability to case conceptualize
5. Demonstrate the ability to provide an accurate diagnosis and develop a treatment plan
6. Display knowledge of appropriate assessment instruments to be used for various client concerns
7. Evaluate personal philosophical and theoretical basis for therapy
8. Discuss current issues in the field of clinical psychology
9. Participate in frequent self-evaluation in order to be constantly aware of areas in which improvement is necessary (e.g. skills, multicultural competence, advocacy, counselor wellness)
10. Be aware of the need to maintain confidentiality and to protect the rights of clients at all times
11. Understand the need to develop cultural self-awareness and cultural competence

Clinical Psychology Assessment

- 3.0 Psychological Therapy Methods: Students will describe, explain, and discuss the scientific basis for psychological therapy methods/interventions, and demonstrate effective psychological therapy skills. (MPAC-C2)
- 3.2 Assessment: Students will conduct live (recorded) practice therapy sessions in this course. During the final week of the course, the instructor will conduct a cumulative evaluation of students' psychological therapy skills using the Student Clinical Skills (SCSE) Evaluation form. 90% of students will achieve an average rating of 3 (Meets Expectations) with no rating lower than 2 (Not Yet Meeting Expectations) on both the "Clinical Skills" and "Use of Therapeutic Skills" SCSE item sets.

INSTRUCTIONAL STRATEGIES

This course is designed to facilitate the practicum experience. During this semester students will engage in practical field experience where they will develop and strengthen their professional skills including therapy techniques, treatment planning, outcome evaluation, documentation, and theoretically informed and reflective practice.

Unlike purely academic courses, class meetings will entail group supervision where students will discuss their work with clients and receive constructive feedback from the instructor and their fellow classmates. Students will be expected to take an active role in class by completing assigned readings, participating in discussion, and giving and receiving feedback concerning work with clients.

Individual supervision of students' work with clients is also a requirement for this course. Students will arrange to meet with the assigned supervisor for weekly supervision. During supervision the student will have a chance to review and discuss client cases. In order to facilitate this process, students will need to bring recordings of therapy sessions with them to supervision.

Not-required-but-strongly-suggested-text: Teyber, E. & Teyber, F. (2017). *Interpersonal process in therapy: An integrative model* (7th ed.). Belmont, CA: Thomson.

Learning and Evaluative Activities

1. Recorded Therapy Sessions

For supervision purposes, each student must record therapy sessions for individual and/or small group supervision. Evaluation of the recorded sessions will consist of verbal feedback. Evaluation will occur during individual and/or small group supervision sessions. Grades are not assigned to the recorded sessions; however, in class case presentations will be evaluated for thoroughness and accuracy.

2. Treatment Topics Presentation

Each student will present an empirically supported treatment strategy for a client's or potential client's presenting concern. Presentations should last 20-30 minutes, and handouts should be provided for the class.

3. Informal (in-class) Case Presentation

Once you have been assigned a client, you will be expected to be prepared to update the class about your client(s) at every class meeting if time allows. Be sure to bring in questions about your case for in-class supervision. Everyone is expected to participate in case discussion.

4. Formal Case Presentation

Each student will present a case presentation drawn from their work with a client in the UTT clinic. Case presentations will include a DSM-5 diagnosis(es), a treatment plan, and selected samples of the recorded sessions. Part of this exercise is to come with questions for the instructor and classmates regarding the case. Presentations will be 45-60 minutes.

5. Required Attendance & Participation

Learning in this course is based on interaction and participation. Students are expected to attend **all** class meetings, arrive on time, and remain for the entire class meeting. Students are also expected to be appropriately prepared for classes and to take an active role in discussion and activities.

Students are also required to attend all weekly supervision sessions and to come prepared with recorded sessions to review, questions, and any case notes that need signing.

6. Peer Consultation

View (or listen to) an entire recording of two (2) peers throughout the semester and provide them with a written feedback summary pertaining to strengths and growth edges (a copy will also be provided to the instructor). Be as specific as possible. A peer review form can be found on the course website.

7. Weekly Summary

Students will watch (or listen to) one of their video recordings each week and identify strengths and growth edges on the Weekly Summary Sheet, which will be submitted to the instructor at the start of each class session. A copy of this sheet is attached to the syllabus, and an electronic copy can be found on the course website.

8. Code of Conduct and Professionalism

There will also be a grade for keeping client files up-to-date (e.g., progress notes, documents, assessments), as well as the interaction/communication with each client.

Evaluation and Grading:

Satisfactory participation in all 8 activities above will result in Credit "CR" for the course, while unsatisfactory performance in any of the areas above will result in No Credit "NC" for the course.

COURSE POLICIES

Case Load

Each student must maintain a minimum of two clients throughout the semester but should aim to have three clients. Because client loads vary (due to cancellation, illness, no shows, etc.), a larger client load may need to be considered in order to ensure that course requirements are met. In order to accrue the needed direct hours, a student may partner with another student counselor to conduct co-counseling for some of the counseling sessions. A total of 25 direct counseling hours must be accrued for students in the Clinical Psychology track. Competence will be judged by the instructor. When necessary, the instructor may require a student to accumulate additional counseling hours or engage in additional learning activities in order to achieve and demonstrate fundamental competence and/or to avoid client abandonment.

Record Keeping

Record keeping includes the timely maintenance of client files including intake forms, assessments, treatment plans, progress notes, records, and documentation of contact with the client. Proper maintenance means: files contain clearly written records, all documents and information are current, all necessary documentation is in the file, and the file is at all times located in the appropriate clinic location. The instructor will review client files on a regular (usually weekly) basis. Please be sure to only use the specific forms indicated by the instructor. **All case notes should be completed while on-site at the clinic and within 24 hours. Client files or case notes may not be taken outside of the clinic.**

Video Recordings of Counseling Sessions

- Counseling sessions must be video recorded.
- Recordings will be used in individual and group supervision sessions.
- Counseling sessions will be recorded using the clinic cameras. Each student will receive a clinic SD card. Please erase your recordings after viewing them with your supervisor.
- At all times, SD cards and client records must be in secure storage, or in a student counselor's immediate possession to insure client confidentiality.
- Each student must erase all recordings and return the SD card to Linda Speed by 5pm the last Wednesday of the semester.

ADDITIONAL REQUIREMENTS

Insurance

Professional liability insurance is required, and all students must obtain professional liability insurance, prior to commencing any counseling activity. Proof of insurance must be provided to the instructor before seeing any clients, and any liability insurance provider is acceptable.

Many students have found CPH & Associates to be a reliable provider of coverage. If you wish to purchase your insurance from them, go to www.cphins.com and select Apply Online. Using the menu on the left of the website, choose “non-sponsored” then “student application”.

Another option is APA’s provider, The Trust

<https://www.trustinsurance.com/products-services/student-liability>

Ethical Behavior and Professional Conduct

Professional conduct is expected of all students in the performance of counseling and related activities. Students must adhere to the APA code of ethics, the laws governing counselors (LPCs) in Texas, and the policies of the UTT psychology department. It is assumed that students have completed the ethics course prior to this class and know the APA code of ethics, understand the concept of “standard of care/practice”, and are familiar with Texas laws governing obligation as a mandated reporter. If unfamiliar with these basics, inform the instructor during the first class session. Required remedial activities, a grade of incomplete, a failing grade, or dismissal from the class are potential consequences for engaging in unprofessional behavior.

Emergencies

Students must familiarize themselves with services available on campus and in the community designed to meet the short-term and emergency needs of clients, and students will learn to evaluate client emergencies and make appropriate referrals. In case of an emergency (such as threat of suicide, homicide, or bizarre behavior) please contact the instructor and clinic director **immediately**.

Security of Records

Students are responsible for the security of all records made in relation to a client and case. All records must be secure at **all** times, and all client files must remain in the clinic at all times. When transporting notes, videos or other records related to clients for the purposes of review and supervision, the student must ensure these materials are always secure. **Do not email any client records or other identifying information; this is not a secure method of communication.**

Evaluation and Grading: (100 points total)

Item	Points
Professionalism <ul style="list-style-type: none">attendance [10]participation and quality of participation [10]weekly summaries [10]SOAP notes and timely record keeping [10]assignment timeliness and effort [5]	45
Reflection Papers (3)	15
Peer Reviews (2)	20
Treatment Presentation	10
Case Presentation	10
<i>Ethical Violation – Will result in significant loss of points & possible course failure</i>	

80-100 points = Credit (CR on transcript)

79 points and below = No Credit (NC on transcript)

Tentative Course Schedule

Week	Topics	Activities / Readings
1 Aug 28	Review of Syllabus	None Due: Liability insurance
2 Sep 4	Introduction of Clinic Director - Tour Clinic Review of Clinic Procedures	Teyber – Ch. 1 SOAP Notes – Canvas
3 Sep 11	Presentation by Bruce Bettinger about The Center for Students in Recovery Establishing a Working Alliance	Teyber – Ch 2 Due: Weekly Summary Reflection Paper #1 (p. 33 Ch. Exercise)
4 Sep 18	Case Discussion Resistance	Teyber – Ch. 3 Due: Weekly Summaries
5 Sep 25	Case Discussion Internal Focus for Change	Teyber – Ch. 4 Due: Weekly Summaries
6 Oct 2	Case Discussion Treatment Presentations Helping Clients with Their Feelings	Teyber – Ch. 5 Due: Weekly Summaries Reflection Paper #2 (p. 180 Ch. Exercise)
7 Oct 9	Case Discussion Familial and Developmental Factors	Teyber – Ch. 6 Due: Weekly Summaries Summary of 1st Peer Review
8 Oct 16	Case Discussion Treatment Presentations (2) Coping Strategies	Teyber – Ch. 7 Due: Weekly Summaries Treatment Presentations (2)
9 Oct 23	Case Discussion Treatment Presentations (2)	Teyber – Ch. 8 Due: Weekly Summaries Treatment Presentations (2)
10 Oct 30	Case Discussion Case Presentations Termination	Teyber – Chs. 9 & 10 Due: Weekly Summaries Summary of 2nd Peer Review
11 Nov 6	Case Discussion	Due: Weekly Summaries Reflection Paper #3 (p. 332 Ch. Exercise)
12 Nov 13	Case Discussion Formal Case Presentations (2)	Due: Weekly Summaries Case Presentations (2)
13 Nov 20	Case Discussion Formal Case Presentation (2)	Due: Weekly Summaries Case Presentations (2)
15 Dec 4	Case Discussion	Due: Weekly Summaries
16 Dec 11	Final Exam Week	<i>If clients are seen this week, we will meet for group supervision.</i>

WEEKLY SUMMARY (from Wednesday after class to Wednesday before class)

Name: _____ From _____ to _____

1. Caseload

Client pseudonym (Total # of sessions in parentheses)	Primary immediate concern (s)	Appt scheduled? (yes/no)	Appt kept? (yes/no) If no, list reason (no show /cancel)

2. Self-Critique of work with _____ (view tape if available).
(client pseudonym)

Three Strengths:

Three Areas to improve:

3. Peer Observation:

Provided to _____ Feedback given? Yes No

Received from _____ Feedback received? Yes No

4. Individual Skill Enhancement: List any outside readings or consultation obtained.

University Policies:

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

CEP Vision and Mission and Program Standards

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.