Course Information

PSYCH 5393  Applied Therapy II

Summer, 2018

Wednesday, 3-5:45

Instructor:  Paul Andrews, Ph.D.

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Course Catalog Description:

Applied Therapy is the application of practical therapeutic techniques with clients. Video feedback and direct supervision of student work will be employed by the instructor. Successful completion of 5312 and 5392 is required before beginning this advanced skills course.

Student Learning Outcomes:

Each student will:  Demonstrate proficiency in counseling and related professional skills

   Construct client assessments that include a working differential diagnosis and utilize assessment instruments (i.e. MMPI-2, PAI, other) when appropriate to client needs

   Construct theoretically informed and behaviorally stated treatment plans that are collaboratively developed with clients

   Demonstrate ethical practice and attitudes in all activities related to the class, clinic and clients

Counseling Psychology Assessment Methodology:

   3.0 Counseling Helping Relationship Skills: Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.

   3.2 Assessment:  Students will conduct live and videotaped practice counseling sessions with actual clients in PSYCH 5393: Applied Therapy. During the final week of the course, the instructor will conduct a cumulative evaluation of students’ counseling/therapy skills using the Student Clinical Skills Evaluation (SCSE) form. Ninety percent (90%) of students will achieve an average of 3 ("Meets Expectations") with no rating lower than 2 ("Not Yet Meeting Expectations") on the SCSE Clinical Skills and Use of Therapeutic Skills item sets.
Clinical Psychology Assessment Methodology:

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 and videotaped practice counseling sessions on PSYCH 5393: Applied Therapy. During the final week of the course the instructor will conduct a cumulative evaluation of the students’ counseling/therapy skills using the Student Clinical Skills Evaluation (SCSE) form. Ninety percent (90%) of students will achieve an average of 3 (“Meets Expectations”) with no rating lower than 2 (“Not Yet Meeting Expectations”) on the SCSE Clinical Skills and Use of Therapeutic Skills item sets.

Teaching Strategies: This is a supervised clinical experience for intermediately advanced students. Throughout the semester, students will engage in theoretically informed counseling with clients. Students are expected to develop and expand their knowledge and skills in counseling techniques, treatment planning, client engagement, outcome evaluation, documentation, and use of supervision.

Class meetings will include group supervision/case consultation, discussion of assigned readings, and discussion about therapy and related issues. Each student is expected to be actively involved at a level appropriate to graduate level education preparing for licensure in a profession. Students are expected to be active in developing and pursuing their own learning goals, participating in group discussions and feedback about counselor-client interactions, and contributing to team discussions about treatment and intervention planning.

AS THERE WILL BE DISCUSSION OF CLIENT INFORMATION AND VIEWING OF VIDEOTAPES AND/OR LIVE SESSIONS BY CLASS MEMBERS, DO NOT PROVIDE MORE IDENTIFYING INFORMATION THAN NECESSARY TO ENABLE CLINICAL DISCUSSION. WHEN PARTICIPATING IN SUCH DISCUSSIONS, REMEMBER THAT PROFESSIONAL ETHICS, CLINICAL POLICY, AND STATE LAWS PROVIDE FOR PROTECTION OF CLIENT INFORMATION. DISCUSSIONS ABOUT CASES OR CLIENTS CAN OCCUR ONLY IN CLASS OR SUPERVISION TIMES.

During class meetings, we will discuss readings and issues of significant concerns for students beginning to provide counseling sessions. There will also be a case presentation and discussion most weeks. In case discussions, we will attempt to understand the client in terms of presenting problem (reason for requesting services) as well as life developmental stage, family and ethnic/cultural context, spiritual/existential issues, resources/strengths, and stress factors. We will discuss and help plan the counselor’s possible interventions in terms of effective treatment options, counselor theoretical orientation, and counselor skill level.

When presenting a case for class discussion, the student should be prepared with a summary about the client, what the student wants to highlight for discussion (either to demonstrate something or to ask for
feedback), what the student wants to present on videotape for review and discussion, and what the student wants to get from feedback.

Individual and/or conjoint and live supervision modalities will be utilized in this course. Conjoint supervision means that two students share a supervisory session; as one presents, the other observes the process of supervisor-supervisee interactions and provides feedback at the end. Live supervision is strongly encouraged whereby supervisor and one or more students observe an actual counseling session and provide feedback during and after the session. While it is normal to experience anxiety about learning how to provide counseling and even more anxiety about having one’s work observed for feedback, the use of videotape presentations and/or live supervision is used because of the effectiveness of these supervision techniques. Peer consultation and review are considered a normal part of good clinical practice, and we will use it here.

Learning to effectively use supervision will make the difference between having to “go through the motions” and finding rewarding ways to grow professionally. Your self-observation during sessions and reflection afterwards as you recall and review your videotapes will contribute immensely to identifying productive questions and issues to be pursued in supervision and case discussion time. Being willing to explore other options, other theoretical approaches and styles of engagement, and learning from your clients will enhance your learning. Learning to use confusion and disappointment about what happened in a session will help you develop a curiosity about this work that can last a lifetime. As with class case presentations, the student should be prepared to discuss a particular issue and/or exchange that can be viewed on videotape for discussion and feedback. Students will also be asked to complete a contract for learning that will help focus the supervision sessions for the semester.

Individual/conjoint or live supervision will usually be scheduled on Thursdays preceding or following class time in order to reduce the number of trips to campus for supervisor and students.

**Required Textbooks:**


**Suggested Resources:**


PSYC 5393, p. 4

Note: A student at UTTyler is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may be available from an independent retailer including online resources.

Requirements:

Students are expected to be present and to participate actively in all class meetings. Students are expected to have read assigned reading materials and to have given thought to ideas presented in the materials so that class discussion involves integration of other materials and ideas.

Students are expected to come to supervision sessions prepared with case material about particular issues and/or clients and to have videotape of current sessions for review and discussion. Students are expected to integrate readings and class discussions in thinking about cases.

Students are expected to actively observe fellow students and supervisor in conjoint sessions and to provide feedback on the process that occurs in the supervision session.

Students are expected to complete case notes and assessment reports promptly and to provide them for supervisors signature in a timely manner. Students are expected to complete a termination or transfer summary when completing work with a client and to make sure the chart is complete before being presented for archives.

Students are expected to prepare two formal treatment plans and two case summaries. These may be submitted as part of the class case presentation.

Students are expected to present a case for class discussion at least twice during the semester. The presentation should include videotape or live session.

Students are expected to maintain a portfolio notebook documenting provision of services as well as demographic information about recipients of services, hours of supervision and theme, tests given, and class presentations.

Students must have professional liability insurance before starting any counseling activity. Proof of insurance must be provided before scheduling any counseling appointments. Insurance can be obtained at www.acait.com (American Counseling Association) or at www.apait.org (American Psychological Association).

Evaluation:

Each student will receive verbal and/or written feedback on each case presentation and supervision session. In addition, each student will receive a Student Clinical Skills Evaluation (SCSE) form at mid unit and at the end of the course. Also, clients will be asked to provide written feedback at least once on their counselors.
PSYC 5393, p. 5

Grading:

A: Demonstrate acceptable proficiency on SCSE (No score less than 3 on final SCSE)
   Complete at least 6 telephone screening interviews
   Accumulate 25 hours or more of videotaped counseling
   Attends class on time with no more than two absences; participates actively
   Attends supervision sessions with evidence of preparation and focus (no more than one
   absence)
   Presents cases twice in class with videotape or live session
   Demonstrates ethical and professional approach to working with clients and maintaining client
   privacy
   Maintains client files and notes in timely manner including making them available for
   supervisor’s signature

B: Above requirements except misses up to three class meetings or two supervision sessions
   Or fails to actively participate in class discussions or supervision sessions on a consistent basis
   Or demonstrates progress but lack of proficiency in skills as evidenced by a few scores on final
   SCSE being lower than 3

C, D, F, or Incomplete: Any of the following will be basis for a grade of C or lower or Incomplete; such
   grades will require the student to repeat or complete requirements of PSCY 5393 before enrolling in
   other clinical practice classes:
   More than three absences from class or more than two absences from supervision
   Failure to turn in required written work
   Accumulates fewer than 25 hours of counseling
   Demonstrates substantial deficiencies in professional skills and knowledge as evident in more
   than a few scores of 2 or lower on final SCSE
   Violations of ethics or clinic policies regarding security of information, record keeping, or failure
   to get timely consultation in urgent or emergency matters

Relevant APA Ethical Principles and Codes of Conduct (cf. www.apa.org/ethics)

Relevant ACA Code of Ethics (cf. www.counseling.org)
Class schedule and outline of activities: (Note: chapter numbers are for Hodges 2011 edition and Teyber 2011 edition; more recent editions may have different chapter numbers)

May 23, 2018  Orientation, discussion of syllabus; Initiating contact and beginning the sessions; ethical and legal aspects of counseling; Hodges, chap 3 & 5 (legal & ethical issues; clinical writing); APA Code of Conduct

May 30  Intake; getting to know your client; clinical history and mental status exam; Hodges, chap 4 (clinical issues); Teyber, chap 6 (familial and developmental factors); Personality Assessment Inventory; PROOF OF INSURANCE DUE

June 6  Engaging the client; Teyber, chap 1-2 (interpersonal process; working alliance); clinical notes and records; BEGIN CLASS PRESENTATIONS

June 13  To be announced

June 20  Client problems and emotions; Teyber, chap 5 (client feelings)

June 27  Resistance, regression, and retreat; Teyber, chap 3 & 4 (client resistance; internal focus of change)

July 3 or 5  Personality styles and coping strategies; Teyber, chap 7 (inflexible interpersonal coping); DSM 5 Personality Disorders

July 11  Relationship themes, recurring experiences, and corrective emotional experiences; Teyber, chap 8 & 9 (relational themes; interpersonal solution)

July 18  Client diversity issues; Hodges, chap 7 (multicultural issues)

July 25  Special issues: crisis management; Hodges, chap 9 & 10 (crisis intervention; protecting yourself)

August 1  Termination issues; Hodges, chap 11 (termination)

August 5/6  Supervision only, no class on August 8

The UT Tyler Writing Center is located in BUS 202 and provides professional writing/tutoring for all students. If you wish to use the resources of the Writing Center, you should plan for a minimum of two hour long tutorials per assignment and to be prepared to take an active role in your learning. Appointments can be scheduled at 903-565-5995 or www.uttyler.edu/writingcenter. Also, Purdue University’s online writing lab is designed to help students master the use of APA style. The link is http://owl.english.purdue.edu/handouts/print/research/r_apa.html.
University Policies

Grade Replacement/Forgiveness

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

Disability Services

If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. In order to assure approved services the first week of class, diagnostic, prognostic, and prescriptive information should be received 30 days prior to the beginning of the semester services are requested. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579). Additional information may also be obtained at the following UT Tyler Web address: http://www.uttyler.edu/disabilityservices.

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.

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.

**College of Education and Psychology Mission Statement:**

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. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

**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 through productive contributions to local and global communities and toward individual and cultural equity.

**Counseling Psychology Program Mission:**

**MISSION STATEMENT**

The Master of Arts in Counseling Psychology program is intended to prepare students to counsel persons experiencing emotional distress through development of specific competencies in human growth and development, assessment, counseling/therapy theories and methods and practice, cultural diversity, group counseling, career development, research methods and ethical counseling practices. Students who complete their programs and get their degrees are well-prepared for the Licensed Professional Counselor state licensing examination and are employed in a variety of mental health settings. Students may complete a generalist program or specialize in marriage and family counseling. Students specializing in couple and family counseling acquire additional competencies in marriage and family theories, counseling interventions and ethics. The core program curriculum is designed to align with national Counseling standards of the Council on the Accreditation of Counseling and Related Educational Programs (CACREP).

**Counseling Psychology M.A. Program Learning Outcomes may be found at:**

[http://www.uttyler.edu/psychology/CounselingPsychPLO](http://www.uttyler.edu/psychology/CounselingPsychPLO)