

Course Title Practicum II & Seminar
Course Number PC6401
Times Friday May 12; June 9; July 7 and August 4 from 6:30-9:30pm

Instructor & Contact Info

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Office hours by appointment
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Required Reading

Baird, B.N. (2004). *The Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions* (4th Edition). Upper Saddle River, NJ: Prentice Hall. ISBN: 0131181165

Kottler, J. A. (2000). *Nuts & bolts of helping*. Needham Heights, MA: Allyn & Bacon. ISBN: 0205308880

Johnson, S. L. (2004). *Therapist's guide to clinical intervention: The 1-2-3's of treatment planning* (Second edition). San Diego, CA: Academic Press. ISBN: 0123865883

Course Description

Each practicum provides a supervised one-semester therapy training experience in an approved counseling site. The course assists students in preparing for their Master of Arts Counseling Competency Exam (MACCE).

Practicum II Seminar builds upon the basic client description skills developed in Practicum I and focuses learning on two additional elements of case development: 1) supporting the client's diagnosis with individual clinical information, and 2) applying a theoretical orientation in conceptualizing the client's problem AND in conceptualizing what you will do to treat the client's problem.

Pre-requisite Knowledge

This is a second year course and is required of all students in the MA in Counseling Psychology program. Students enrolled in this class must have successfully completed Practicum I. Each student must have an approved Practicum Contract on file. Each student is expected to have basic writing skills and a familiarity with APA style of writing. Each student is expected to exhibit the emotional maturity required for practicum and be able to participate in self-reflection and self-evaluation.

Course Objectives

As a result of this course, students will demonstrate the following:

1. Ability to successfully apply counseling skills in "real" face-to-face situations.
2. Ability to accept and benefit from supervision.
3. Ability to evaluate one's own counseling skills and the skill of peers under supervision.
4. Ability to assess client needs and form a diagnosis based on available information, and to describe the information needed for a differential diagnosis.
5. Ability to recognize his/her own biases which may affect clinical practice, and to minimize possible negative impact of her/his biases on the client.
6. Ability to distinguish human diversity from psychopathology, and to critically evaluate his/her own reactions to various human diversities (e.g. age, gender, race, culture, etc.).
7. Ability to judge when ethical and/or legal issues are present in a clinical case, and to employ high ethical standards in all client contacts.
8. Ability to use empathy, integrity, sensitivity, and compassion in his/her counseling practice by interacting with clients in a manner congruent with these goals
9. Ability to apply a theoretical orientation to one's clinical work with a client, and implement treatment strategies from a specific theoretical orientation to clinical caseload.

Methods of Instruction

Students are required to complete a minimum of 175 hours of on-site training per semester in an approved practicum site, with 60 of those hours being direct work with clients. Students work at approved agencies 12-20 hours/week, each week of the semester.

Students are concurrently enrolled in a seminar which meets monthly. Seminars include student case presentations; instructor consultations & demonstrations; and class discussions. While you will receive feedback on your assignments, the purpose of the seminar is to provide an environment for you to learn from each other as well as from the instructor and to deepen your process as a clinician.

Content Areas

The principal goal of the practicum is to provide an opportunity for integration and practice of counseling psychology theories, methods and techniques in a professional counseling setting. The course will emphasize exploring your personal reactions to your clinical experiences and gaining a fuller understanding of transference and countertransference issues. Other topics include assessment and diagnosis, treatment planning, case formulation using a theoretical model, case presentation, writing clinical reports, current standards of practice, and specific ethical, legal, professional and clinical issues related to your unique clinical setting and population. Issues related to gender, ethnicity and sexual orientation will also be addressed.

Schedule

Class	Topics	Readings	Exercises
5/12	Self-Reflection & Skill-Building <i>Case Presentations Due</i>	Johnson, p. 274-283	p.275, 281, 282
6/9	Group Work <i>Case Presentations Due</i> <i>Personal Philosophy Paper Due</i>	Kottler, Chap 8	p. 131-1&2
7/7	Stress & Helping <i>Case Presentations Due</i>	Baird, p. 121-132 Johnson, p. 223-247	p. 121, 127
8/4	Self-Care <i>Case Presentations Due</i>	Baird, p. 132-143 Johnson, p.270-272 367- 375	p. 134 p. 370-372

Grading

This course is a *Credit/No Credit* course. Most of the evaluation for this course will be qualitative in nature. Grades are based 60% on performance at your practicum site and 40% on performance in practicum seminar. Specifically, participation in seminar, effort demonstrated on assignments, and timeliness of assignments are evaluated by Seminar university instructors based on the criteria listed below. Grades of A or B on each assignment will receive Credit. Grades below B will not receive credit. Site Supervisor Evaluations and Number of Hours Completed are the primary measures for practicum site performance. A student will receive *No Credit* for site supervisor evaluations which consistently rate a student below average, or identify serious concerns regarding student performance; and for recorded hours below the required minimum indicated in the Practicum Handbook.

Student Assignments, Performance Evaluation and Criteria

I. Class Participation:

- **Attendance.** Due to the participatory nature of this seminar, students are not allowed to miss seminar sessions except when arranged prior to the class and for appropriately determined reasons. It is assumed that students will be responsible and professional about being prompt. **Attendance is mandatory during all periods that trainees are in placements.**
- **Reading & Exercises.** Read the assigned chapters per class session, and complete the exercises identified. Typed responses due to instructor by the date the class meets according to the schedule above.

Class Participation Evaluation Criteria

Criteria	Distinguished Category	Commendable Category	Average Category	Failed Category
Personal goals	Pursues goals with high energy and assertion.	Pursues goals actively and with some assertion.	Pursues goals with low energy and mostly with prompting from others.	Fails to set goals.
Member goals	Works toward shared goals in a highly cooperative manner.	Works toward shared goals in a cooperative manner; at times with compliance and defiance.	Works toward shared goals mostly with compliance and defiance.	Not cooperative in working toward shared goals
Creating climate of trust and openness	Uses active listening and responding skills which are highly facilitative.	Uses active listening and responding skills which are facilitative.	Uses active listening and responding skills which are minimally facilitative.	Uses active listening and responding skills which are destructively facilitative
Displaying sensitivity	Displays consistent sensitivity to similarities and differences with individuals from varied backgrounds.	Displays sensitivity to similarities and differences with individuals from varied backgrounds.	Displays some degree of sensitivity to similarities and differences with individuals from varied backgrounds.	Lacks sensitivity to similarities and differences with individuals from varied backgrounds.

Note: Member goals include timely submission of assignments, providing appropriate feedback to fellow students, and completed exercises from readings.

Criteria for Onsite Class Participation

Grade	
A = 90+	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 80 – 89	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
D = 60 – 69	Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics

F = <60

Student did not participate in class discussions

II. Introduction to your Personal Philosophy and Practice of Psychotherapy Paper

Address the following topics and questions in writing. On the basis of your statements in this paper, your written psychotherapy case evaluation and oral presentation on a psychotherapy client should logically and consistently proceed.

What do you believe about the basic nature of humans? Why are humans like they are? Why do they do what they do? Include in your discussion your view of the unconscious. What do you believe are the key biological, social, and environmental influences that affect psychological health and dysfunction? Why do some people have mental illness while others do not? What are characteristics of a psychologically healthy person. Give examples.

Present your own ideas, and back them up with information from your favorite recognized theorists and practitioners in counseling. Papers should be 4-6 pages in APA style with references. **Due Saturday, 6/9.**

III. MACCE Presentation. Each student will present a full MACCE Case Presentation, tape and paper. *See MACCE Handbook for required details.* Case Presentations should include:

- Identifying Information
- Relevant Behavioral Observations
- Presenting Complaints
- Precipitating Factors and History of the Problem
- Relevant Psychosocial History
- Theoretical Orientation
- Case Formulation
- Diagnosis
- Treatment Plan
- Course of Therapy & Client Response
- Self-Critique: Transference/Countertransference

****NOTE:** *IF you are not planning to do your official MACCE until next semester, you may revise/update/improve the case you presented last semester, focusing more strongly on the areas identified by your instructor for improvement. IF, however, you are planning to complete all practicum requirements this semester, and not enroll in practicum next semester, you must use a new case for your official MACCE.*

Written case presentations are **due by email to instructor 2 weeks before oral case presentation date.**

Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides excellent coverage of the topic area; informative handouts provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides good coverage of the topic

	area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
D = 60 – 69	Presentation is disorganized and does not provide adequate coverage of the topic area
F = <60	Presentation was not completed by student

Criteria for Paper

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is only adequate
C = 70 – 79	Insufficient number of references provided AND limited coverage
D = 60 – 69	Paper is disorganized AND coverage is not adequate AND does not conform to APA format
F = <60	Evidence of plagiarism OR paper not submitted

Note: Hours Logs. Written documentation of practicum hours must be maintained weekly for review at any point in the semester, and for reporting on semester evaluations.

Academic Dishonesty/Plagiarism

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You are responsible for maintaining an electronic copy of any work submitted, because you may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential

cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

ADA Policy

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services who serves as the Disability Services Coordinator.

Once the determination of reasonable accommodations has been made, an approved Letter of Accommodation is given to the student. The student is then responsible for presenting and discussing a copy of the Letter of Accommodation with faculty, when requesting needed services. Accommodations are effective once the instructor has received the approved Letter of Accommodation. Accommodations are not retroactive. Students should promptly notify the Disability Services Coordinator of any problems encountered in receiving the agreed-upon accommodations.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction. Any adjustment to the syllabus will be clearly delineated in the Outline and available for download prior to registration and on the first day of class.