

PSY 402 (SEC 3) PRACTICUM IN COUNSELING AND PSYCHOTHERAPY –SP 2017

Professor: Amy Herstein Gervasio, Ph.D. Office: Sci B-339, Telephone: x3954.

Seminar meeting time. Sec 3: T, 1-3:30, D 232. **Final exam/meeting time: Mon, 5/15, 2:45-4:45.**

You are expected to be here during the finals time.

Tentative drop-in office hours (will decide on permanent hrs. by 2/20): M 2-2:30; T 3:30-4; W 11-11:30 & 3-3:30.

PLEASE CONTACT ME IMMEDIATELY IF YOU HAVE CONCERNS ABOUT A CLIENT OR COUNSELING SESSION: (715) 346-3954.

OBJECTIVES.

1. To discuss ethical issues involved in practice and research in psychotherapy and counseling.
2. To facilitate student integration of counseling theory and research into counseling practice.
3. To develop fundamental *interviewing skills* essential to the provision of effective counseling and psychotherapy. You will not be learning how to conduct therapy in this class.
4. To assist students in becoming more aware of their own personal and cultural factors (attitudes, values, emotions, backgrounds, psychological defenses, etc.) that interact with the practice of counseling and human services.
5. To prepare students for entry level human services positions and/or successful entrance into graduate school in a human services field.

TEXTS. MAKE SURE YOU HAVE THE LATEST EDITIONS OF THE TEXTBOOKS.

1. Corey, G., Corey, M. S. & Callanan, P. (2015). *Issues and Ethics in the Helping Professions (9th ed. Revised)*. USA: Cengage. At text rental. Designated with a "C" on the syllabus.
2. Young, M. E. (2013). *Learning the Art of Helping (5th Ed.)*. Upper Saddle River, NJ: Pearson. At text rental. Designated with a "Y" on the syllabus.
3. **Workbook exercise packet given in class.** Xeroxed selections from Young, M. E. & Chromy, S. (2005—out of print). *Exercises in the art of helping*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall. These homework exercises are often related to the brief Young DVD videos which will be loaned to you with your text or which are streamed via e-reserve. (See below). Designated with a "W" on the syllabus.

OTHER ETHICS CODES.

4. American Psychological Association Ethics Code. <http://apa.org/ethics/code/index.aspx>. We will refer to this document in class.

VIDEOS.

5. DVD from older edition of *Learning the Art of Helping*. Text rental may not have a separate disc for each of you. These can be streamed free via library e-reserve. (We do this because paying for streaming would cost each student \$59 out of pocket for use for three months.)

ATTENDANCE POLICY.

This course is in many respects a performance and skills course that is structured like a professional, graduate seminar. Regular attendance and active participation is essential to create a productive class for all students. Classes cannot be made up. Roll will be taken. Students must be willing to lead discussion, to volunteer for in-class exercises, to give each other positive feedback as well as provide constructive criticism, and to “risk” trying new tasks and ways of communicating. More than three class absences will

result in discontinuation (a drop) prior to 8 weeks or a failing grade in the course after 8 weeks. Students with three absences will not be able to earn an A regardless of points.

CONFIDENTIALITY.

Information about other students gleaned through this class is confidential and may not be discussed outside of class. An exception would be the need to report to me about a new, not yet reported case of sexual harassment or criminal behavior that comes under mandated reporting by university personnel as noted on page 6.

Although you may find it useful to your development as a counselor to reveal some personal information in this class and explore your own beliefs and values regarding counseling, 402 is not a substitute for personal therapy or professional psychological diagnosis. If you have attended therapy you may find that your experience is different from the practices discussed in class. While I try to be sensitive to personal issues, it is important for all students to realize that this is a *class* and that students are required to understand general therapeutic concepts even when these concepts may relate to their own past or may be uncomfortable to explore. If you find that the class content brings up certain emotional or familial issues for which psychotherapy might be useful, I suggest contacting the UWSP counseling center for help.

ASSIGNMENTS and GRADING.

1. DVD/VIDEO TAPES of YOUR OWN COUNSELING SESSIONS (36%). Demonstration of ability to integrate course materials in actual interviews as well as self-assessment of your abilities.

You will complete a minimum of five DVD/videotaped counseling sessions during the semester, with self-assessments. Taping yourself is one of the best ways to learn counseling skills. Not only will you watch professionally prepared videos, but you will conduct counseling sessions that will be videotaped in our digital video counseling laboratory. For the last two tapes, you will need to find “clients” whom you do not know. *Start asking people if they will be clients early on.* (I try to find one client for you via Psy 401, but this is not guaranteed.) Students in 402 typically “trade” names of willing roommates, friends, co-workers, etc.

In order to receive credit for taping each session, you must sign the log sheet in the Counseling Lab in D218 on the date you conduct your counseling session. **The client must sign a consent form.** The forms are available through the tape lab technician. It is imperative that you maintain the security of the tapes. In addition, please do not watch or critique your taped sessions in the presence of others such as your roommate, or in an open computer lab. If you watch them on your personal computer, make sure that other people cannot see them or hear the soundtrack. In order to receive course credit, you will be required to return all DVD's/tapes and remaining consent forms to me by the last day of class. Tapes will be destroyed at the end of the term. **There is a special computer sign up system (linked to the sona-system subject pool) for reserving taping time. This term the taping lab may be used for other courses and research, so schedule tapes as soon as possible.**

Various self-assessment of interview forms will be given to you via D2L You should critique your own counseling sessions in advance and have them available for review by the class on the dates indicated on the syllabus. (Change in review date, if necessary, will be announced in class.) Please have your DVD “cued” to start promptly on tape review days. A final counseling session tape will be reviewed by the student and then critiqued privately by the student and instructor at the end of the semester. Your two final tapes are worth more points. (Last term, a few students signed up for extra time slots on their own to practice interviewing skills. You may do this with the permission of the lab interns. I will not be able to look at these tapes, however.)

2. SEMINAR PARTICIPATION (33%). Your participation demonstrates an integration of reading and course materials and your willingness to ask and answer questions and give and apply feedback. I expect you to participate in this course as if you were a professional, which includes: being present on a

consistent basis; being on time at the beginning of class and after breaks; and being an active, engaged participant.

DETERMINATION OF PARTICIPATION GRADE. This grade includes my estimation of your preparedness, your willingness to spontaneously apply your experience to readings, as well as asking questions of me or other students, answering questions posed by me or other students, responding with a good-faith effort when called upon, volunteering for interviewing exercises and role plays, and giving and receiving constructive criticism and praise. It also includes your general deportment. (Participation grades will be lowered if you pass notes in class, text or use mobile phones, talk with your friends while I'm lecturing or others are discussing, work on material not pertaining to the class, or exhibit other inappropriate "high school" behavior such as making fun of other students.) While exact points are determined at the end of the semester, typical participation grades are as follows.

A-/A: You have excellent attendance, are clearly prepared for class, spontaneously ask or answer questions during class, serve as leader in group discussion, volunteer to show your tapes; "risk" when critiquing a video, demonstrate praise and encouragement of others, take an active role in discussing ethical issues, etc. You are also open to constructive criticism. The person who receives a full "A" for participation would be seen by others as one who "carries the class" but doesn't hog the conversation. It is entirely possible for all students to receive A's for participation.

B's: You have excellent attendance and deportment and occasionally spontaneously ask or answer questions during class. You respond in good faith when called upon by the instructor. You try to apply constructive criticism, but take fewer risks than others. You are rarely the first person to speak or volunteer.

C+: You have excellent attendance and deportment but rarely ask or answer questions during class, or spontaneously discuss videos or homework. Your non-verbal behavior makes it clear that you do not want to be called upon. You shy away from trying new interviewing skills or applying peer review with which you are not comfortable. You make little progress in participation during the term.

C/D: You repeatedly miss class, regularly come into class late or rarely speak in class; you exhibit bad deportment such as passing notes, falling asleep, or texting during class; you continually make excuses or ask for favors regarding due dates or make-up tests.

YOU WOULDN'T DISRESPECT A CLIENT BY TEXTING WHILE CONDUCTING A THERAPY SESSION, SO PLEASE DON'T TEXT OR LOOK AT OTHER MOBILE DEVICES DURING CLASS.

3. HOMEWORK, DISCUSSION NOTES, and TESTS (31%). a) There will be 6 workbook and/or other written assignments, including some posted on D2L. The bulk of the written homework is due in the middle weeks of the term. Homework is a combination of assigned exercises from Corey et al.'s text, plus Young's text, plus the xeroxed workbook packet. On occasion I will handout other assignments to add to the workbook. Look at assigned pages carefully. Our texts can get confusing. For example, you might have to answer "Question 3" from a Corey "self-reflection section" plus a Young "journal question, plus Young & Chromy Xeroxed workbook items "8A, 8C". You may handwrite the workbook pages. I would prefer double spaced, typed answers to other questions, but I will accept clear handwriting. I will not accept homework that is completed during the class period.

PLEASE DON'T WRITE YOUR ANSWERS IN THE TEXTBOOKS SINCE OTHER STUDENTS WILL HAVE TO USE THEM.

b) On most weeks where there is not written homework, there are written *discussion* notes. You must turn in legible notes for "good-faith credit", showing that you have read the information ahead of time and

are prepared to discuss it. Discussion notes only refer to the questions listed in the syllabus. I am not asking you to turn in the notes you take as you read.

c) There will be one midterm and one final. The final may have a take-home portion.

Late policy. *Written homework* must be turned in on the due date to receive full credit. No late assignments will be accepted. However, you will be **allowed to miss one homework assignment without penalty** during the course of the term. You will receive your average % score (e.g. 89%) for the missed assignment. *Discussion notes* must be turned in on time for credit. No late *discussion notes* will be accepted.

PLAGIARISM, UNAUTHORIZED COLLABORATION, MISUSE OF SOCIAL MEDIA, and ETHICAL VIOLATIONS.

Plagiarism includes but is not limited to the following situations.

1. Copying or paraphrasing the work of other students and passing it off as your own. This kind of plagiarism will result in an automatic “F” for the assignment and a lowered grade in the course.

2. Copying the information in published literature or on the internet verbatim, without quotes and without citation of sources, leading the reader to believe that the writing and ideas are your own. This kind of plagiarism will result in an automatic “F” for the assignment and a lowered grade in the course.

3. *Unauthorized collaboration.*

(I encourage students to study together for the midterm. However, students may not work on the take-home portion of the final exam together.) Unauthorized collaboration includes, but is not limited to, asking for or giving information to other students for video tape analyses prior to turning them in, when prohibited by the professor, and/or not explicitly stating that you asked for or received the information from someone else. Unauthorized collaboration will result in a lowered grade for the course.

4. *Misuse of social media.* I do not approve of the creation of a Facebook or other social media page for this class, especially for sharing information about homework. It is better to ask me for clarification of homework or other assignments instead of posting your queries to each other on a social media page.

5. *Ethical violations.* A student who violates ethics will receive an automatic “F” in the course. Examples of ethical violations include, but are not limited to, choosing a close friend or family member for a counseling interview, breaching confidentiality of the client by talking to friends about them, showing a tape to a friend, posting comments about homework or interviews on social media, dating a client, etc.

STUDENT’S RIGHTS AND RESPONSIBILITIES. Understanding your rights and responsibilities as students is an important aspect of your education here at UWSP. Your instructor expects you to understand and adhere to these rights and responsibilities in accordance with UWSP policy. Accordingly, students are encouraged to visit the Community Rights and Responsibilities document on-line at the listed URL below:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

Course Withdrawal. Students must withdraw from class in a timely manner in accordance with published deadlines. Failure to do so could result in a failing grade or the loss of reimbursable tuition fees. The published deadlines can be found at:

<http://www.uwsp.edu/news/uwspcatalog/academic.htm#Drop/Add>

Note: if you have a chronic illness or disability that makes it probable that you will repeatedly miss class, please inform both me and the Disability Services and Assistive Technology offices (x 3365). DS can

inform your professors of a prolonged illness so that you will not have to discuss your health with each of your professors. Do this early in the term. **Don't miss two weeks of class without informing your advisor or a professor of the problem.** *Any student in this course who has a disability that may prevent them from fully demonstrating interviewing abilities should contact me personally as soon as possible so we can discuss any reasonable accommodations necessary to ensure full participation and facilitate this educational opportunity.* On occasion it may not be possible to make reasonable accommodations and the student will be advised to drop the class.

MANDATORY ADDENDUM TO SYLLABUS REGARDING REPORT OF CRIMINAL ACTIVITY AND USE OF ELECTRONIC DEVICES.

Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities.

Using Electronic Devices. To maintain the integrity of in-class exams, the use of electronic devices will not be permitted during exams without prior documented approval from the Disability Services office or other pertinent offices on campus. This includes, but is not limited to, requests to use cellular or wireless network-enabled mobile devices for foreign language translation assistance. Students who are found using these devices will be dismissed and receive a zero for their exams. Other penalties will be considered under the misconduct policy. Moreover, students who arrive late to an exam will only be allowed to take it if they arrive before the first student finishes and leaves the room. After that point, requests to take exams will be declined unless they are consistent with the makeup policy.

GRADING SCALE. I generally grade using typical percentages; i.e. 93% and above of the total points is an A. Grades will be out of 600 points. There are “built in” extra credit points, so that at the end of the term your percentage may be actually higher than you think and you may receive a higher grade. An A demonstrates outstanding work, a B is very good, and a C is proficient.

A = 93%-100% **A- = 90%-92.9%** **B+ = 88%-89.9%**
B = 83%-87.9% **B- = 80%-82.9%** **C+ = 78%-79.9%**
C = 73%-77.9% **C- = 70%-72.9%** **D = 65%-69.9%** **F = ≤64.9%**

402 Recap of Points and Due Dates—Calculate Your Grades

Date	Assignment	Approx Points	Approx %
various	Homework (6 —can miss one; about 84 pts.) and Discussion notes (4—no misses = 32 pts.); possible 1 extra	_____/116	19% tot
various			
2/21	Tape # 1 (15 min)	_____/30	
3/7	Tape # 2 (15 min)	_____/35	
3/14	Midterm (1/2 hour)	_____/30-35	5-6%
4/4	Tape # 3 (30 min)	_____/40	
4/18	Tape # 4 (30 min—with client)	_____/50	
5/2	Tape # 5 (50 min—with client); Total tape points = 220	_____/65	36% tot
various	Participation (100 pts. each half of term= 200 tot)	_____/100	33%
		_____/100	
5/15	Final exam& tape review (poss take-home)	_____/35-40	6%
	Grand Total (out of 600 even if there are a few more points)	____ 611	
		_____/600 = ____%	

The syllabus is on the next page.

402 (SEC 3) SYLLABUS SPRING 2017

C =Corey text; Y =Young text; W = workbook with associated Young DVD videos; I= Ivey videos online. All items designated as “homework” are to be carefully written, including specific exercises from C, Y, & W and other handouts. If the question in the text mentions working in groups, just answer the question for yourself. If the homework is under “Journal starters”, write your thoughtful response. You don’t have to keep a journal. Items designated as “discussion notes” are turned in to demonstrate that you have read the questions and are prepared for class. (Do not turn in your own personal notes on the text.) Homework, discussion notes, and readings will serve as a basis for in-class discussion. (Other exercises may be substituted as needs of class emerge.)

Date Tues	Topics	Readings for that Day	Homework, Discussion Notes, and Tapes Due
1. 1/24	Introduction to counseling and ethics	Read ahead: C: ch 1 pp. 2-24; Y: ch 1	Notes-to be written down but not graded this week. 1) C: review self-assessment pp. 25-32; make notes on three items you are most interested in for discussion; 2) Find out why you were given your first name. Does it have a meaning? Does it connect you to your family in some way?
2. 1/31	Personal aspects of counseling	C: ch 2 pp. 38-46; ch 3 pp. 68-84; Skim pp.85-88; Y: ch 2 pp. 28-40	Written Disc. Notes: C: pp. 65 Activity #1 and 2; pp. 76-77; list three difficult values for you; Y: answers to “Journal” #1 & 3 pp. 26 & to “Homework #1 ”pp. 50 (8 pts.)
3. 2/7	Informed consent & records; Malpractice; Interviewing: invitational skills and paraphrasing	C: ch 5 pp. 150-165; 166-174; C: ch 5 pp. 190-199; Y: ch 3 pp. 52-67; Y: ch 4 pp. 86-88; 90-97	Your Written Homework 1. C: write down the four basic conditions needed to claim malpractice in your own words & give an example. Y: from pp 64-67 list two mistakes in empathy or therapeutic relationship you are likely to make; W: 3A, 3B ,5A, 5D, 6A, 6C (16 pts.)
4. 2/14	Confidentiality, therapeutic relationships& empathy; Interviewing: reflecting	C: ch 5 pp. 152-174; 180-187; ch 6 pp. 202-219; 222-232; 254-259; ch 11 424-428; Y: ch 5 pp. 106-115;	Written Disc. Notes. C: pp. 186 your responses to case of Kody, responses to “#2 & 3 short cases” pp. 217-218 and paraphrase one of the 3 legal cases on 226-7 (your choice.) (8 pts.)
5. 2/21	Relationships and counter-transference/Suicide & end of life; poss popular press; Review tapes	Transference-C: ch 2 pp. 47-54; Y: ch 3 pp. 67-75; End of life-C: ch 3 pp. 92-99; ch 6 pp. 232-239	Tape 1—15 min due; Written Disc. Notes. D2L Transference sheet plus C: your stance on terminally ill client from Activity #2 pp. 249. (8 pts.)

6. 2/28	Multicultural issues I; Interviewing: reflecting feelings; Review tapes	C: ch 4 pp. 106-124; 135-146 Y: ch 6 pp. 120-125	Written Homework 2. C: write responses to bullets in case of Miguel pp. 122 and Activity #1 pp. 147; W: 7A, 7C, 7D, 7G, 7H (16 pts.)
7. 3/7	Multicultural issues II; Interviewing: feelings and meaning; Review tapes	Y: ch 7 pp.137-154	Tape 2—15 min due; Written Homework 3. W: 8A, 8B, 8E (12 pts.)
8. 3/14	Midterm (30 min)/ reflection & Review tapes	Skim challenging: Y ch 8 especially pp.172-177.	Written Homework 4. W: 9A-9D (12 pts.)
Vacation			
9. 3/28	Interviewing: challenging and confronting; Review tapes	Y: ch 8 pp. 180-181, pp. 186 read Exercise 2, quick tips Y: ch 7 pp. 152-156; Y ch 8 especially pp.172-177 Apply counseling theories to cases in class.	For discussion (no points). Y: pp. 187 identify 5 discrepancies; pp.188 “Hmwrk #1” your own discrepancy.
10.4/4	Review tapes	C: online and social media ethics pp. 174-180; 452-454; Look at D2L applying counseling theories sheet	Tape 3—30 min. Discuss your thoughts about online and social media ethics
11. 4/11	Interviewing: putting skills together & goals	Y: ch 9 pp. 201-15; ch 10 pp. 222-230	Written Homework 5. W: 11A, 11C, 12B (12 pts.)
12. 4/18	Relationship boundaries; Review tapes	C: ch 7 pp. 260-280; 283-295; ch 11 425-427	Tape 4—30 min due. Written Disc. Notes. C: pp. 270 boundary exercises “4 bullets” and pp. 427 Therapist quandary “5 bullets”(8 pts.)
13. 4/25	Group issues; Interviewing: alternate interpretation & countering	C: ch 11 424-428; ch 12 pp. 442-451; Y: ch 11 pp. 253-258; ch 13 pp. 288-290.	Written Homework 6. C: pp. 429, write ideas about ch 11; Activity # 3 Y: for Video 17 write answers for “countering” pp. 301; W: 13A, 14A (16 pts.)
14. 5/2	Meet as a class for ½ hr, then Final tape review	Meet individually w/ Dr. G.	Final Tape # 5—50 min due – Individual review continued
15. 5/9	Final tape review	Meet individually w/ Dr. G.	Individual review continued
Final Sec 3: Mon, May 15, 2:45-4:15. Meet as class for ½ hour, then individual tape review. Final due.			