

**EDP 381: Practicum in Counseling: Ph. D.
Spring 2014**

<u>Instructor:</u>	Aaron Rochlen, Ph.D.	<u>Class time:</u>	Tuesday 4-7
<u>Office:</u>	SZB 262C	<u>Office hours:</u>	Wednesday 12-1 or by Appt.
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Course Objectives

The main objective for this course is to help students maximize their practicum experience through case conferencing and discussion of professional issues relevant to their placements. The course is also designed to increase communication between the student, the practicum site, and the Counseling Psychology Training Program and to troubleshoot if there are concerns on practicum.

A recent addition to this course is a focus on gender and counseling. Multiple readings on gender and psychotherapy will be discussed. Further, trainees will be encouraged to discuss gender dynamics and considerations as they surface with their clients in case conceptualization discussions.

Attendance and Participation

Given the seminar format (and small numbers of students), consistent attendance, punctuality, and active participation is essential. If you cannot attend class, please notify me beforehand. Because attendance and participation is *the most essential component* to this class, more than absence may result in a non-passing grade. Students should come prepared to class with readings completed.

Readings

The reading will be submitted topics/areas of interest that have relevance to students training sites. These will include readings relevant to clinical concerns and topics that may have ideally not been included in other courses. Readings with a “gender-theme” will also be included in the semester. In essence, this is a “coursepack by committee” setup (explained further on first class day).

Assignments**Presentation/Readings Assignment:**

For this assignment, you will conduct an informal presentation with relevance to your selected reading. The presentation, approximately 45 minutes in length, should have an applied focus and interactive component and may include an informal discussion of one of your cases. Please prepare thought questions with the article. *This assignment works best if students carefully select the article and how to best facilitate the discussion/exercise.* Ideally your selected article will be: 1) one you are excited about discussing 2) has relevance to your training site or a client 3) easy to facilitate a natural and productive discussion and 4) manageable in length!

Each student should send an e-mail to all of the other class members the FRIDAY prior to class with the PDF file of the article to all students. It would also be helpful to include recommendations for what aspects of the article may be most relevant Please make sure the PDF files are easy to read. If you are having trouble, there is no shame in photocopying these articles and providing copies to each student who will be attending class.

Case Conference Presentations

Written Format

You will be asked to do 1 formal case presentation during the semester. You should write up this format and drop it off to the other class members preferably by the FRIDAY preceding your presentation. Importantly, do NOT include names or identifying information in the write-up (initials or a false first name are fine). Place write-up-no longer than 2 pages (single spaced) in a sealed envelope. Assignments for the dates of these presentations will be made during the first week of the semester. Each presentation will be approximately 75 minutes in length. Because of confidentiality concerns, *please do not email class members copies of your case conference write-up*. Given the range of different types of settings, there is considerable flexibility in the format of your write-up. However, it is important that you provide a basic overview of the client, your work thus far, and what your most central struggles and questions are with the case. If there is a theoretical framework that you have used, it would be helpful to describe this with your report.

A suggested framework for your write-up follows:

Client overview

- ⇒ number of sessions
- ⇒ sex/age/grade level
- ⇒ presenting problem(s)
- ⇒ racial/ethnic background
- ⇒ referral source
- ⇒ pertinent background information (i.e., demographics, family, grades, relationships)
- ⇒ salient behavioral observations
- ⇒ family functioning

Treatment Progress

- ⇒ client's treatment goals
- ⇒ your treatment goals
- ⇒ focus of treatment to date (and progress and struggles)

Relationship Considerations

- * Working Alliance Commentary
- * Multicultural and/or Gender Considerations

Questions & struggles

- * identify your struggles/questions
- * transference/counter-transference themes
- * what are your own reaction(s) to this case (positive or negative?)
- * what questions are you bringing to the group (i.e., why have you picked this case and what is it you would like most to discuss during your time?)
- * relevant multicultural considerations are there in this case
- * relevant gender dynamics and considerations
- * how have you used theory in this case (and what questions you might have for the group)

Follow Up Presentations:

Students will be asked to give 1 or 2 (depending on number of students in the class) informal follow-up oral presentations - after their formal write-ups (oral overviews). The purpose of these presentations will be to talk about progress and/or interventions initiated in an informal manner with peers and the instructor. These will be roughly 30 minutes in length.

Individual Meetings: In lieu of having class on March 18 individual 20 minute appointments with the instructor will be arranged. During these meetings, a discussion of each student's goals, participation in class, and any other concerns will be shared. This is a good opportunity to discuss with me any problems that may have developed in your current practicum placement as well as concerns that need to be addressed with your supervisor.

Class Format

The in-class portion of this course will consist of discussion of readings, individual presentations, and case conference presentations.

Grading

Grading for this class is on a PASS/FAIL basis. There are different factors that go into the pass/fail distinction that are admittedly difficult to numerically quantify. However, they include completion of all assignments in a timely manner (presentation, case conference, goals), adequate attendance and participation (more than 1 absence likely a problem), successful completion of all practicum requirements (that vary with each site), and sufficient progress in your clinical skills as demonstrated in supervisor evaluations (in writing and in phone conversations). Also important to completing the course requirements are completion of all assignments and readings in a timely and effective manner.

Final grades cannot be assigned until I have your supervisors' evaluation form. Evaluation forms* should be sent (preferably given in hand or via mail) to the instructor by the 9th of May, 2014

Insurance

Students are required to have professional liability insurance when enrolled in practicum. I personally recommend using APA Insurance <http://www.apait.org/apait/products/studentliability/>

Practicum Agreement & Evaluation Forms

Each student needs to complete a practicum agreement form* with their individual supervisors. These forms should be handed in to the instructor by the second week of class, 1/25. Equally important are the end of the semester evaluation forms that should be handed to me directly by the 9th of May. Please do not have your supervisor fax these confidential and easy to misplace forms. A grade will not be awarded without an evaluation form from each class member. Finally, a new program requirement is that students are required to complete a log of their practicum hours and have this signed by their supervisors. One copy of this form should be kept by the student, the second handed in with the final evaluation.

* = Both practicum placement and evaluation forms are available on the Department Web page at: <http://edpsych.edb.utexas.edu/download/forms/>

ADA Compliance Statement

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Dean of Students at 471-6259, 471-4641 TTY. If they certify your needs, I will work with you to make appropriate arrangements.

