

EDP 381 Practicum Seminar, Summer, 2015

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Goal of the Course:

The goal of this course is to enhance students' professional development and learning from the practicum experience. We will combine discussion of readings with discussion of professional issues and client challenges encountered at the students' practicum sites.

Requirements:

1. Submit Practicum Agreement form within a week of beginning work on your practicum, and submit Prac Evaluation form in time to receive final grade for the semester. Include **your supervisor's contact information on this form including e-mail** as I will be contacting each supervisor during the term.

If you have more than one practicum (e.g., an assessment practicum that you've arranged for extra income plus a practicum arranged by Rico) you need separate Agreement forms and Evaluation forms for each one. Please submit directly to me.

2. Come to class each week, having read the required readings and prepared to thoughtfully discuss clinical and supervision issues. I plan on experimenting this semester with some video-conferencing sessions for two weeks.

3. Present a case and lead discussion/practice on one of the reading (Sign up in advance). The number of readings and presentations will be based in part on number of students in class.

Grading:

Grading is on a credit or no-credit basis and is dependent both on performance on practicum as reported by the primary (on site) practicum supervisor, as well as on performance in this seminar. Do note, missing class more than 1 time (excused or otherwise) will likely result in a Fail for the semester. In other words, your presence and active involvement is a core part of the class.

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. 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 MONDAY 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

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 Monday 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. Alternatively, you can send these via email password protected (include password in a separate email).

Assignments for the dates of these presentations will be made during the first week of the semester. Each presentation will be approximately 45 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)

Readings:

Assigned in class – Depending on number of students, we may combine the case conference and presentation assignment.

ADA Compliance:

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. These arrangements should be made at or prior to the beginning of the term.

Observance of Religious Holidays:

In conformance with University policy, I respect students' observation of religious holidays and will make an effort to work with students around observance of any religious holidays that conflict with class or class activities. It is the student's responsibility to look over the syllabus during the first week of class and determine if they foresee a problem with the ability to complete assignments when due or to be present in class. It is then the responsibility of the student to have a conversation with me within the first week or two of classes so we can determine how class obligations can be fulfilled.

Preliminary Schedule

Date	Class Activity	Reading
June 10	Organizational meeting Dr. Moore and Dr. Rochlen	Rochlen Countertransference
June 17	Case Conference(s) Presentation	Bernard – Supervision Reading
June 24	Case Conference(s) Presentation	Student Distributed
July 1	Case Conferences(s) Presentation	Student Distributed
July 8	Case Conference(s) Presentation	Student Distributed
July 15 (2:30 – start time)	<i>Case Conference(s)</i> Presentation	Student Distributed
July 22	<i>Case Conference</i> Presentation	Student Distributed
July 29	<i>Case Conference</i> Presentation	Student Distributed