

Practicum in Counseling: Ph.D.

EDP 381 (10915)

Fall 2015

W 9:00 -12:00 p.m., SZB 268

Professor: Michael Donnell, Psy.D.

Office Hours: By appointment only

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Course Objectives

This course provides a context for active, rich integration of each student's academic learning and first clinical experiences. Students are provided the opportunity to learn about the clinical application of fundamental relational ideas from within a pan-theoretical lens, as well as to explore, expand, and integrate students' clinical understanding with their own emergent clinical intuitions and professional identities. Specific educational purposes include deepening students' understanding of the therapeutic relationship, facilitating the development of a therapeutic sensibility, improving treatment planning and case formulation skills, and sharpening students' case presentation and consultation abilities.

Course Format*

A portion of each class will be spent discussing fundamental relational ideas, using the assigned readings and case material as a springboard for these conversations. The remaining portion of each class will be conducted in a case conference format. A portion of this time will be reserved for anyone with pressing concerns or questions about a client, even if it is not their day to present. This format will be applied flexibly. **Any serious or problematic issues occurring at your practicum site should be brought up individually with the instructor outside of class, do not wait for your case presentation date to share this information.**

*Depending on the number of students attending this seminar, the class may be broken down into smaller groups

Learning activities:

1. Cognitive/Didactic: 40% (discussion of readings)
2. Experiential: 20% (group process)
3. Practical/Applied: 40% (case presentations/discussions)

Grading

Grading for this class is on a CREDIT/NO CREDIT basis. Do not make the assumption that credit for this class is guaranteed. There are a variety of factors that go into the grading process. They include adequate attendance and participation, successful completion of all practicum site requirements, sufficient progress in your clinical skills as demonstrated in supervisor evaluations (in writing and in phone conversations), and appropriate and professional conduct in the practicum course and in interactions with the instructor and peers. Also important to completing the course requirements are completion of all assignments in a timely manner. Final grades cannot be assigned until the instructor has received your supervisor's evaluation form.

Attendance and Participation

Given the seminar format used in this class, and the fact that discussion about professional topics and cases constitute the bulk of the course, consistent attendance and punctuality is essential. If for some reason you are unable to attend class, please contact the instructor by phone or e-mail *beforehand*. Students are expected to read all assigned materials and come to class prepared to actively discuss the readings. **Because participation is the most essential component of this course, more than one absence will likely result in unsuccessful completion of this course.** No distinctions are made between planned or unplanned absences, and there are no “excused” versus “unexcused” absences.

Class Expectation / Culture

In accordance with the Counseling Psychology Doctoral Student Handbook, “Students are expected to engage in reflective and open self-examination... students are likely to find that they are challenged in unexpected ways that require the development of new skills to manage difficult emotions. This process is often uncomfortable. It is important for students to be willing and able to engage in open self reflection so that they may flexibly adjust to new challenges.” These expectations are of particular importance to the practicum experience, both on site and in the class:

In addition, this seminar is organized as a case conference. This means that all clinical material discussed within the seminar, whether by the instructor or by students, is to be treated strictly as **confidential** clinical material and accorded all of the safeguards that are associated with responsible, professional conduct.

It is expected that students will be respectful of their classmates’ viewpoints; indeed part of the objectives of this course is to learn how to clinically work with colleagues. If a student is struggling with the clinical interchange in any way, he or she is strongly encouraged to bring it up in class to the group, or privately with the instructor. Additionally, the instructor requests that students not wait until the end of the course to give feedback if there are ways in which they think the class experience may be improved.

Required Documents/Texts

Peebles, M.J. (2012). *Beginnings: The art and science of planning psychotherapy*. New York: Routledge.

Additional readings will be distributed by instructor.

Assignments and Course Requirements

Practicum Agreement Form:

Go to this site to get the Practicum Agreement Form (PAF):

http://www.edb.utexas.edu/education/departments/edp/doctoral/cp/cur_students/forms/

Please complete the agreement with your supervisor. Make sure you are clear about what is expected of you and that you have an agreed upon time and/or format for your weekly two hours of supervision (1 hour of this may be group supervision). **Please make sure contact information (phone and e-mail) for your supervisor is included on the form. Please return the completed form to instructor. Due: 9/19.**

Semester Training Goals: In one page (either in narrative form or a list with some elaboration of each goal) please identify your training goals for this semester as they relate to practicum. Please make these as concrete and specific as possible. You should share these goals with your supervisor. When I check in with supervisors, I will ask them about your progress toward these goals. **Due: 9/9.**

Case Presentations

During this seminar, each student will be asked to present a case for which s/he would like to receive feedback. The optimal format for your case presentation (with the caveat that all of this information may not be available to you) is that it include:

1. patient's presenting concerns and a description of the patient
2. family background, developmental history, relationship history
3. a description of the course of the therapy to date
4. a description of your diagnostic impressions of the patient
5. a description of your understanding of the patient's psychology and struggles
6. a description of a specific issue or concern for which you are seeking input
7. a verbatim description of a key or emblematic session (to the extent that you can reconstruct the hour) that faithfully follows what the patient said and what you said as the session unfolded, including any interpretations you made, your countertransference thoughts and feelings as the session unfolded, observations of the patients body language and other non-verbal communication, etc.

In addition to the more formal presentations, students will, at various points in the semester, also be asked to bring in a portion of a clinical hour (see 7 above). This does not have to be the same case that the student will present in the more formal case presentation. No further material or information needs to be prepared for this presentation.

Individual Meetings: At the midpoint of the semester, I will be checking in with your on-site supervisors to ask about your progress. Depending on the on-site supervisor's feedback, I will schedule individual appointments with students as needed. In addition, throughout the semester, I will be available for individual meetings to discuss your progress toward your training goals, participation in class, and any concerns that may have developed in your current practicum placement. **Do not hesitate to ask for an individual meeting if there are issues related to your practicum experience!**

Evaluation Forms: Due: 12/5.

This is a Credit/No Credit course. Final grades cannot be assigned until the instructor has your supervisor's evaluation form and other required class assignments/materials. This form should be delivered to the instructor by the student, faxed to the instructor's attention at 512-475- 7641, or mailed to:

Michael Donnell, Psy.D.
c/o Nicole Landes
University of Texas – Austin
Department of Counseling Psychology
1 University Station D5800
Austin, TX 78712

Evaluations due from your supervisor by Wednesday 12/2/15, 5 p.m. If this is an issue, please discuss it with me beforehand.

Insurance: **Due 9/9** All students are required to have professional liability insurance while enrolled in practicum. Proof of insurance must be submitted to instructor.

Class Schedule/Reading Assignments

Date

8/26 - Course Introduction/ Understanding and Diagnosis	Peebles, Chapter 1 & 2
9/2 - Mapping / Helping Patient to form an alliance	Peebles, Chapter 3 & 17
9/9 - Focus / History Taking	Peebles, Chapter 5 & 6
9/16 - Engaging Ourselves and the Patient in the Process	Peebles, Chapter 7
9/23 What material is important?	Peebles, Chapter 8
9/30 - How can we be sure? / Trail Interventions and feedback	Peebles, Chapter 9 & 10
10/7 - 4 models of underlying developmental disruption / What has gone right? Strengths and resilience	Peebles, Chapter 11 & 12
10/14 - Structural weakness model / Trauma model	Peebles, Chapter 13 & 14
10/21 - Maladaptive character pattern model / Conflict and Splits model	Peebles, Chapter 15 & 16
10/28 - Reality testing and Reasoning / The Maturation of Emotional Balance	Peebles, Chapter 18 & 19
11/4 - The Maturation of Relatedness/ The Maturation of Moral Sense	Peebles, Chapter 20 & 21
11/11 - Respecting the Psychological Cost of Change / The patient's learning Style	Peebles, Chapter 22 & 23
11/18 - The power of Expectations / Modalities	Peebles, Chapter 24 & 25
11/25- Priorities and Treatment Episodes / Am I the right person?	Peebles, Chapter 26 & 27
12/2 - Multicultural Issues in Treatment Leary, K. (2000). <u>Racial Enactments in Dynamic Treatment</u> . Psychoanalytic. Dialogues, 10:639-653.	

Altman, N. (2000). Black and White Thinking: A Psychoanalyst Reconsiders Race. *Psychoanalytic Dialogues*, 10:589-605.

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 Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, 471-4641 TTY. If they certify your needs, I will work with you to make appropriate arrangements.

University's Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.