

Psychology 402 —Fall 2019
Practicum in Counseling and Psychotherapy

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Email: emeier@uwsp.edu Office hours: Mondays 1-3pm or by appointment
Class Time: Thursdays 9:30-12:00 Final Exam: Tuesday, Dec. 17th 10:15am-12:15pm

I want to be available to meet with you when you need help. Please feel free to contact me as soon as issues or problems arise. Before/after class, during office hours, and through email is the best way to reach me. I will usually respond within one day of receiving your email, Monday-Friday. I do not answer emails on Saturdays.

Note: It may be necessary to change parts of this syllabus to adapt to class circumstances. In order to allow necessary flexibility, Professor Meier reserves the right to change this syllabus as she deems necessary. Notice of such changes will be given in class or through email.

Course Goals

1. Students will understand fundamental counseling skills and ethical decision making processes as helpers.
2. Students will improve their abilities to be self-directed and reflective learners.
4. Students will improve their abilities to present themselves as a confident, professional, helpers.

Note: THIS CLASS IS NOT A SUBSTITUTE FOR PROFESSIONAL PSYCHOLOGICAL DIAGNOSIS OR PSYCHOTHERAPY. If you have attended therapy you may find that your experience is different from the information and case material discussed in class. It is also important to know that this course is not a substitute for therapy—we will be applying techniques for the purpose of learning for college course credit, not for treatment of any psychological disorder. I am acting only in the capacity of a college professor, and will not enter a treatment provider relationship with any student. 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 (715-346-3553) for which services are free for all students.

Required Text, Videos, and Additional Readings

1. Corey, G., Corey, M. S. & Callanan P. (2015). *Issues and Ethics in the Helping Professions (9th ed.)*. Pacific Grove, CA: Brooks/Cole Publishing Co. This book will be referred to as Corey on the course calendar.
2. Young, M. E. (2012). *Learning the Art of Helping (5th ed.)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall. This book will be referred to as Young on the course calendar. There is also a DVD to accompany this text that you need to get from text rental.
3. Print and read APA Ethics Code at <http://www.apa.org/ethics/code2002.html>. **Bring to each class!**
4. Additional readings, as assigned on the schedule below, available on Canvas

Student Learning Outcomes

1. Students should be able to demonstrate various therapeutic techniques.
2. Students should be able to examine ethical issues and the steps needed to resolve them.
3. Students should be able to identify research-informed approaches to being sensitive to personal factors of clients (e.g., cultural beliefs, attitudes, values) and perspectives of others.
4. Students should be able to communicate self-taught material to their peers.

5. Students should be able to critically examine (e.g., strengths/weaknesses, alternative approaches) their and others' therapy skills.
6. Students will be able to evaluate how their own cultural experiences and biases may impact therapy.
7. Students will effectively present case materials.
8. Students will discuss relevant considerations regarding cases.
9. Students will interact with "clients" and colleagues knowledgeably and professionally.
10. Students will demonstrate written and oral skills important for entry-level human services positions and/or graduate school in a human services field.

My Expectations for Students

- ✓ Come to class on time and be prepared to actively participate in the class.
- ✓ Be respectful of, and open to, others' values, beliefs, and learning style.
- ✓ Turn in assignments on time and take exams on time.
- ✓ Work hard and put forth an honest effort.
- ✓ Ask questions when you have them; ask for help when you need it.
- ✓ In order to do well in the course, you must complete all assigned prior to class readings.

What Students Can Expect from Me

- ✓ I will come to class prepared, begin on time, and end on time.
- ✓ I will not lecture for the entire class period. Rather, I will take breaks to facilitate discussions, to illustrate concepts, show videos that demonstrate concepts, and structure activities in which students can learn from each other.
- ✓ I will create a classroom environment that is respectful; I will not tolerate disrespect.
- ✓ I will take all questions, concerns, and comments seriously and respond in a timely manner.
- ✓ I will provide helpful feedback on all assignments that are earnestly submitted. I reserve the right to *not* grade or comment on assignments that were only partially completed or otherwise show lack of effort.
- ✓ **No electronic devices during class other than laptops. You wouldn't disrespect a client by texting during therapy, so please don't text or use mobile devices during class.** This is very distracting to both me and your classmates. If you use a computer to take notes, please do not engage in non-class related activities like Facebook, twitter, etc. If laptops become a distraction in class, this privilege will be removed for everyone. Don't ruin it for your classmates. Research shows that humans are bad multi-taskers and by engaging in facebook/texts/web searching, you are not able to learn in class as well. Also important, research shows that peers are distracted by others' non-class related electronic device use and it negatively affects their learning. *Take home message: using technology in class for non-class related things hurts you and others.*

Attendance

Attendance is mandatory. *If you choose to not attend class due to an unexcused reason, I will not provide you with notes, handouts, announcements, or any other materials that you missed because you did not attend.* You should get these materials from a classmate instead. Also, if you are late to class you are responsible for getting the information you missed from a classmate and online.

Grading Breakdown (500 points possible)

Exams (200 points) – 2 exams worth 100 points each

There are 2 exams, a midterm and a final, each worth 100 points. Both will be take-home exams. You are expected turn in exams on time. Any exceptions must be discussed and agreed upon 48 hours *before the exam is due*. Turning in an exam late for an excused reason without making

previous arrangements can result in a 25% penalty for each day you fail to notify me about your situation. Turning in an exam late for an unexcused reason can result in a zero for the exam.

Tips for doing well on the exam

1. Attend all classes and actively participate
2. Review notes before and after class for a minimum of 10 minutes
3. Read chapters prior to covering the content in class and pay particular attention to concepts that overlap with the study guide
4. Re-read chapters after class and add details from the readings to your lecture notes
5. Take detailed lecture notes. If you print lecture slides ahead of time, make sure to add new comments to the slides during the lecture
6. Complete in and out of class activities
7. Ask questions soon and often

Attendance & Discussion Notes (100 points: 50 points for first 1/2, 50 points for second 1/2)

Seminar attendance and participation reflecting integration of readings and course materials. This course is organized in a graduate student format. You will be expected to read materials and initiate class discussions. Your final course grade will be affected by both the quality and quantity of participation. I want you to participate in this course as a professional, which means being present on a consistent basis; being on time at the beginning of class and after breaks; and being an active, engaged participant. Missing three or more classes will result in discontinuation of the course.

You will turn in your reading/discussion notes that you prepared for class discussion after each class period. These will be included in your final seminar attendance grade. Discussion notes should be written/typed and at least ½ a page long. These notes, in addition to class participation, will be scored for your participation grade.

Videotaped Interviews and Critiques (140 points: various point values)

15 min. tapes = 20 points each x 2 = 40 points; classmates

30 min tapes = 30 points each x 2 = 60 points; 1 classmate and 1 outsider

50 min tape = 40 points each x 1 = 40 points; outsider

This assignment is measuring your ability to integrate course materials in actual interviews and includes completion of 5 videotaped counseling sessions. These DVD recordings should be critiqued in advance using the Counselor Assessment Scale provided. Also, a segment to review should be cued up in advance for class. Consent forms must be turned in before showing any of your tapes.

In order to receive credit for recording each session, you must sign the log sheet as the counselor on the date you conduct each of your recorded counseling sessions. The sheet is available through the recording lab technician. It is imperative that you maintain the security of all your counseling session DVD's. In addition, please do not watch or critique your recorded sessions in the presence of others, such as with your roommate or in communal computer labs. If you watch them on your computer, make sure that other people cannot see them or hear the soundtrack. In order to receive course credit, you will be required to submit these DVD's to me on the last day of class during finals week. All consent forms need to be turned in as well. More information regarding recording of counseling sessions will be provided.

Reflection Papers (60 points – 4 worth 15 points each)

You will be asked to complete reflections on the topics covered in class. You will have specific questions to answer for this assignment. Take the time to review relevant class material when completing these papers. Papers should be 2-2.5 pages, double spaced. A rubric will be provided.

Calculation of Final Course Grade

Item	Points	%
Exams (total of 2 @ 100 points each)	200	40%
Seminar Attendance (First half/second half @ 50 points each)	100	20%
Videotaped Interviews and Critiques (5 @ 20-40 points each)	140	28%
Reflection Papers (4 @ 15 points each)	60	12%
Total:	500	100

Extra Credit

Any extra credit opportunity will be discussed in class, and will be available to the entire class – no extra credit opportunities will be provided on an individual basis.

Grading

I grade using typical percentages; i.e. 93% and above of the total points is an A.

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%		

Summary of Course Meetings

Any changes to this schedule will be announced in class and on Canvas.

Date	Topic	Reading & Discussion Prep.	Due
Sept 5	Intro.; Starring down the anxiety monster; Empathy		
Sept 12	Intro. to Helping Others	Corey: Chapter 1; Include in discussion: <i>Completed Self-Assessment on p.25 – 32. Circle 5/40 Q's that you are particularly interested in discussing.</i> Young: Chapters 1-2	Reflection 1 Discussion Notes
Sept 19	Therapists as a person & professional Reflecting skills basics	Corey: Chapter 2 Young: Chapters 3-5; Include in discussion: <i>Video Exercises on p.74 – DVD Segment 3 (Stacey's boyfriend); p.97 – DVD Segment 1 (Kevin's accident); p.115 – Segments 2 (Kevin's accident) and 3 (Stacey's boyfriend)</i>	Discussion Notes
Sept 26	Values Reflecting Feelings; Initial Visit	Corey: Chapter 3 Young: Chs 6 & 9; Include in discussion: <i>pg. 75 – Discussion 1: Ricardo Case Study.</i>	Reflection 2 Discussion Notes
Oct 3	Reflecting skills advanced	Corey: - Young: Chapter 7; Include in discussion: <i>Video Exercises on pgs 156-157 (Exercise 1 – segment 7 – Santiago's family, Exercise 2 – segment 8 – Eve's move, Exercise 3 – segment 8 & 17 – grad. student); Exercises 1 and 2 on pgs. 159-161</i> *Side note: Seg.17 is a good example of cognitive restructuring.	15 Min. Tape #1 Discussion Notes

Oct 10	Client Rights & Counselor Responsibilities	Corey: Chapter 5; Include in discussion: <i>p.201 activity 3 – WI state laws when treating minors – spend 5-10 minutes (come up with something, but you don't have to go overboard).</i> Young: -	Discussion Notes
Oct 17	Multicultural Issues; Ethical Issues in Families & Couples Outcome Evaluation and Termination	Corey: Chs 4, 11 &13; Include in discussion: <i>p.412 response to questions on the case of Ludwig.</i> Young: Chapter 12	Reflection 3 Discussion Notes
Oct 24	Suicide Prevention Goal Setting	Corey: Chapter 6; Include in discussion: Young: - Chapter 10; Include in discussion: <i>answers to written exercise on p.241 "Focusing on the client"</i>	15 Min. Tape #2 Discussion Notes
Oct 31	Advanced change techniques	Corey: - Young: Chs 13-14; Include in discussion: <i>Written Exercise 2 "Practicing Encouragement" on pages 339-340</i>	Mid-term Due Discussion Notes
Nov 7	Managing Boundaries Challenging skills	Corey: Chapter 7; Include in discussion: <i>p.270 – notes regarding answers to questions following "The Challenge of Practicing in a Small Community."</i> Young: Chapter 8	30 Min Tape #1 Reflection 4 Discussion Notes
Nov 14	Ethical Supervision	Corey: Chapter 9; Include in discussion: <i>p.348-349 answers to questions about the case of Melinda.</i> Young: -	Discussion Notes
Nov 21	Issues in Theory & Practice Further Change Techniques	Corey: Chapter 10 Young: Chapter 11; Include in discussion: <i>answers to written exercise on p.258 "Alternate Interpretation."</i>	30 Min Tape #2 Discussion Notes
Nov 28	No Class: Thanksgiving Break		
Dec 5	Final Part 1: Individual Reviews	30 minute individual review sessions with each student and Dr. Meier will be scheduled for this class period	50 Min Tape - Transcript and Analysis of Tape
Dec 12	Final Part 1: Individual Reviews	30 minute individual review sessions with each student and Dr. Meier will be scheduled for this class period	50 Min Tape - Transcript and Analysis of Tape
Final Exam		Final Part 2: Ethics Case Evaluations Due Final Part 3: Summary Due All 6 DVD's and consent forms	

This syllabus and schedule are subject to change. Attend class regularly so you won't miss anything!

SYLLABUS SUPPLEMENT

Make up work for Legitimate Excuses:

Planned absences: Class times are a pre-arranged commitment. Deciding/scheduling to attend another engagement is a choice (eg., wisdom teeth surgery, hunting, family reunion, etc.). If you decide to schedule a non-immediate event during class time, you will not be able to make up missed points or take quizzes/exams early. University excused pre-planned absences must be discussed with Professor Meier at least **two weeks** prior to planned absence (eg., sports events).

Sick days: All students are allowed **1 sick day** for this class. Remember, that is equivalent to a whole week of class. **Assignments with due dates noted on the syllabus are still due on time and can be handed in via email or in person.**

- a) If you are too sick to come to a regular class day, please notify me via email at least 30 minutes before class. Any missed in-class assignments or in-class quizzes can be made up if I receive your email 30 minutes before class (*Don't wait to find out if we had a quiz or participation points to email me*).
- b) If you are so sick that you are unable to contact me within 30 minutes of missing class, then you must have a doctor's note to make up your assignment.
- c) After using your sick day (without a doctor's note), students are required to obtain a doctor's note for any additional sick days if they would like to make up missed work.
- d) In the event that you are sick on an exam day, a doctor's note is required.

My policies are consistent, and even more lenient (eg., sick days), than what would be expected of you in a work place environment (eg., you don't want your patients to show up to their appointment to find that you are out sick). Additional information on UWSP policy for missing class can be found at <https://www.uwsp.edu/dos/Pages/MissedClassGuidelines.aspx>

Note: if you have a chronic illness/need surgery/treatment that makes it probable that you will repeatedly miss class, please inform both me and the Disability Service and Assistive Technology offices at 715-346-3365, in the LRC. Disability Services is a great department that 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 more than a full week of class without informing your advisor or a professor of the problem.** If you need to withdraw from a class for medical reasons after the 10th week withdrawal deadline, contact Enrollment Services at 715-346-3300.

Policy on Late Work: Assignments should be turned in on time to Canvas or in person (see assignment instructions). Late work is typically not accepted. *Forgetting to print an assignment and turning it in after the beginning of class is considered turning in an assignment late.* Any accepted late work will be docked 25% for each day it is late, including the date it was due. Consult with me if you anticipate needing to turn in an assignment late.

Incompletes: If you are unable to complete your work in a course due to extenuating circumstances or if you need to extend your research or performance beyond the normal limits of a term, you may ask the instructor for an "incomplete" in the course. An "incomplete" should be reserved for the completion of a definable amount of work (for example, one term paper or one exam) that occurs near the end of the semester. An "incomplete" normally will not be used for making up in-class work; therefore, do not expect to sit in the class in a subsequent semester. If your request for an "incomplete" is approved, the instructor will inform you and the department chair of the work you need to complete and the due date. More information on the University's policy can be viewed at <https://www.uwsp.edu/dos/Pages/Incompletes.aspx>

Scholastic Dishonesty: We will use Canvas for many assignments which allows me to submit all work to TurnItIn. If you (1) report another person's published work verbatim (word for word) without placing it in quotation marks and providing a full citation including page numbers, (2) loosely paraphrase another's written work, making only occasional synonym substitutions but retaining the basic grammatical structure of the original (even if you include a reference citation), (3) submit another student's writing (or a loosely paraphrased version of it) as your own work, or (4) resubmit a paper you wrote for another course or for the same assignment in your second attempt at the same course (without explicit prior consent of the instructor), then you are guilty of plagiarism and this will be identified on TurnItIn. At my discretion, you may receive a final grade of zero on the assignment (without an opportunity to revise and resubmit it for credit).

In addition to the penalty, in all cases the incident will be reported to the Academic Affairs Office which maintains a file of such cases. A second instance within the same course may result in an automatic course grade of F. Multiple instances, especially across more than one course, may make you subject to expulsion from the University (at the discretion of the Academic Dean). Breaches of academic integrity and intellectual property rights are serious infractions and will not be tolerated. Please familiarize yourself with what constitutes plagiarism. When in doubt, err on the side of caution. Own your own ideas and words and give credit where it is due. Ignorance of the rules is not an acceptable excuse for breaking them. More information on UWSP Academic Honesty Policy and Procedures can be found under UWSP 14.01 Statement of principles at <https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf>

Student's Right 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/Admin/stuaffairs/rights/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: <https://www.uwsp.edu/regrec/pages/calendars.aspx> and <https://www.uwsp.edu/regrec/Pages/Withdrawals.aspx>

Student Conduct: As a UWSP student, you are expected to adhere to the Board of Regents student conduct policies. The University strives for an environment that promotes academic achievement and integrity. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. More information can be found at <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Sexual Harassment: As outlined in the UWSP Sexual Harassment Policy, sexual harassment is recognized as a violation of civil rights laws, U.S. Equal Opportunity Commission Rules and by the civil law courts (<https://www.uwsp.edu/hr/Pages/Affirmative%20Action/prevention.aspx>). Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when: 1) Submission to such conduct is made either as an implicit or explicit condition of an individual's employment, career advancement, grades, or academic achievement. 2) Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual. 3) Such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive working environment. Such behavior is unacceptable and will not be tolerated.

Equity, Diversity, Equal Opportunity, and Affirmative Action: The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/About-EAA.aspx>

Disability Services and Accommodations: UWSP is committed to providing students with disabilities the academic accommodations and auxiliary aids necessary to ensure access to all university services, programs and activities. In addition to the university's campus wide efforts to promote access and inclusion, students with disabilities are further accommodated based on specific individual needs. The Disability and Assistive Technology Center (DATC) is responsible for determining these accommodations. They provide services and assistance to enrolled students who are either permanently or temporarily disabled.

If you have, or think you have, a disability such as mental health, attention, learning, chronic health, sensory, or physical, please contact Disability Services. The registration process is a complex and lengthy (2-3 weeks). Start the process early by contacting Disability Services at 715-346-3365 or emailing datctr@uwsp.edu and/or by completing the a Request for Services found at <https://www.uwsp.edu/disability/Pages/default.aspx> If you are registered with Disability Services and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

Mental Health and Stress Management: You may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. UWSP has services available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <https://www.uwsp.edu/counseling/Pages/default.aspx> *Therapy and consultation services are free for registered students.* The Counseling Center is located on the 3rd Floor of Delzell Hall. The office is open from 8:00-4:30, Mon-Fri; Tele: 715-346-3553. Please schedule an appointment ahead of time.

Academic Freedom and Responsibility: Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact me (the instructor), the Department Chair (Dr. Craig Wendorf), your adviser, the associate dean of the college (Dr. Todd Good), or the Vice Provost for Faculty (Greg Summers). * *Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Campus Resources:

The Tutoring-Learning Center strives to maximize every student's learning potential through a variety of services. Trained peer tutors, consultants, and discussion will do everything within their power to increase their clients' knowledge of the subject. Individual tutoring and writing help are available. This resource is highly recommended for students who have struggled with writing in the past and can be a great resource for starting, finishing, and/or proofing papers. More information can be found at <https://www.uwsp.edu/tlc/Pages/default.aspx>.