

**Psychology 402 —Fall 2023**  
**Practicum in Counseling and Psychotherapy**

**Professor:** Ellen Meier, Ph.D.      **Office:** Science D231      **Email:** [emeier@uwsp.edu](mailto:emeier@uwsp.edu)

**Office hours:** Mondays 2-3pm ONLINE ([Meier Office Hours Link](#); Password: UWSP)  
 Tuesdays 3:30-4pm IN-PERSON (Science D231)

**Virtual Class Meetings:** See calendar via zoom ([402 Class Link](#); Password: UWSP)

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.
2. Students will improve their abilities to be self-directed and reflective learners.
4. Students will improve their abilities to present themselves as 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 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. Services are *free!*

### **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.
3. APA Ethics Code at <http://www.apa.org/ethics/code2002.html>. **PRINT and bring to each class**

### **Electronic Resources**

*Canvas.* We will utilize the Canvas platform. All course resources will be available there including links to additional readings. Visit the site early and often to check for updates.

*Technical Requirements.* Because this course has some classes delivered online and you are expected to tape counseling sessions online, certain technical requirements and competencies are necessary. You will need to have regular (daily) access to a computer or tablet with (a) reliable high-speed Internet connection, (b) audio/sound, and (c) hardware and software capable of video

streaming. You will need to have a browser compatible with Canvas and the ability to navigate Canvas and other common websites (like YouTube). Students are also expected to have access to software either freely available or through the UWSP Software Distribution Center including Adobe Acrobat Reader, Microsoft Word and PowerPoint.

### **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.
- ✓ To do well in the course, complete all assigned readings. At a minimum, read each chapter by the completion of their discussion in class. *Do not wait until the week before the test to read 3 chapters.* Research shows this is an INEFFECTIVE way to learn and retain information.

### **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.

### **Attendance**

Attendance is mandatory. *If you choose to not attend class due to an unexcused reason, I will not provide you with notes, recorded lectures, 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.

If you miss class due to illness, including covid-19, **you must email me within 2 hours of class starting.** Alternative participation activities for points will be assigned when advanced notice of sickness is provided. This policy is similar, if not more lenient, than expected at a job, particularly in human services (i.e., patients need advanced notice of cancellations from their therapist).

*Alternative Learning Days.* Given the trend in increased tele-health services, alternative in-class training for such modalities will provide essential experiences for students. Thus, several days out of the semester are dedicated to virtual learning days in which we all meet via zoom. On these days, you will earn participation like you would in-class and we will use breakout rooms to practice skills. These learning days will better prepare you for your recorded therapy sessions and potential future telehealth encounters. See calendar for designated days.

### **Grading Breakdown (500 points possible)**

**Exams (160 points) – 2 exams: Midterm worth 105 points; Final worth 55 points**

**There are 2 exams, a midterm and a final. 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.
4. Take detailed lecture notes. If you print lecture slides ahead of time, make sure to add new comments to the slides during the lecture
5. Complete in and out of class activities
6. Ask questions soon and often

### **Participation & Discussion Notes (80 points: 40 points for first 1/2, 40 points for second 1/2)**

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 an active, engaged participant. For those wondering how much is enough – each student should make *at least* two meaningful comments elaborating on the material per class session to earn 100%. *The best way to prepare for these discussions is to complete the assigned reading while taking notes on important concepts, watch assigned videos and answer video questions, and bring these notes to class.*

*Discussion notes.* On days noted in the calendar below, you will turn in your reading/discussion notes you prepared for class discussion. The calendar includes specific videos or exercises to “be sure to include” in your discussion notes. This is to help guide you on what is most important. These will be included in your final 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.

*Points calculation:*

In the first 1/2 of the semester, there are 7 weeks + 2 discussion notes assignments = 9 items. So,  $40/9 = 4.44$  points each day of class and for each discussion notes assignment.

In the second 1/2 of the semester, there are 8 weeks + 1 discussion notes assignment = 9 items. Again,  $40/9 = 4.44$  points each day of class and for each discussion notes assignment.

### **Videotaped Interviews and Critiques (150 points: various point values)**

10 min. tape = 10 points each x 1 = 10 points; classmates

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 recorded counseling sessions. These recordings should be critiqued in advance using the Counselor Assessment Scale provided. Also, a segment to review should be cued in advance for class. Consent forms must be turned in before showing any recordings. All recordings must be submitted to canvas. Assessment and consent sheets must be printed and turned in during class.

It is imperative that you maintain the security of all your counseling session files. 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 sound. All consent forms need to be turned in as well.

We will conduct all sessions via telehealth (something most therapists are performing during the pandemic and an important transferable skill for future health care workers). I suggest using the zoom record feature (available to all UWSP students) or Google Hangouts/Meet. Recordings must show both the client and the therapist at the same time. Test your settings with a test video before your first session. More information regarding recording of counseling sessions will be provided.

### **Reflection Papers (60 points – 3 worth 20 points each)**

You will be asked to complete reflections on 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.

### **Individual Supervision Assignment (50 points)**

You will be asked to analyze one of the 30 or 50min tapes/DVD's that we have not watched in class. This is meant to be something that goes above and beyond your initial self-assignment. We will review this together on designated days in class. You will turn in a written portion and be graded on your supervision preparation/discussion with me. Further instructions will be covered in class.

### **Calculation of Final Course Grade**

<b>Item</b>	<b>Points</b>	<b>%</b>
Midterm (1 @ 105 points)	105	21%
Final (1 at 55 points)	55	11%
Participation/Discussion Notes (First/second half @ 40 points ea.)	80	16%
Videotaped Interviews and Critiques (6 @ 10-40 points each)	150	30%
Individual Supervision Assignment (50 points)	50	10%
Reflection Papers (3 @ 20 points each)	60	12%
<b>Total:</b>	<b>500</b>	<b>100</b>

### **Extra Credit**

Any extra credit 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.

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

### Summary of Course Meetings

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

Date	Topic	Reading & Discussion Prep.	Due
Week 1 Tu 9/5 Th 9/7	Intro to course and syllabus	None	
Week 2 Tu 9/12	Intro. to Helping Others	<b>Young:</b> Chapters 1-2	Discussion Notes #1 – due in class
Th 9/14	Intro. to Helping Others	<b>Corey:</b> Chapter 1	
Week 3 Tu 9/19	Therapists as a person & professional; Reflecting skills basics	<b>Corey:</b> Chapter 2 <b>Young:</b> Chapters 3-5	Reflection 1 printed – due in class
Th 9/21	<b>Alternative Learning Day – Virtual Class Meeting via Zoom</b>	Review notes and text on reflection basics	
Week 4 Tu 9/26	Reflecting Feelings; Initial Visit	<b>Young:</b> Chapters 6 & 9	Discussion Notes #2 - due in class  5 Min. Tape #1 consent & assessment printed – due in class. Upload video to canvas.
Th 9/28	<b>Alternative Learning Day – Virtual Class via Zoom</b>	Review notes and text on reflection of feelings from last class	
Week 5 Tu 10/3	Client Rights & Counselor Responsibilities	<b>Corey:</b> Chapter 5 <b>Young:</b> -	
Th 10/5	Review tapes; carryover topics and expansion		15 Min. Tape #1
Week 6 Tu 10/10	Reflecting Meaning; review tapes	<b>Corey:</b> - <b>Young:</b> Chapter 7	Reflection 2 - due in class
Th 10/12	<b>Alternative Learning Day – Virtual Class via Zoom</b>	Review notes and text on reflection of feelings from last class	
Week 7 Tu 10/17	Review tapes; carryover topics and expansion		15 Min. Tape #2
Th 10/19	Suicide Prevention	<b>Corey:</b> Chapter 6 <b>Young:</b> -	
Week 8 Tu 10/24	<b>No Class!! – Work on Midterm</b>		
Th 10/26	Review tapes; carryover topics and expansion		Mid-term - due in class
Week 9 Tu 10/31	Review of tapes; carryover topics and expansion		
Th 11/2	Review of tapes; carryover topics and expansion		30 Min Tape #1

Week 10 Tu 11/7	Multicultural Issues	<b>Corey:</b> Ch 4 <b>Young:</b> -	Reflection 3 - due in class
	Th 11/9	Multicultural Issues; Review tapes	
Week 11 Tu 11/14	Boundaries	<b>Corey:</b> Ch 7 <b>Young:</b> -	
	Th 11/16	Review of tapes; carryover topics and expansion	30 Min Tape #2
Week 12 Tu 11/21	Challenging skills; Review tapes	<b>Corey:</b> - <b>Young:</b> Chapter 8	Discussion Notes # 3 - due in class
	Th 11/23	No Class – Thanksgiving Break	
Week 13 Tu 11/28	Challenging skills; Discuss Individual Supervision Assignments	<b>Young:</b> Chapter 11 <b>Corey:</b> -	50 Min tape due
	Th 11/30	Challenging skills	<b>Young:</b> Chapter 11 <b>Corey:</b> -
Week 14 Tu 12/5	<b>30 minutes of class</b> (all students)	<b>20-minute supervision assignment sessions</b> (individually scheduled slot)	Individual Supervision Assignment Due
	Individual Supervision Meetings		
Th 12/7	<b>NO GROUP CLASS</b> Individual Supervision Meetings	<b>20-minute supervision assignment sessions</b> (individually scheduled slot)	Individual Supervision Assignment Due
Week 15 Tu 12/12	<b>30 minutes of class</b> (all students) – Discuss final	<b>20-minute supervision assignment sessions</b> (individually scheduled slot)	Individual Supervision Assignment Due
	Individual Supervision Meetings		
Th 12/14	<b>NO GROUP CLASS</b> Individual Supervision Meetings	<b>20-minute supervision assignment sessions</b> (individually scheduled slot)	Individual Supervision Assignment Due
<b>Finals Week</b>	<b>Written Final Due and Ethics Blitz Presented to Class Wed 12/20/2023 10:15AM - 12:15PM</b>		

*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 deadlines 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, 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 **one week** prior to planned absence (eg., sports events). 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 withdrawal deadline, contact Enrollment Services at 715-346-3300.

**Policy on Late Work:** Assignments should be turned in on time to Canvas. Late work is typically not accepted. 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:** 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. 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>

*AI Policy Statement:* Writing assignments nurture independent thinking, critical analysis, and effective communication skills. Emphasizing these skills through original writing promotes intellectual growth and encourages personal expression. Using AI language models such as ChatGPT for writing assignments would hamper that intellectual growth. Thus, the use of AI (e.g., ChatGPT) for writing assignments is prohibited in this course. Such use would be considered an act of academic dishonesty – plagiarism, specifically.

The following are prohibited:

- Submitting all or any part of an assignment statement to an AI tool
- Incorporating any part of an AI generated response in an assignment
- Using AI to brainstorm, formulate arguments, or template ideas for assignments
- Using AI to summarize or contextualize source materials
- Submitting your own work for this class to an online learning support platform for iteration or improvement

This policy is in place solely to maximize your academic and professional development.

**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>

Lecture materials and recordings for this class are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWSP Chapters 14 and 17, governing student academic and non-academic misconduct.



**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](mailto: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>.