EPSY 948: Advanced Practicum I
Spring, 2016

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Course Description from the Graduate Catalog

EPSY 948 Advanced Practicum I (3). Designed to be the initial advanced practicum for first year doctoral students. Attention is directed to development of a broad range of basic and advanced skills. Graded on a Satisfactory/Fail basis. Prerequisite: EPSY 842 or equivalent.

Course Objectives

The department has adopted the following performance expectations for practicum students:

1. To be able to develop and sustain a helpful relationship with clients that is characterized by respect, trust, warmth, and regard for the client as a person.
2. To be able to focus and work on the central concerns of the client and not get lost in peripheral issues.
3. To be able to locate and use appropriate sources of information (e.g., test information, Evidence Based Treatments, occupational/educational information, referral sources) needed to assist the client.
4. To be able to separate your concerns and agendas from those of the client.
5. To understand and honor individual and cultural diversity issues as they present themselves in your work with clients and supervisors.
6. To be able to establish and manage with clients appropriate and manageable goals.
7. To be able to conceptualize the process and direction single counseling interviews take, as well as the overall direction of work with a client.
8. To give and receive constructive comments regarding your work as well as that of other students in practicum.
9. To learn to apply Evidence Based Practice in appropriate and purposeful ways. In particular for this section, apply the Partners for Change Outcomes Management System (PCOMS) with several of your clients, in consultation with your site supervisor.
10. To develop a clear sense of professional and ethical conduct in your work.
Readiness for Internship

The Joint Council on Professional Education in Psychology (JCPEP, 1990) recommended the following criteria for student readiness for internship training:

1. the ability to apply theoretical knowledge
2. empirical skills in critical thinking
3. mastery of basic assessment and intervention techniques and procedures
4. conduct in keeping with the ethical principles of psychologists
5. effective interpersonal functioning
6. the ability and willingness to utilize supervision in a constructive manner
7. sensitivity to issues of human diversity (e.g., gender, race, ethnicity, SES, lifestyle)

These criteria represent the consensus position of the membership of JCPEP, who represent the major APA practitioner divisions and other organizations concerned with professional preparation for the practice of psychology--specifically, divisions 12 (clinical), 16 (school), 17 (counseling), 29 (psychotherapy), 35 (psychology of women), 39 (psychoanalysis), 42 (independent practice), 43 (family), 44 (lesbian and gay), APA of Graduate Students, APPIC, CCPTP (counseling), CUDCP (clinical), and NCSPP (professional). It is reasonable, therefore, to keep these readiness criteria in mind as you reflect on your practicum and other supervised clinical experiences.

Diversity Statement

I consider this classroom to be a place where you will be treated with respect as a human being—regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, gender identity, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students will experience this classroom as a safe environment. In fact, perhaps my most important task is to facilitate the creation of a safe environment, given this is a practicum class. **Our ultimate success as a group and as a class rests on this outcome.**

Student Preparation

Background Check

In order to be placed at a practicum site, students must have received clearance via a security background check completed upon admission to the program. The program reserves the right to request that you complete another background check at any time before or during practicum. Failure to do so may result in suspension from or revocation of the practicum placement.

Liability Insurance

Students are required to purchase student liability insurance. **Evidence of insurance coverage is to be provided to the practicum instructor no later than the second week of class.** You may not engage in counseling until you have secured student liability insurance. This is a program requirement that stands in effect regardless of the practice and policies of your practicum site.
Digital Recorder

Students are required to obtain a digital recording device for use at their practicum sites. This recorder should be transported in the locked clamshell case provided by the CPSY training program. Students should NOT record sessions on their cell phones.

Mypsychtrack.com

You are required to track your practicum hours and activities using My Psych Track. At the end of the semester, you will fill out your total hours on a Practicum Summary Sheet provided to you that is standard for the program. You will complete TWO hard copies of this summary sheet and they should be signed by you, your on-site supervisor, and me. Turn these signed logs in to me by the last day of class, and I will sign both copies, return one to you, and take care of having one filed in your student file. **Please be sure to keep copies of everything you turn in for your own records! Your official grade cannot be awarded until all necessary paperwork is turned in.** You will have an opportunity to evaluate your site and supervisor, and they will be submitting an evaluation of you that will be reviewed with you at the end of the semester.

Practicum site expectations

The clinical and professional opportunities available to students on-site will differ among the various sites. Since this is a counseling practicum, it is expected that the bulk of your time on-site will be spent counseling individuals--either in individual sessions or in groups. However, I also expect and hope that you will become involved in other aspects of your setting including, but not limited to: (a) attending case/staff conferences, (b) familiarizing yourself with the assessment tools and practices used in your setting, (c) involving yourself in programs the setting has in progress, (d) participating in organizational/administrative functions, (e) consulting with other personnel, and (f) familiarizing yourself with the setting’s referral sources.

Additionally, it is an expectation that you will be provided with suitable counseling space (e.g. a private room), and permitted to tape record (audio and/or video) your sessions with your clients and that these tapes will be available for review on campus as part of your practicum. (It is not an expectation that the site provide you with recording equipment, however). If any of these expectations cannot be met on-site, please let me know IMMEDIATELY.

The actual number of clients you see, as well as any additional clinical/professional experiences in which you may be asked or required to participate, will be dictated by the setting. As a general rule for this course, however, you are expected to be on-site a minimum of two days (16 hours) per week and to carry an average on-site case load of 4-5 clients (one-hour sessions) per week. Anything less than that may jeopardize your eligibility for internship. **If at any time you have difficulty meeting this expectation, please let me know IMMEDIATELY.**
University Breaks

During the fall semester, classes are not held for 3 days of Fall Break, and during the spring semester, classes are not held for the 5 days of Spring Break. **But at your site, your supervisor and your clients may expect that you will be available on these days** or that you will make additional times available for sessions missed due to the break. Please discuss your schedule with your site supervisor early during the semester to avoid problems.

Finishing the semester

The fall and spring semesters wind to a close on Stop Day (mid-December and early May). **It is your responsibility to talk with your supervisor about providing continuity of care for clients as the intercession arrives in December, and as you finish your practicum at the site in May.** You cannot assume that just because KU is on break, that you are not responsible for caring for your clients. Discussing this with your site supervisor (and clients) early and often will lead to the best outcome.

On-Site Supervision and In-Class Consultation

Your on-site supervisor will provide your case-specific supervision. In addition to that on-site supervision, we will meet weekly as a class to focus on skill development. While we will be discussing specifics of your sessions, we will be trying to develop or improve skills you are using in your work generally. **Responsibility for supervision of your CASES is completely in the hands of your on-site supervisor, and if anything that gets suggested in class should ever conflict with anything your site supervisor is telling you, it is YOUR responsibility to let me know that at once.** None of us can afford for you to be receiving mixed signals about how you are to be handling your cases. The focus in our class sessions is on generic skill development, though we are using your cases as a starting point.

Given the above, **come to each class session prepared to review your cases with the group.** This requires some preparation on your part. In particular, be prepared to provide (a) a summary of each of your cases to date, and (b) your conceptualization of the cases. Be prepared to discuss what you think is going on with your clients and why, what you are doing with your clients and why, and what sort of help or assistance you think you need in order to work more effectively (and efficiently) with your clients. Review your sessions and identify those areas/interactions/issues that concern you and on which you want the help of the group.

At this stage of your professional development, each of you should be personally and professionally able to share and receive information, suggestions, and other constructive comments with your professional colleagues. It is my expectation that each of you will share in the consultation and instruction of each other throughout the semester.

The success of practicum class depends mostly on our ability to create a safe environment in which we can try out and practice skills. Often these are new skills, so the expectation is not that you are expert in them. Willingness to try out new skills in front of the group is what is needed, as well as the willingness and ability to give constructive and sensitive feedback.
Informal in-class discussion of cases

We will focus most of our time and energy looking at cases, and at you doing therapy, with our goals being your:

(a) sharing with others the kinds of clients with whom you are working, your style and strategies as a counselor in training, and the particular difficulties that you experience;
(b) receiving support and assistance in developing skill areas;
(c) receiving feedback concerning possible effects you are having on your clients;
(d) allowing others to learn from you; and
(e) extinguishing the anxiety each of us feels about presenting our work to others.

Formal in-class presentation and discussion of cases

Each student is required to make one 60-minute formal case presentations. I will provide you with an example. These should be written up and should include:

(a) a brief introduction to the case—including a description of the client and the circumstances that brought him/her to counseling;

(b) a summary and conceptualization of the case to date, which includes:
   1. a summary of the psychological, social, medical, etc. factors relevant to the case;
   2. an integrative summary of any assessment information acquired – including profiles/protocols (include assessment data if available)
   3. a summary analysis of what you have done and what you are doing to assist the client with her/his concerns and why (i.e. a case process conceptualization);
   4. an analysis of the effects of your interventions; and
   5. a cultural conceptualization of the client and his/her situation.

(c) Provide a recording (audio or video) if available and typed transcript of fifteen minutes of a counseling session with this particular client. You should select a portion of a session which emphasizes some aspect of your presentation/conceptualization.

Swap Shop

We will spend a part of most sessions discussing some topic central to professional practice. A part of this will include brief student presentations which should be applied in nature and of general interest to the entire class. The topic may be an issue, intervention, assessment strategy, type of client, etc. You may choose to make a formal presentation, lead a discussion, or use some other presentational strategy, serving as the resident expert on the topic. I will make some examples available, and you will sign up for one date.

Readings

We will spend a part of many sessions discussing readings as assigned.
Typical class structure

A. Rounds: Fill out the Therapist Development Self-Rating Form, go around for about 2 minutes each, identify one success over the past week, and one thing you identified (or re-identified, or was identified for you) that you need to work on, including an estimate of how much time you believe you'd like us to dedicate to that in class.

B. Formal Case Presentation (if scheduled for the day)

C. Swap Shop (if scheduled for the day)

D. Readings discussion

E. Discussion of other issues identified from A above or as needed

F. Fill out and briefly discuss the Practicum Class Session Feedback Form

Paperwork

Counting Practicum Class Hours

The time spent in practicum class should be recorded in your log. Across all semesters of practica, class time activities are distributed between didactic instruction and supervision. Your participation in the 45 hours of practicum class instruction for 948 should be recorded as follows:

a. 0 hours under Didactic Training/Seminars/Grand Rounds
b. 45 hours under Supervision Received – Group
   i. w/ Licensed Psychologist
Evaluation

The previously noted course objectives provide the framework for evaluative judgments concerning students' clinical performance in the course. Clearly, judgments concerning performance relative to these objectives involve an element of subjective/clinical judgment on the part of instructors--this is inherent in any clinical course. To try to control for possible misperceptions, early and ongoing evaluation is important; and I will do my best to provide you with this.

Although it is my intent to be supportive and encouraging, evaluative feedback may not always be positive. That is, some of the feedback that you receive will require (or at least encourage) you to accommodate and change. Although by this point in your program you are clearly doing much that is clinically correct, my expectation is that you will develop through your experiences in this course--not that you will stay the same.

In the end, the largest part of your final evaluation will reflect where you are in your professional development by considering the course objectives in two ways:

1. How much and what kinds of progress has the student made?
2. What are the student's competencies at the end of the course?

In addition, however, you are expected to:

1. attend each class session--coming prepared to discuss readings, cases, etc.
2. carry an average client load of 4-5 clients per week
3. record each session with every client (if allowed at your site)
4. do research appropriate to the clients/issues with which you are dealing
5. attend weekly supervision sessions with your on-site supervisor
6. use MyPsychTrack.com to keep a log of all practicum-related activities
7. provide constructive, non-defensive feedback to peers, receive feedback from peers, supervisors, consultants, and me
8. behave and dress professionally, and adhere to the practice and ethical standards of the profession and site at all times
9. present the cases and content presentations described earlier in the syllabus.

Course requirements will be weighted as follows:

60% Individual counseling, on-site activities, and supervision/consultation
20% Case Presentations
20% Class participation (discussions, feedback, presentations, & role plays)

You must make satisfactory effort toward all course requirements in order to pass the course.
Goals and Objectives of KU's Counseling Psychology Doctoral Program

GOAL I: THE PROGRAM PRODUCES GRADUATES WHO ARE COMPETENT SCIENTIST-PRACTITIONER GENERALISTS.
Objective #1. Graduates are capable of synthesizing and integrating psychological theory, research, and practice.
Objective #2. Graduates are knowledgeable about and capable of generating original research and scholarship.
Objective #3. Graduates are knowledgeable about and clinically competent in the areas of assessment, diagnosis, treatment, and supervision and consultation.
Objective #4. Graduates understand and embrace the importance of cultural and individual diversity in their clinical and scholarly work.
Objective #5. Graduates are capable of identifying and responding appropriately to legal and ethical issues that may arise in their roles as counseling psychologists.

GOAL II: THE PROGRAM PRODUCES GRADUATES WHO HAVE FOUND A PARTICULAR PATH WITHIN THE SPECIALTY OF COUNSELING PSYCHOLOGY, ABOUT WHICH THEY ARE BOTH COMPETENT AND PASSIONATE.
Objective #6. Graduates have a clear sense of professional identity as counseling psychologists.
Objective #7. Graduates have begun to develop an identifiable area of professional interest and expertise within counseling psychology.

GOAL III: THE PROGRAM PRODUCES GRADUATES WHO ARE LIFELONG LEARNERS COMMITTED TO THE DEVELOPMENT OF INDIVIDUAL STRENGTHS AND PROFESSIONAL COLLABORATION BY PROVIDING A POSITIVE PROFESSIONAL LEARNING ENVIRONMENT CHARACTERIZED BY COOPERATION AND RESPECT.
Objective #8: The program provides a supportive environment that respects and encourages individual student strengths, goals, and life balance.
Objective #9: Students display professionalism in their relationships with faculty, staff, and peers that will enable them to flourish in multiple career settings.

Categories from the end-of-semester evaluation

I. RELATIONSHIP WITH CLIENT
II. COUNSELING TREATMENT AND TECHNIQUES
III. CONCEPTUALIZATION SKILLS
IV. CULTURAL AND INDIVIDUAL DIFFERENCES
IV. SUPERVISOR RELATIONSHIPS
V. ETHICS AND PROFESSIONALISM
VI. CASE MANAGEMENT SKILLS