

**Psychology & Research in Education 949**  
**Advanced Practicum II**  
**Fall 2006**

**Instructor:** Shane J. Lopez, Ph.D.  
**Office hours:** By appointment  
**Schedule:** Fridays, 8:30 - 11:20  
**Location:** Post Room, 2<sup>nd</sup> Floor Watkins

<b>Students:</b>	Selby Conrad	Bert Nash	Kristin Rasmussen	KU CAPS
	Greg Decker	Topeka VA	Dan Suitor	KU CAPS
	Nancy Fry	KCVA	Tina Yang	KU CAPS
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The course aligns with the primary mission of the School of Education that is to prepare leaders in education and human services fields. As stated in the School Code: "Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges." The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

The practicum experience is a required course in the APA-accredited Counseling Psychology Doctoral Program. The Counseling Psychology Doctoral program of the Department of Psychology and Research in Education has as its mission the preparation of counseling psychologists as educators, practitioners, researchers, and leaders who facilitate and promote the healthy personal, interpersonal, educational, and vocational development of the individuals they serve and enhance the environments in which those individuals function.

**Introduction to the course**

Designed to be the advanced practicum for third or fourth year doctoral students. Attention is directed to development of a broad range of basic and advanced skills.

**Course objectives**

The department has proposed certain performance expectations for practicum students:

1. To be able to develop and sustain a basic helpful relationship with clients that is characterized by a 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, 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 be able to establish with clients appropriate and manageable goals.

6. To be able to conceptualize the process and direction single counseling interviews take, as well as the overall direction of work with a client.
7. To give and receive constructive comments regarding your work as well as that of other students in practicum.
8. To learn to use a variety of strategies in appropriate and purposeful ways.
9. To develop a clear sense of professional and ethical conduct in your work.

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.

### **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.

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 one day (8 hours) per week and to carry an average on-site case load of 4 clients (one-hour sessions) per week. For doctoral students, 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.**

### **Supervision**

It is an expectation of this department that your practicum site will provide you with an on-site supervisor and at least one hour of individual supervision each week throughout the semester. Additionally, it is an expectation that you will be 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 a 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.**

Your on-site supervisor and I have very clear dual obligations, and it is important for you to keep both of these obligations in mind as you receive supervision and consultation feedback:

1. We have the obligation to you to provide you (within the constraints of time and resources) with the assistance you need to prepare for eventual practice and to develop into a competent counselor or psychologist. Neither of us will expect you to become a seasoned clinician by the end of practicum; but each of us will expect you to be inquisitive and open, willing to take reasonable risks, gaining in skill, and developing a sense of professional competence. You, in turn, may expect us to provide you with assistance in developing your professional competencies and identity.
2. We also have an obligation to the clients who come to you for assistance--to assure to the best of our ability that the services that you render are appropriate and helpful. Although we are concerned about your development as a counselor or psychologist, we must also be intensely concerned about the effects you have on your clients.

### **Small Group Consultation**

In addition to your on-site supervision, we will meet periodically to focus on specific skill development. While you will be expected to play tapes 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 or in our consultations 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 sessions is on generic skill development, though we are using your cases as a starting point for which skills to work on.

### **Class Sessions**

Our class sessions are intended to be both consultative and instructive in nature:

1. The sessions will be consultative in the sense that you will be expected to present cases for review and discussion. The consultative aspect of these sessions serves the purposes of:
  - (a) sharing with others the kinds of clients with whom you are working, your style and strategies as a counselor in training, and the peculiar difficulties that you experience in your work with clients;
  - (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.

Although your on-site supervisor will provide your case-specific supervision, you should 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 one of your cases to date, and (b) your conceptualization of the case. Generally, 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 counseling tapes and identify those areas/interactions/issues that concern you and on which you want the help of the group; and be prepared to play those portions of your tapes.

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.

2. They will be instructional in that we will try to spend a part of each session discussing cases and topics central to professional practice. A part of this will include student presentations; you should be prepared to serve as the resident expert on your case or topic.

Each student will be required to make two 60-minute case presentations. These should include:

- (a) a brief introduction to the case--including a description of the client and the circumstances that brought her/him into counseling.
- (b) a summary and conceptualization (theoretical integration) of the case to date--including:
  - 1. a summary of the psychological, social, medical, etc. factors (including a discussion of personal strengths and environmental resources) relevant to the case;
  - 2. an integrative summary of any assessment information that you have acquired (share profiles/protocols with the class when possible);
  - 3. a summary 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); and
  - 4. an analysis of the effects of your interventions.

Each student will be required to make one 60-minute didactic presentation on a positive psychological intervention. These should include:

- (a) a detailed description of the intervention and its appropriate use;
- (b) a discussion of your personal experimentation with the intervention or of your discussion with the developer of the intervention.

### **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. In order 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 you are probably 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 one's 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. Where is the student 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 clients per week
3. tape record each session with every client
4. do research appropriate to the clients/issues with which you are dealing
5. attend weekly supervision sessions with your on-site supervisor
6. keep a log of all practicum-related activities
7. provide constructive feedback to peers, receive feedback from peers, supervisor, and instructor non-defensively
8. act professionally, and adhere to the practice and ethical standards of the profession at all times
9. present the cases and content presentations described subsequently in the syllabus.

#### REQUIREMENTS FOR GROUPS IN PRE 949

1. The length of the group must be approximately 30 hours during the semester. This can be a combination of one group for 15 weeks or two groups for 6 to 8 weeks. There should be a minimum meeting time of 60 to 120 minutes per session.
2. The groups can focus on various areas. Examples include career awareness, career exploration and development, personal growth group and behavioral change groups.
3. The groups can be led either by one person or co-leaders. The student is not to be an apprentice but to share equal responsibility for leading the group.
4. All group sessions must be taped.
5. Before an individual is included as a part of the group there should be an individual interview to determine the appropriateness of the group's goals and the individual's goals. Also, determine if the person is in therapy and get permission from the therapist for that person to be in the group.
6. The group experience is to be integrated with individual counseling with appropriate permissions from other therapists.
7. The on-site supervisors are to provide feedback evaluations to the KU practicum instructor. In addition, the people participating in the group are to fill out anonymous evaluation sheets based on their experience in that group. These evaluations are to be sent to the KU practicum instructor.
8. The person leading the group should indicate a description of the selection procedure and the nature of the participation for the group members.
9. Each group member is expected to attend all group sessions.
10. Each group member is expected to keep a log of group process.
11. Each group member is expected to agree to the following assumptions:
  - a) willing to take responsibility for one's behavior.

- b) willing to take some risk in sharing about oneself.
- c) interested and motivated to be a more effective person.
- d) willing to help others change and grow
- e) willing to keep all information shared confidential.

