

**SAM HOUSTON STATE UNIVERSITY  
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF PSYCHOLOGY & PHILOSOPHY**

**PRACTICUM I**

**PSY 691  
Fall 2008**

Instructor: James Crosby, Ph.D., N.C.S.P.      Time: Wednesday, 9—11:50 AM  
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**COURSE OVERVIEW:**

This course is designed to provide students with an opportunity to develop interviewing skills, provide an introduction to psychotherapy, and bring together theory and practice as a developing psychologist. It is assumed that the student has had little to no experience in this domain. Ethical issues involved in clinical practice are thoroughly explored.

The approach taken in the course includes lectures, group discussions, demonstrations, role plays, mock interviews and counseling sessions, observation, audio/video recordings and reviews, individual and group supervision, volunteer placements, logs and journals, creative work products, other written assignments, and research presentations.

**REQUIRED TEXTS:**

Baird, B. N. (2008). *The internship, practicum, and field placement handbook: A guide for the helping professions* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Ivey, A. E., & Ivey, M. B. (2007). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (6<sup>th</sup> ed.). Belmont, CA: Thomson Brooks/Cole.

Nagy, T. F. (2005). *Ethics in plain English: An illustrative casebook for psychologists* (2<sup>nd</sup> ed.). Washington, DC: American Psychological Association.

**GOALS/OBJECTIVES:**

<b>Course Objectives</b>	<b>Assessment Approaches</b>
To provide students with a systematic approach to the development of basic individual interviewing and psychotherapy skills	Audio and Video Recordings, Logs, Individual and Group Supervision, Transcriptions, and Journals
To review ethical standards of practice regarding psychotherapy	Mind Maps, Applied Progress Assessments/Exams, and Individual and Group Supervision
To examine some of the most basic theories of psychotherapy and the basic psychotherapy skills associated with them as they relate to direct intervention	In-Class Assignments and Applied Progress Assessments/Exams
To observe, practice, and demonstrate competency in basic individual interviewing and psychotherapy skills	Audio/Video Recordings, In-Class Exercises, Transcriptions, Applied Progress Assessments/Exams, and Individual and Group Supervision
To provide at least 150 supervised clock hours	Logs, Individual and Group Supervision
To develop an awareness of special issues in psychotherapy with special populations, including the areas of cultural diversity and individual differences	Audio/Video Recordings, Individual and Group Supervision, Cultural Brochures, and Applied Progress Assessments/Exams
To demonstrate the ability to use technology in creating documents, preparing presentation materials for colleagues, students, families, administrators, and the community, and using e-mail effectively	Communication with Instructor, Cultural Brochures, and Audio/Video Recordings
To review current research related to psychotherapy	Research Article Summary and Presentation

This course is aligned with the Rules and Regulations of the Texas State Board of Examiners of Psychologists and the Ethical Principles of Psychologists and Code of Conduct (Ethics Code) of the American Psychological Association.

**TIME REQUIREMENT:**

In a typical graduate class, for each hour attempted at least three hours outside of class is expected. This 3-credit hour course will meet 3 hours each week. That leaves roughly 9 hours each week outside of class in which to read and complete assignments. Given that this course has an applied component, more time may be required. *It is expected that if you enrolled in this course, you can meet the time requirements.*

**ATTENDANCE POLICY:**

Regular and punctual attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a student may be penalized for more than three hours of absences. Students may miss one class without penalty to their grade, but **missing two**

**classes could result in a failing grade for the class. The three hours of absence provided by university policy should be used carefully for serious illness and emergencies.** If a student has a conflict with a scheduled class, he/she must meet with me to determine an appropriate plan of action. It is the student's responsibility to contact the instructor regarding make-up work, and arrangements must be arranged with the instructor PRIOR to the absence.

Often, I will provide class handouts and materials during class. If you have to be absent, **be sure you have arranged for a peer to obtain materials for you.** They will not be available from me except on the date initially provided.

### **RELIGIOUS HOLIDAYS:**

Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for the absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

### **CLASSROOM RULES OF CONDUCT:**

Students should review, and adhere to, the Code of Student Conduct and Discipline at <https://www.shsu.edu/students/guide/dean/codeofconduct.html>.

In addition, please turn off **ALL** electronic devices, including cell phones, and keep them in a case and/or totally out of view, unless special arrangements have been made ahead of time with the instructor.

### **PROFESSIONALISM:**

Attendance; punctuality; adherence to ethical standards; the quality of your interactions with colleagues, supervisors, instructor, and other professionals; and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance to subsequent levels of practice.

### **ACADEMIC INTEGRITY:**

The university expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

The university and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion and the abuse of resource materials.

### **STUDENTS WITH DISABILITIES:**

It is the policy of SHSU that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs, nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center (294-1720). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and talk with the instructor about how best deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center, and there are *no retroactive* accommodations.

### **VISITORS IN THE CLASSROOM:**

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the instructor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

### **COURSE REQUIREMENTS:**

#### **Overview:**

Students will be required to practice the basic interviewing and psychotherapy skills with 40 hours of face-to-face contact with volunteer clients. Fifty hours of volunteer work are also required. Clinical psychology students typically volunteer in a clinical agency, while school psychology students volunteer in local public schools. A variety of facilities are acceptable. It is your responsibility to make appropriate arrangements and to see that they are approved by the instructor. Volunteer hours may also be achieved by being a volunteer client with a peer counselor or by attending your own personal therapy. The total of 150 hours will include these and other class hours/activities and supervision. Presentations and additional projects will also be required of each student.

#### **Class Participation:**

Class participation in role plays and class discussions is expected as an avenue to meet the course objectives.

**Supervision:**

A portion of your evaluation consists of your ability to receive supervision and make necessary adjustments. Preparation for supervision sessions with recordings/tapes cued, transcripts completed correctly, and all other paperwork completed is imperative. The ability to accept and make adjustments through supervision is extremely important in training. Your readiness to advance in your program will be determined, in part, by your response to supervision. Refusal to follow supervisor's directives may result in course failure.

**Transcripts:**

Until the Competency/Mastery form has been completed, students must transcribe recordings/tapes of their choice to demonstrate their skills. The recording/tape should be cued to the beginning of the transcript when arriving for supervision.

**Outside Research:**

You must review a research article published within the past five years related to use of counseling or therapy, write a critique of the article using not more than two pages, and present the article orally to the class.

**Presentations:**

Two individual presentations will be required. One is a cultural/ethnic values brochure; the other is the research article presentation. Rubrics and/or further instructions/guidelines regarding these will be provided.

**Progress Assessments/Exams:**

Two progress assessments/exams will be administered during the semester. These may include a combination of true-false, multiple choice, short answer, and/or essay. More information regarding the format will be provided during the course of the semester.

**Professionalism:**

Attendance, punctuality, adherence to ethical standards, the quality of your interactions with colleagues and supervisors, and the quality of your timeliness in completing assignments all determine your professionalism, which in turn signals your readiness to advance to subsequent practica.

**EVALUATION/GRADING PLAN:**

<b>Activity</b>	<b>Hours Required</b>
Face-to-Face with Volunteer Clients	40
Volunteer Hours	50
Supervision	15
Class	45
<b><i>TOTAL</i></b>	<b><i>150</i></b>

Satisfactory performance will result in a grade of 'B'. Outstanding performance will be recognized with a grade of 'A'. It is possible that all students receive an A. (It is also possible that all students receive a B.) No C's will be assigned. If a student is not able to perform at a satisfactory level, an F will be assigned.

Due to the nature of this course, some level of subjectivity is involved in assigning a final grade. However, the following specific elements are expected and will be taken into consideration:

- Keep up with scheduled readings
- Attend and actively participate in class
- ~85% on all progress assessments/exams and assignments
- Accumulate approximately 10 practicum hours each week
- Incorporate feedback from supervision
- Meet mock interviewing/counseling and supervision appointments on time
- Maintain a log/journal of all practica hours and self-reflections
- Maintain high quality interactions with peers, clients, volunteer site, and supervisor
- Integrate theory with practice
- Progress in skill development and consistency during the course of the semester
- Demonstrate appropriate professional demeanor (attendance, punctuality, timeliness of assignments, etc.)
- Demonstrate sensitivity to issues of cultural diversity and individual differences
- Demonstrate compliance with ethical guidelines and seek supervision when unsure
- Use technology effectively
- Make an outstanding cultural/ethnic values brochure and presentation
- Research article summary and presentation

**INSTRUCTOR EVALUATION:**

You will be asked to complete a course/instructor evaluation form toward the end of the semester.

**COURSE OUTLINE/APPROXIMATE SCHEDULE:**

This is a tentative schedule subject to modification based on a variety of factors, such as the nature and pace of progress in the discussion, acquisition of skills, and/or demonstration of skill development. Additional readings may be assigned.

## Course Outline

Course outline is tentative and subject to change. Changes will be announced in class. Topics/materials in *italics*—provided by the instructor.

Date	Topic	Assigned Reading	Assignments Due/Exams
8/27	Introduction	I & I Ch. 1 Baird Chs. 1, 2, & 4	
9/3	Ethics, Cultural Diversity, Multicultural Competence	I & I Ch. 2 Baird Chs. 3 & 5 APA Ethics Code	
9/10	Basic Communication	I & I Ch. 3 Nagy Ch. 1	
9/17	Opening Communication Practitioner Competence <i>Mental Status Exam</i>	I & I Ch. 4 Nagy Ch. 2	
9/24	Observation Skills	I & I Ch. 5 Nagy Ch. 3	
10/1	Active Listening Privacy/Confidentiality <i>Intakes and Report Writing</i>	I & I Ch. 6 Nagy Ch. 4	
10/8	Observation/Affect Advertising/Public Statements	I & I Ch. 7 Nagy Ch. 5	
10/15	Conducting an Interview	I & I Ch. 8	<b>PROGRESS ASSESSMENT/ EXAM</b>

10/22	Confrontation Record Keeping/Fees Clinical Writing/Records	I & I Ch. 9 Baird Ch. 6 Nagy Ch. 6	
10/29	Assessment: Multiple Perspectives Ethics: Education/Training <i>Diagnostic Interviewing</i> <i>Treatment Planning</i>	I & I Ch. 10 Nagy Ch. 7	
11/5	Exploring Values and Beliefs Research and Publication	I & I Ch. 11 Nagy. Ch. 8	
11/12	Influencing Skills <i>Suicide Assessment</i>	I & I Ch. 12 Nagy Ch. 9	
11/19	Skill Integration <i>Assault and Other Risks</i>	I & I Ch. 13 Baird Ch. 8 Nagy Ch. 10	
11/26	<b>THANKSGIVING HOLIDAY</b>		
12/3	Theory and Microskills Stress and Self-Care	I & I Ch. 14 Baird Ch. 7	<b>CULTURAL BROCHURES</b>
12/10	Personal Style Integration	I & I Ch. 15 Baird Ch. 11	<b>RESEARCH PRESENTATIONS</b>
FINALS WEEK			<b>FINAL EXAM</b>