

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

**PSY 691
PRACTICUM I
3 CREDIT HOURS
SPRING, 2008**

**Psychological Services Center (PSC) – Room 109
Wednesdays 10:00 a.m. – 12:50 p.m.**

Instructor: David V. Nelson, Ph.D., ABPP (Clinical Health Psychology)
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Office Hours: Mondays 2:00 p.m. – 3:00 p.m.
Tuesdays 12 noon – 12:50 p.m.
Wednesdays 9:00 a.m. – 9:50 a.m.
And by appointment
(Faculty/committee meetings are sometimes scheduled during these times, so it is best to call or e-mail and confirm appointment; however, you are always welcome to drop by any time to see if I am in.)

REQUIRED TEXTBOOKS:

Baird, B. N. (2008). *The internship, practicum, and field placement handbook: A guide for the helping professions* (5th 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* (6th ed.). Belmont, CA: Thomson Brooks/Cole.

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

COURSE DESCRIPTION:

This course is designed to provide the graduate student 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.

COURSE OBJECTIVES:

Goal	Assessment
To provide students with a systematic approach to the development of basic individual interviewing and psychotherapy skills.	Audio/Video Recordings, Transcriptions, Journals, Logs, Individual and Group Supervision
To review ethical standards of practice regarding psychotherapy.	Mind Maps, Applied Progress Assessments/Exams, Individual and Group Supervision
To examine some of the most common theories of psychotherapy and the basic psychotherapy skills associated with them as they relate to direct intervention.	In-Class Assignments, Applied Progress Assessments/Exams
To observe, practice, and demonstrate competency in basic individual interviewing and psychotherapy skills.	Audio/Video Recordings, Transcriptions, In-Class Exercises, Individual and Group Supervision, Applied Progress Assessments/Exams
To provide at least 150 supervised clock hours.	Logs, Individual and Group Supervision
To develop awareness of various issues in psychotherapy situations with special populations including people of diverse cultures and in terms of individual differences.	Audio/Video Recordings, Individual and Group Supervision, Cultural Brochures, Applied Progress Assessments/Exams
To demonstrate 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, Audio/Video Recordings
To review current research related to psychotherapy.	Research Article Summary and Presentation

Practicum I 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.

ATTENDANCE POLICY:

Regular and punctual attendance is expected and will be documented. SHSU policy is that no student will be penalized for three or fewer hours of absences. However, a student may be penalized for more than three hours of absences. My policy: Three hours of absence are free and clear. Plan this time carefully. However, any time beyond the allowed three hours will result in failure of the course. It is also difficult to understand why any student enrolled in an introductory practicum course such as this would consider elective absence(s) a viable option. No exam or assignment may be made up unless **PRIOR** arrangements have been made with the instructor. If emergencies occur during scheduled exam times, the student **MUST** contact the instructor within 24 hours in order to qualify for a make-up. It is extremely bad form, though, to miss a class and then contact the instructor afterwards regarding these matters (except in very unusual circumstances). No make-up tests will be administered during class time. **IT IS THE STUDENT'S RESPONSIBILITY TO CONTACT THE INSTRUCTOR REGARDING ANY MAKE-UP WORK.**

TIME REQUIREMENT:

For each graduate hour attempted, at least three hours outside class is expected. This 3-credit-hour course will meet 3 hours each week. That leaves 9 hours outside of class in which to read, meet with volunteer clients, attend your volunteer site, attend supervision, and complete assignments. A practicum frequently requires more hours per week. It is expected that if you enrolled in this graduate course, you can meet the time requirements.

ACADEMIC HONESTY:

All students are expected 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 may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion (the unauthorized collaboration with another person in preparing work offered for credit), the abuse of resource materials, and misrepresentation of credentials or accomplishments as a member of the college. **Academic dishonesty in this course will likely result in a grade of F.**

Please also note that required papers may be submitted to review by a plagiarism prevention/detection service, such as turnitin.com.

The University's policy on academic honesty and appeal procedures can be found in the manual entitled Student Guidelines, distributed by Division of Student Services. (Reference Section 5.3 of the SHSU Student Guidelines)

AMERICANS WITH DISABILITIES ACT:

It is the policy of Sam Houston State University 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 disability that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. 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 you have a disability that may adversely affect your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

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. Section 51.911(a)(2) defines religious holy days as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. . . ." A student whose absence is excused under this subsection may not be penalized for that 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.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will notify the student of a reasonable timeframe in which the missed assignments and/or examination are to be completed.

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.

CLASSROOM RULES OF CONDUCT:

According to University guidelines and general sense of decency, students are expected to assist in maintaining a classroom environment that is conducive to learning. Mutual respect and courtesy are the expected standards.

Any disorderly classroom conduct that obstructs, interferes with, inhibits, and/or disrupts teaching and/or related classroom activities is prohibited. Persons in the classroom engaging in such conduct will be asked to leave. Failure to leave the classroom will result in University Police being requested to come to the classroom to assist with the removal of the person.

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. **NO ELECTRONIC DEVICES MAY BE USED IN THE CLASSROOM WITHOUT PRE-APPROVAL BY THE INSTRUCTOR. THAT INCLUDES LAPTOPS, CELL PHONES, BLUETOOTH DEVICES, ANYTHING ELECTRONIC. I RESERVE THE PREROGATIVE TO ANSWER ANY CELL PHONE THAT RINGS IN THE CLASSROOM.**

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. 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:

Hours required:

- 40 face-to-face with volunteer clients
- 50 volunteer hours
- 15 supervision
- 45 class

150 hours total

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.

By nature of being a practicum course, some level of subjectivity (but not capriciousness) is involved in assigning a final grade. The following elements are expected and will be taken into consideration:

- Keep up with scheduled readings
- Attend and actively participate in class
- $\geq 85\%$ on all progress assessments/exams and assignments
- Accumulate approximately 10 hours each week of practica hours
- Be able to be supervised and incorporate feedback
- Meet mock interviewing/counseling and supervision appointments on time
- Maintain a log/journal of all practica hours and self-reflections
- Provide typed transcripts of 15-20 minutes with “shoulda saids”
- 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 cultural and individual differences issues
- 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, and/or demonstration of skill development. Additional pertinent readings may be assigned.

Date	Ivey & Ivey	Nagy	Baird	Other (Readings TBA)
January 16	Before You Start Chapter 1 – Intentional Interviewing and Counseling (Continue next session)		Chapter 1 – Preparation Chapter 2 – Getting Started Chapter 4 – Supervision (Continue next session)	
23	Chapter 2 – Ethics, Multicultural Competence, and Wellness	Introduction	Chapter 3 – Ethical and Legal Issues Chapter 5 – Working with Diversity	APA Ethics Code
30	Chapter 3 – Attending Behavior: Basic Communication	Chapter 1 – Resolving Ethical Differences		
February 6	Chapter 4 – Questions: Opening Communication	Chapter 2 – Competence		Mental Status Exam
13	Chapter 5 – Observation Skills	Chapter 3 – Human Relations		
20	Chapter 6 – Encouraging, Paraphrasing, and Summarizing: The Skills of Active Listening	Chapter 4 – Privacy and Confidentiality		Intakes and Report Writing
27	Chapter 7 – Observing and Feelings: A Foundation of Client Experience	Chapter 5 – Advertising and Other Public Statements		
March 5	PROGRESS ASSESSMENT/EXAM Chapter 8 – Integrating Listening Skills: How to Conduct a Well-Formed Interview	EXAM	EXAM	EXAM
12	SPRING BREAK	SPRING BREAK	SPRING BREAK	SPRING BREAK
19	Chapter 9 – The Skills of Confrontation: Supporting While Challenging	Chapter 6 – Record Keeping and Fees	Chapter 6 – Clinical Writing, Treatment Records, and Case Notes	
26	Chapter 10 – Focusing the Interview: Exploring the Story from Multiple Perspectives	Chapter 7 – Education and Training		Diagnostic Interviewing and Treatment Planning
April 2	Chapter 11 – Eliciting and Reflecting Meaning: Helping Clients Explore Values and Beliefs	Chapter 8 – Research and Publication		
9	Chapter 12 – Influencing Skills: Six Strategies for Change	Chapter 9 – Assessment		Suicide Assessment
16	Chapter 13 – Skill Integration: Putting It All Together	Chapter 10 - Therapy		
23	Chapter 14 – Integrating Microskills With Theory: Sequencing Skills and Interview Stages		Chapter 8 – Assault and Other Risks	Assault and Other Risks
30	Chapter 15 – Determining Personal Style and Future Theoretical/Practical Integration		Chapter 7 – Stress and Self-Care	Cultural Brochures
May 7			Chapter 11 – Frustrations, Lessons, Discoveries, and Joys	Research Presentations
Finals Week – TBA	FINAL EXAM	FINAL EXAM	FINAL EXAM	FINAL EXAM