I. **Course Title:** Techniques of Counseling and Psychotherapy with Practicum  
   **Course Number:** PSY 742  
   **Credits:** 3  
   **Date of Revision:** March 2005

II. **Course Prerequisite(s):** PSY 741 – Theories of Counseling and Psychotherapy

III. **Catalogue Description:**

   This course is intended to provide both a didactic and an actual experience in counseling. Graduate students familiarize themselves with the phases, procedures, and goals of counseling and therapy through assigned readings, audiotapes, and group discussion of case presentations. This will include consideration of ethical boundaries/issures and cultural factors that are germane to the therapeutic process. Graduate students will be assigned or are asked to recruit five volunteer subjects for purposes of role-play activity utilizing counseling technique. Clients from the University's Counseling Center and the School Psychology Clinic will also be assigned as they become available. Those graduate students currently working in a school district may select cases from that setting; cases are to be approved by the instructor. Supervision of all cases is provided both in-group sessions and on an individual basis. Graduate students are seen outside of regularly scheduled group sessions for individual supervision.

IV. **Competencies Addressed:**

   **Assessment** – data collection through informal or formal procedures in a context that is responsive to the individual needs of the client. Emphasis is placed on the synthesis of assessment data that can be utilized in the development of an appropriate intervention for social, emotional and/or behavioral problems.

   **Intervention** – knowledge, design, and implementation of strategies, including counseling for social, emotional, and/or behavioral problems.

   **Consultation** – communication (oral & written) of information in a clear, concise, client-centered manner toward the solution of social, emotional, and/or behavioral problems.
V. Course Objectives:

A. The student will develop skill in the use of behavioral assessment for purposes of treatment planning and progress monitoring.

B. The student will develop skill in communicating behavioral concepts, processes, and strategies that can be employed by teachers and parents.

C. The student will develop skill in assessing the role of extraneous/environmental/situational factors which are impacting the student’s academic, behavioral, social, and emotional adjustment.

D. The student will develop skill in translating the results of assessment into therapeutic intervention appropriate to the child’s context.

E. The student will develop familiarity in utilizing a collaborative approach to working with clients, teachers, parents, and other school personnel who may be involved in employing therapeutic interventions.

F. The student will develop skill in translating elements of the presenting difficulty(ies) into appropriate behavioral, academic, cognitive, social and/or affective goals.

G. The student will develop skill in assessment and selection of intervention strategies that are respectful of cultural/ethnic influences upon these areas.

H. The student will become familiar with ethical principles that are applicable to therapeutic assessment and intervention as well as proper application when confronted with ethical dilemmas.

I. The student will become familiar with resources available within the school and community that can be utilized by the client and their family in addressing social, emotional, and/or behavioral deficits that are affecting school adjustment.

J. The student will develop skill in recognizing and addressing crisis situations that may occur while providing therapeutic services to clients.

VI. Course Outline:

A. Practicum Overview:

1. Introduction of course objectives, procedures and requirements. Issues in counseling individuals with differing cultural backgrounds and ethical principles directly related to the practice of counseling and psychotherapy are reviewed.
VI. **Course Outline (continued):**

2. Review of theories of counseling and psychotherapy. View films and listen to tapes illustrating various counseling/therapeutic approaches.

3. Introduction to the counseling process. Student’s role-play use fellow-students as partners; practice "initial interviews." Group discussion includes evaluation of performances and student's feelings with reference to being the client and/or counselor.

4. Students are assigned/recruit five role-play subjects and/or any "live" clients who are available. Sessions with "live" clients are audiotaped with the written permission of the client and identifying information is disguised or eliminated. The "live" client must also consent (in writing) to the audiotape being used for class instruction.

5. Students already involved in counseling (on the job) may bring in recorded samples of their work.

6. Students will evaluate their data and then present same for group discussion.

7. The Instructor/Supervisor will provide extra supervisory hours to discuss students, clients being counseled.

8. A portion of each meeting will be set aside for the purpose of discussing students' reactions to counseling in order to provide opportunity for self-exploration. The need for continuous objective self-appraisal will be stressed.

B. **Practicum Experience:**

The practicum requires a minimum of 10 hours per week. The weekly seminar (3 hours), completion of client counseling sessions independent review of counseling sessions and completion of psychotherapy/counseling checklists, and completion of assigned readings.

Practicum students working in school districts or community mental health agencies are permitted, with the permission of their school district administrator or agency supervisor, to select clients to counsel from these settings; all cases are to be approved by the instructor/supervisor. A minimum of 3 cases is required.

Practicum students working at the University Counseling Center may utilize this source for completion of counseling activities. A minimum of 3 cases is required.
VI. **Course Outline (continued):**

Individual work, i.e., work with live clients is done primarily through short-term counseling (10-12 session or fewer). At the termination of a case, the individual in need of further counseling is referred to an appropriate community agency. A pool of undergraduate students serving as role-play clients will be utilized in order to provide simulation of the process of doing psychotherapy/counseling. *(See Appendix A)*

This practicum addresses the consultation, Professional School Psychology and Intervention competencies by providing students with the opportunity to observe, discuss, practice, and receive feedback on the utilization of counseling techniques. These experiences will be used to promote achievement of the following counseling related skills: (1) Developing the therapeutic relationship, (2) Developing appropriate therapeutic goals, (3) Effective use of active listening technique to displace empathy and unconditional positive regard, (4) Development and utilization of appropriate therapeutic assignments, (5) Effective use of cognitive therapy strategies, (6) Effective use of behavioral therapy strategies, (7) Consideration of cultural and diversity issues that may be applicable, and (8) Consideration of ethical principles/issues that may be applicable. The students progress in developing these skills will be assessed and reflected in the completed psychotherapy/counseling checklists, class discussion of cases, completed class participation logs and audiotapes submitted for class presentation, discussion and final grading.

VII. **Teaching Methodology:**

A. Group and individual didactic supervisory sessions

B. Film and Tape Library

C. Bibliography

D. Texts and Other Study Materials:

1. Lecture Textbook(s):


2. Other:

VIII. **Evaluation of the Student:**

Evaluation of practicum performance is based upon consideration of these particular areas: (1) Level and Quality of participation within classroom discussion, (2) Level of Progress displayed in the implementation of counseling related techniques and (3) Class Attendance. A letter grade will be assigned to each area which contribute equally. The average of these grades will determine the student’s final grade. Less than thirty substantive contacts during the term will result in a letter grade of B or lower for the class participation portion of the grade. Two or more unexcused absences during the term will result in a letter grade of B or lower for the class attendance portion of the grade. Each of the sessions submitted for final grading will receive a letter grade. The average of these grades will provide the “level of progress in displaying counseling technique” portion that will contribute to determining the final course grade.

(1) The level and quality of participation relate to the frequency of comments, questions and disagreements expressed by the student. The students' ability to process issues pertaining to their own cases and those of others is reflected within these contacts. The student will be provided class participation logs so that they may track their classroom contacts. *(See Appendix B)*

(2) The level of progress displayed in implementation of counseling techniques will be gauged by considering the audiotapes presented in class and those supplied at the end of the term for purposes of grading. These latter tapes are selected by the student as reflecting their best 1st, 2nd and 3rd session tapes involving the same client. Those tapes will be considered utilizing a counseling techniques checklist/rating scale in which specific "therapeutic" behaviors will be scrutinized for their presence/absence *(See Appendix C).* In particular the demonstration of Rogerian, Cognitive and Behavior approaches is encouraged *(See Appendix D).*

Aside from being evaluated according to the above criteria the 1st, 2nd, and 3rd sessions will be evaluated using the following criteria:

**Session 1:** The degree to which the student therapist obtained relevant information from the client pertaining to symptom history, personal history, social history, and previous efforts to manage the difficulty(ies).

**Session 2:** The degree to which the student therapist focused on a specific problem area and identified patterns of maladaptive behavior or cognition that are maintaining the difficulty(ies).

**Session 3:** The degree to which the student therapist utilized an appropriate therapeutic strategy intended to address a specific difficulty.
(3) Class attendance is viewed as essential. This is viewed as the primary means by which students can process therapeutic issues/progress both directly and vicariously via other students experiences. A significant penalty of one third of a letter grade for this facet of the course evaluation will be incurred for each unexcused absence. Students missing class due to either excused or unexcused absence will be required to make up missed work.

IX. Bibliography:


X. Bibliography (continued):


XI. Bibliography (continued):


Rational emotive therapy [video recording]. Champaign, IL: The Company 1982. VM-201


JOURNALS

COUNSELOR EDUCATION AND SUPERVISION
ELEMENTARY SCHOOL GUIDANCE AND COUNSELING
JOURNAL OF APPLIED BEHAVIORAL SCIENCE
JOURNAL OF MULTICULTURAL COUNSELING AND DEVELOPMENT
JOURNAL OF SCHOOL PSYCHOLOGY
SCHOOL PSYCHOLOGY REVIEW

TAPES

AN INTRODUCTION TO TECHNIQUES – HOW AND WHY DEVELOPED, FUNDAMENTAL PRINCIPLES, BASIC METHODOLOGY

EARLY PHASE OF TREATMENT – THE FIRST STORY, TRANSFERENCE, PATIENT'S PSYCHODYNAMICS, CASE STUDY

MIDDLE PHASE TREATMENT – WORKING THROUGH, PROGRESSION AND RETROGRESSION, MIDDLE PHASE CASE STUDIES

MIDDLE PHASE (cont.) – RESISTANCE, CASE STUDIES, LATE PHASE OF TREATMENT – HEALTHY VS. PATHOLOGICAL STORIES, TERMINATION

DEALING WITH FEELINGS OF ANGER – HEALTHY AND PATHOLOGICAL EXPRESSIONS – SCAPEGOATING, COMPULSIVE RITUALS MAINTENANCE OF SELF-ESTEEM

SELF-ESTEEM (cont.) – SUPEREGO DEFICIENCIES, DISRUPTION BEHAVIORS, SITUATIONAL REACTION PROBLEMS, I.E., DIVORCE

SITUATIONAL REACTIONS (cont.) – MARITAL SEPARATION, DEATH OF A PARENT, CASE STUDIES

MINIMAL BRAIN DYSFUNCTION – CASE STUDY
MINIMAL BRAIN DYSFUNCTION (cont.) – IMPULSIVITY AND HYPERACTIVITY, socIAllY ALIENATING behavior, DEPENDENCY AND IMMATURETY

MINIMAL BRAIN DYSFUNCTION (cont.) – IMPULSIVITY AND MAGIC CURE ANTICIPATIONS, OEDIPAL COMPLEX AND PROBLEMS

CHILDHOOD PHOBIAS – CASE STUDIES, STUTTERING AND SELF ASSERTION

STUTTERING AND INHIBITION OF EXPRESSION OF HOSTILITY, MUTUAL STORY TELLING TECHNIQUE AND THE MOURNING PROCESS, RECENT MODIFICATIONS, CONCLUSION