

**COLLEGE OF EDUCATION  
VALDOSTA STATE UNIVERSITY  
DEPARTMENT OF PSYCHOLOGY AND COUNSELING  
FALL SEMESTER, 2006  
PSYC7900  
PREPRACTICUM  
3 HOURS**

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REQUIRED TEXTBOOKS

Barlow, D. (2001). *Clinical Handbook of Psychological Disorders* (3rd). Guilford

Sattler, J. (1998). Clinical and forensic interviewing of children and families. Guidelines for the mental health, education, pediatric, and child maltreatment fields. San Diego: Sattler.

Skovholt, M.T. & Jennings, L. (2004). Master Therapists: Exploring expertise in therapy and counseling. Allyn & Bacon.

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Primary Text

Other readings will be provided by Dr. Colwell

**COURSE DESCRIPTION**

Prerequisite: PSYC 7400 or Instructor Approval. Advanced course in counseling and psychotherapeutic approaches emphasizing skill development. Extensive role playing in dyads and groups will be critiqued. Basic attending, empathy, and relationship skills will be emphasized as well as specific techniques such as desensitization, contracting, and role reversal.

**COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES:**

1. The student understands the central concepts, tools of inquiry, and structures of the fields of knowledge. (Principle #1)
2. The student understands and uses formal and informal assessment strategies to evaluate and ensure the continued intellectual, social, and physical development of the client. (Principle #8)
3. The student is a reflective practitioner who continually evaluates, using qualitative and quantitative resources, the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally. (Principle #9)

**COURSE OBJECTIVES**

1. Students will learn basic therapeutic skills including reflection and empathy.
2. Students will become familiar with applying several types of therapeutic techniques, including Gestalt, behavioral, and cognitive interventions.
3. Students will learn to write progress notes for therapeutic interactions.

4. Students will be able to conduct and write summaries of interviews reflecting their intended forum of practice.
5. Students will be able to write up appropriate treatment plans.
6. Students will be familiar with ethical standards governing practice.
7. Students will learn to reflect on their own development of skills and performance through review of tapes of sessions.

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#### COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

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Students will be graded on (1) a paper detailing her/his personal theory of counseling/psychotherapy, (2) her/his performance during role play interviews with peers and undergraduate volunteers, (3) her/his performance and receptivity to feedback regarding their interviewing, (4) two initial progress notes and treatment presentations describing undergraduate student volunteers, and (5) presentation in mock treatment team that details a course of empirically supported treatment for a hypothetical case.

#### COURSE EVALUATION

**Paper:** Students must complete an 8-10 page paper describing their personal theory of counseling/psychotherapy.

**Peer Role Plays (2):** Students will role-play client and clinician in two role-plays. Students will pair up with a partner in the class to conduct mock therapy sessions. **Under no conditions should students assume that actual therapy or therapeutic interventions will be administered!** Two therapy sessions must be videotaped. Tapes will be reviewed in class by the instructor and fellow students, for the purpose of furthering skill development and *constructive* feedback to improve student practice. Failure to hand in tapes when scheduled will result in a penalty of 5% of the course grade.

**Technique/Feedback(3 student and 1 peer role play):** Students are expected to accept realistic feedback regarding their performance in videotaped interviews, and to make genuine efforts to improve over the course. This feedback will concern peer role plays, and interactions with student volunteers (3, one of whom you see 2 or 3 times). Student clinicians will be evaluated and provided feedback in the areas of empathy, reflection, active listening, nonverbal communication, and other basic interviewing skills germane to rapport building and intervention.

**Progress Notes and Treatment Plans (2):** From the 5 role-play interviews conducted, students will be required to write 5 progress notes and 2 treatment plans. Notes will be reviewed for efficiency, lack of jargon, and appropriateness. Students will create a treatment plan regarding the assigned peer role play, as well as one student role play. The plans should include specific targets for change (behavioral, affective, and/or cognitive), and mechanisms or techniques to be used to address each targeted dimension. *Specificity is necessary!*

**Treatment Team Presentation:** Students will lead group discussion regarding a hypothetical case vignette. Presentations will include assessment, review of empirically supported treatments, development of a mock treatment plan, and description of a theoretically based and empirically supported course of treatment.

Grades will be determined in the following manner: 50% \* (Technique/feedback grades) + 50% \* (average of all other assignments). BASIC INTERVIEWING AND RESPONSE TO FEEDBACK WILL ACCOUNT FOR HALF OF OVERALL GRADE. However, all assignments must be completed to receive a grade in the course.

### **Grading Scale**

e.g. A = 90-100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 60 and below

### **ATTENDANCE POLICY**

Professionalism is the central requirement of one who would receive a graduate degree in psychology. REGULAR AND PROMPT ATTENDANCE IS REQUIRED. Attendance of 80% or more of scheduled class hours is required to receive course credit.

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### **POLICY STATEMENT ON PLAGIARISM AND CHEATING**

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

THIRD OFFENSE: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

### **SPECIAL NEEDS STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation

Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348.

### **INSTRUCTOR**

**Professor: Kevin Colwell, Ph.D.**

**Email: [kcolwell@valdosta.edu](mailto:kcolwell@valdosta.edu)** (preferred method of communication)

**Office:** Psych 04

**Phone:** 293-6318

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### **COURSE SCHEDULE**

- 1 Introduction to the course; review of paperwork, ILS, etc
- 2 Discussion therapeutic interview and process
- 3 Peer role-plays and Meichenbaum video
- 4 Meichenbaum and videotaped peer role-plays
- 5 Linking theory/research/ treatment and role play videos
- 6 Topical Presentation, *Correctional treatment/forensics* and videos (student)
- 7 Student videos and case presentations
- 8 Topical Presentation and Case presentations
- 9 Topical and Case
- 10 Topical and Case
- 11 Topical and Case and Theory
- 12 Topical and Case
- 13 Topical and Case
- 14 Case Presentation, Topical presentation
- fin Theory and treatment discussion and wrap-up