



**CHICAGO CAMPUS**  
**DEPARTMENT OF PSYCHOLOGY**  
**PSYD PROGRAM**  
**COURSE SYLLABUS**

<b>COURSE TITLE:</b>	Therapy Practicum Seminar
<b>COURSE NUMBER AND SECTION:</b>	PSY 851(D)
<b>CREDIT HOURS:</b>	1 Credit Hour
<b>COURSE SECTION SCHEDULE:</b>	Spring 2017; Thursdays, 4-5:15pm, Rm. 16-105
<b>PREREQUISITES:</b>	PSY-611-613 and PSY-601-603
<b>CO-REQUISITES:</b>	PSY-614-616
<b>INSTRUCTOR NAME:</b>	Steve N. Du Bois, Ph.D.
<b>OFFICE HOURS:</b>	Wednesdays, 10am-12pm; and, by appointment
<b>CONTACT INFORMATION:</b>	<a href="mailto:Sdubois2@adler.edu">Sdubois2@adler.edu</a> ; 312.662.4355

<b>COURSE DESCRIPTION:</b>	Concurrent with practicum field experiences, the practicum seminar enhances the integration of theoretical and academic perspectives within clinical counseling practice and conceptualization. Various topics and clinical experiences are analyzed and discussed through class discussion, case presentation and role playing. This seminar runs concurrent with your therapy practicum training, and may not be transferred or waived.  <b>Relationship between Practicum Supervision and Practicum Seminar:</b> The seminar provides a structure within which students receive additional consultation and training as they progress through the practicum year. Your site supervisor remains your sole supervisor, and holds responsibility for your clinical work throughout your practicum experience. At times, students may feel confused or experience conflict because of differences in the perspectives or approach of the seminar group and the site supervisor. Such reactions are very common during training, and it is important to discuss them openly and directly. You are not at liberty to disregard the direction of your supervisor, who takes clinical responsibility for your work, but you are encouraged to raise these issues in the seminar meetings or discuss them individually with the seminar leader. Furthermore, you should de-identify your clinical work when discussing these matters with the seminar consultant and/or your classmates, unless you have received written permission from your client, and have notified your site supervisor.
<b>PSYD PROGRAM COMPETENCIES</b>	1.2.a Demonstrate understanding of theoretical foundations of clinical interventions.

	<p>1.2.b Conduct independent intervention planning, including conceptualization and intervention plan specific to the case, integrating social context and diversity issues.</p> <p>1.2.c Develop working relationships and therapeutic rapport with clients, co-workers, and staff, including mastery of the following elements: establishing a safe environment; obtaining background information; facilitating communications with diverse populations; assessing and managing self and others emotions.</p> <p>1.3.a Understand the ethical principles in the APA Ethical Principles of Psychologists and Code of Conduct, and the ethical decision making model based on these principles, and apply them to all aspects of their work.</p> <p>1.3.b Comply with state and federal laws and regulations pertaining to the practice of professional psychology.</p> <p>3.1.a Demonstrate an understanding of clinical phenomena within social and cultural contexts.</p> <p>3.1.b Demonstrate professional behavior in a culturally sensitive manner, as appropriate to the needs of the client, that improves client outcomes and avoids harm.</p> <p>3.1.c Demonstrate an ability to communicate effectively across cultures.</p> <p>3.2.a Demonstrate an understanding and monitoring of their own cultural identity in relation to work with others with awareness and sensitivity to specific populations and problems.</p> <p>3.2.b Demonstrate an ongoing interest in learning about people different than themselves and a willingness and ability to seek out culturally specific knowledge as needed.</p> <p>5.2.a Integrate the role of social context in treatment, assessment, and evaluation.</p> <p>5.2.b. Integrate the role of social context in supervision, management, and consultation.</p>
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<b>COURSE LEARNING OBJECTIVES:</b>	<p>Upon completion of this course, the student should be able to do the following:</p> <ol style="list-style-type: none"><li>1. Identify the roles played by professional psychologists in the settings in which they function and relate this knowledge to planning their own future professional development.</li><li>2. Identify and discuss different critical attitudes and values required of the professional psychologist in these settings and think critically about how their own assumptions and values influence their professional activities.</li><li>3. Articulate a theoretical framework from which to both assess and provide treatment to clients.</li><li>4. Articulate a clear, convincing and organized case formulation that provides a sound rationale for clinical decision making and treatment planning.</li><li>5. Identify methods of evaluating the outcomes of therapeutic interventions.</li><li>6. Demonstrate sensitivity to critical issues of difference (e.g. culture, gender, disability, religion) that influence assessment and intervention by professional psychologists.</li><li>7. Demonstrate the ability to self-reflect and receive feedback in professional ways, particularly with respect to transference and countertransference issues and other important areas of professional development.</li><li>8. Demonstrate the ability to set goals for supervision through collaborative assessment and evaluation with clinical supervisors.</li><li>9. Demonstrate an appreciation for the impact of socioeconomic, political and structural factors on the presentation of clinical problems and the need for interventions aimed at these broader factors in addition to interventions aimed at the individual client.</li></ol>
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<b>TEXTBOOKS AND MATERIALS</b>	
<b>REQUIRED TEXTBOOK (S)</b>	Dimidjian, S., Martell, C. R., & Christensen, A. (2008). <i>Clinical handbook of couple therapy</i> . The Guilford Press.  Sperry, L., & Sperry, J. J. (2012). <i>Case conceptualization: Mastering this competency with ease and confidence</i> . Routledge.
<b>REQUIRED READINGS</b>	Dimidjian, S., Martell, C. R., & Christensen, A. (2008). <i>Clinical handbook of couple therapy</i> . The Guilford Press. (Chapter 2)  Sperry, L., & Sperry, J. J. (2012). <i>Case conceptualization: Mastering this competency with ease and confidence</i> . Routledge. (Chapters 4, 9)
<b>REQUIRED RESOURCES &amp; SUPPLIES</b>	*Equipment to securely record sessions *Equipment to securely store, transfer, and play session files across electronic media
<b>INSTRUCTIONAL METHODS:</b>	The course is taught as a seminar, which involves dialogue and mutual exchange between all members. For this process to be of maximum benefit, an atmosphere of openness, safety and respect must be established and maintained by all class participants. Questions, comments and feedback regarding the material presented provided by all participants play an integral role in reaching the objectives of the course stated above.  The instructor will “check in” with students at the beginning of each seminar about the quality and status of their practicum placement and supervision experiences. If difficulties arise, the student and instructor will consult and work with the site to rectify any problems. If this does not address the concerns, the student and/or instructor will consult with the Department of Training and Community Services.
<b>DELIVERY METHOD:</b>	On campus
<b>ATTENDANCE</b>	Students are responsible for maintaining regular and punctual attendance for each class session. Students who expect to miss or arrive late for class must notify the instructor in advance. Due to the unique structure of the practicum seminar courses, students who miss <u>more than one class session without approval from the instructor</u> in a semester may receive a grade of “No Credit” or “NC” and be referred to the Training Committee for review. Frequent tardiness or unprofessional behavior may also result in an “NC” grade and referral to the Training Committee for review.

<b>GRADING AND EVALUATION:</b>	<p><b>Grading Scale:</b>      95%-100% =A; 90%-94% =A-; 85%-89% =B+; 80%-84% =B;      77%-79% =B-; 70%-76% =C; 60%-69% =D; Below 60% = F</p> <ol style="list-style-type: none"> <li>1. In order to pass successfully each PsyD course students are required to meet the minimal level of achievement, which is a grade of B. In courses or seminars where letter grades are not used, the minimal level of achievement to pass is a grade of “Credit” (CR).</li> <li>2. Students who receive a grade of C or below in a required course must retake the course and pass it with a grade of at least B. If the course is an elective, the student has the option to retake the course and achieve a grade of at least B or elect a different elective and pass it with a grade of at least B. Students who receive a grade of No Credit (NC) are required to retake the course or seminar.</li> <li>3. None of the courses with a grade of B- or below, or NC will meet the requirements for the completion of the PsyD degree.</li> <li>4. Students can appeal their grade by following the Grade Appeal Policy.</li> <li>5. Students who receive a grade of B- or below, or NC are referred to the Student Development Committee.</li> </ol> <p>It is expected that as graduate students all students will actively participate in class. As this is a general expectation of graduate school, no credit will be given for class participation. However, at the discretion of the instructor, up to 5% of the grade of the course can be deducted if a student does not actively participate in class and does not contribute to class discussion with original comments (the student’s own opinions and thoughts).</p> <p><b>Student performance will be evaluated based upon the following criteria.</b></p> <p><i>*Successful completion of Formal Case Presentation and Write-up</i>  <i>*Participation in group-level consultation on cases; and, in general discussion (see above)</i></p> <p>Students are expected to complete two course evaluations. One at mid-term and one at the end of the term.</p>
<b>ASSIGNMENTS:</b>	<p><i>*Successful completion of a formal case presentation is required in order to pass this course. The goal of the case presentation is to provide students with an opportunity to develop case conceptualization and presentation skills and</i></p>

	<p>prepare for the Intervention CQE. The guidelines for this presentation are described below.</p> <p>On the day of your presentation, you will provide the class (and instructor) with a write up of your case that includes the following:</p> <ul style="list-style-type: none"><li>• Demographic info/description of the client, reason for referral, and the presenting problem (including reported symptoms and behavioral issues)</li><li>• A behavioral observations/mental status section</li><li>• Description of the precipitating factors and events that influenced the current clinical problem and a history of the presenting problem</li><li>• Identification of possible systematic factors that may be both positively and negatively impacting the clinical problem</li><li>• Description of factors and issues regarding diversity that are currently present and/or related issues that you anticipate presenting themselves (including differences between you and the client)</li><li>• Description of the client's strengths, assets, and supports</li><li>• A DSM-5 diagnosis that includes a differential paragraph supporting your diagnosis</li><li>• A case conceptualization using the theoretical orientation of your choosing that provides an understanding of the client and their presenting issues and informs your work with the client</li><li>• A treatment section (based in the theoretical orientation you used to conceptualize the case) in which you discuss information pertaining to your work with the client, such as number of sessions you have worked together, number of total sessions anticipated, what you have worked on with the client so far, an area in which you feel you are struggling or could do better, and goals for treatment</li><li>• An outcome section in which you will discuss progress (or lack thereof) made by the client and any outcome measures you have administered.</li><li>• A section on Ethical Principles, as defined by the APA, that apply to your client, and includes discussion of any complex or difficult ethical issues</li></ul>
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	<ul style="list-style-type: none"><li>• A self-reflection that demonstrates growing awareness of yourself as a therapist and examines your own performance in the session that you presented</li></ul> <p>You will present your case to the class using your paper as a guide (do not read your paper to the class). At the end of the treatment section you will play a segment of a session (audio or video) that is approximately 5 min in length. This segment will highlight where you feel you need help in your work with your client. The class will provide you with feedback on this segment. You are responsible for bringing the technological equipment necessary to review the recording if it is not available in the classroom. If your site does not permit recording of sessions you must inform the instructor and ask permission to use process notes in lieu of a recording, and have a letter from your site supervisor stating that they do not allow recording. Your presentation will last approximately 30 minutes (including time for questions).</p> <p>Your presentation and written report will be evaluated based on the following:</p> <ul style="list-style-type: none"><li>• Listening skills-the student demonstrates that s/he heard the client, and responded appropriately</li><li>• Empathy-the student demonstrates the ability to understand the client from his/her perspective</li><li>• Self-awareness-the student should demonstrate insight into her or his own emotional reactions to the client and case material and know how to integrate that awareness into the diagnostic and therapeutic process</li><li>• Thoroughness-the most important, relevant information is addressed</li><li>• Clarity of presentation-information is presented clearly</li><li>• Case conceptualization-thoughts about the meaning of the information in the interview should be placed into an appropriate theoretical context (e.g. systems theory, cognitive-behavioral, Adlerian, psychodynamic, etc.)</li><li>• Formulation of a DSM-V diagnosis</li><li>• Responsiveness to feedback-the student should be able to receive feedback from the professor as well as peers in an open, non-defensive manner</li><li>• Professionalism-the student should maintain a professional demeanor, both with clients and in class,</li></ul>
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	<p>and demonstrate an attitude of openness, curiosity, and supportiveness</p> <p>*Please note- CQE policies state that you cannot use a case presented in seminar for your CQE. Doing so is grounds for failing the CQE.</p> <p>*Successful completion of Practice Case Conceptualization includes:</p> <ul style="list-style-type: none"> <li>• A one-page summary of client's presenting problem, history, related factors, conceptualization, and treatment recommendations.</li> <li>• Summary must use consistent theoretical framework, e.g. Adlerian, CBT, Emotion-focused</li> </ul>
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<b>COURSE POLICIES</b>	<p><b><u>Late Assignment Policy</u></b></p> <p>Late assignments will not be accepted unless the student has contacted the instructor and has an acceptable reason (which is at the instructor's discretion and may require additional documentation). Notify me ASAP if for some reason you need to change the date of your presentation or anticipate a conflict!</p>
<b>INSTITUTIONAL AND PROGRAM POLICIES:</b>	<p><b><u>Catalog &amp; Student Handbook:</u></b></p> <p><a href="http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook">http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook</a></p>
<b>ACADEMIC HONESTY</b>	<p>Adler University seeks to establish a climate of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student <i>must</i> be documented through required scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The University further considers resubmission of work done partially or entirely by another, as well as resubmission of work done by a student in a previous course or for a different professor, to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment, examination, or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action, up to and including dismissal from the school.</p> <p><b><u>Student Handbook:</u></b></p> <p><a href="http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook">http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook</a></p>

<b>STUDENTS WITH DISABILITIES (ADA Compliance)</b>	<p>It is the policy of Adler University to offer reasonable accommodations to students with qualified disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 and the B.C. Human Rights Code. <b>If a student with a disability wishes to receive accommodations in order to participate in the courses, programs, or activities offered by the University, the student may request accommodations by contacting the Associate Vice President of Student Affairs, Mr. Greg MacVarish (<a href="mailto:gmacvarish@adler.edu">gmacvarish@adler.edu</a>).</b> The use of these services is voluntary and confidential. Students must request accommodation prior to the implementation of needed accommodation. Accommodations cannot be applied retroactively.</p> <p><b>Catalog &amp; Student Handbook:</b>  <a href="http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook">http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook</a></p>
<b>SEXUAL HARASSMENT AND SEXUAL VIOLENCE POLICY: Disclosure and Mandated Reporting</b>	<p>The Adler University Sexual Harassment and Sexual Violence Policy is available at <a href="#">[adler.edu/title9]</a>. <b>This policy addresses how information about sexual violence/sexual misconduct that is shared with any Adler University faculty and staff must be reported to the Title IX Coordinator, Ms. Susan Yasecko (<a href="mailto:syasecko@adler.edu">syasecko@adler.edu</a>).</b></p>

#### TOPICAL OUTLINE:

Date	CLASS TOPICS & COURSE OBJECTIVES <i>(Map the Course Learning Objectives to the topics)</i>	READINGS & ASSIGNMENTS
Jan 5	Introduction & Course Overview	N/A
Jan 12	Intervention CQE Overview	CQE Handbook
Jan 19	Adlerian Case Conceptualization	Sperry & Sperry, 2012, Chapter 9
Jan 26	Formal Case Presentation #1	
Feb 2	Formal Case Presentation #2	
Feb 9	Formal Case Presentation #3	
Feb 16	Formal Case Presentation #4	
Feb 23	Outcome Assessment & Treatment Planning	Sperry & Sperry, 2012, Chapter 4
Mar 2	Couple Therapy	Gurman, 2008, Chapter 2
Mar 9	Formal Case Presentation #5	
Mar 16	Formal Case Presentation #6	
Mar 23	Formal Case Presentation #7	
Mar 30	Formal Case Presentation #8	

Apr 6	Case Presentation Make-up/ Individual Meetings	
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