

**PSY 662-001
Practicum in Psychology
Spring 2023**

Instructor: Rick Grieve, Ph.D.
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MWThF 8:00-9:00; ThF 1:00-2:00; by appointment
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Class Time: R 5:00-7:45

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All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Course Description/Prerequisites:

Prerequisite: Permission of Instructor

Supervised practical experience in schools, clinics, specialized training centers, hospitals, industry, and research settings. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.

Required Text:

Poorman, P. B. (2003). *Microskills and theoretical foundations for professional helpers*. Boston: Allyn & Bacon.

Objectives of the course:

At the end of this course, you should be able to:

1. describe and understand the four major forces of counseling and psychotherapy: First force--psychodynamic theory;

Second force--cognitive-behavioral theory; Third force--existential-humanistic theory; and Fourth force--multicultural counseling and therapy.

2. describe and understand the major concepts of Cognitive Behavioral Therapy (CBT);

3. apply the principles of CBT to clients that you will see in therapy.

Evaluation: Grades for the class will be calculated from the percentage of points earned out of the 360 possible. The following percentages of total points will be used to determine exam and semester grades: >92.5 = A, 92.49-84.5 = B, 84.45-75.5 = C, 75.45-69.5 = D, < 69.5 = F. This means that >333 points = A, 304-332 points = B, 271-303 points = C, 250-270 points = D, <250 points = F.

Required Activities:

(1) There will be two (2) **take-home exams** during the course of the semester, one due as a mid-term exam and one due as a final exam. Each will be worth **60 points** for a total of **120 points**.

(2) Each student will be required to see clients for at least 6 sessions. In general, students will see 2 clients for 3 sessions each; however, the number of sessions per client will vary depending on the needs of the individual clients. All students will see at least two different clients. Evaluations of student ability will be done in weekly supervision sessions. These evaluations will be worth a total of **120 points**. Of these, 60 points will be based on conducting therapy (10 points per therapy session for 6 therapy sessions) and 60 points will be based on providing feedback to classmates on their therapy sessions. Students will be expected to complete 12 evaluations of their peers worth 5 points each. No more than 2 evaluations will be counted per day and no more than 3 evaluations will be counted per week.

(3) There will be **quizzes** over the assigned readings. These quizzes will total **120 points**.

Attendance: You are adults and do not need my supervision. To that end, I will not take attendance during specific class periods. Attendance is not mandatory. However, you will be responsible for the materials presented in class, and will miss out on valuable practice time. Therefore, if you miss class, you will need to make arrangements to get lecture notes from a classmate and schedule practice time with myself. Only in extremely rare instances will I give out my notes to a person who misses class. And be warned, my notes for therapy-type classes are very minimalist.

Skill Evaluation: This evaluation will take place every week starting in Week 7. It will consist of two parts: 1) your actual ability in the therapy setting and 2) your ability to assist your peers with astute and pertinent comments. When I evaluate your skill level, I will evaluate it in regard to your current level of training. In other words, I will not expect you in your first session to be as skilled as someone who has been performing therapy for years. However, I do expect that all students will increase in their therapeutic ability. The second area that will be evaluated is your willingness to help your fellow students with their cases. When we have in-class supervision, I will ask for suggestions from others in the class. This is your chance to help your classmates. However, remember that I will penalize for inappropriate comments and monopolization of the class.

Class Format: It is well known that the standard lecture format is a relatively poor method of teaching. Numerous studies have shown that learning is increased when classes involve active participation of students and provide immediate feedback regarding that participation. The lecture method, on the other hand, is the epitome of passive behavior for most students. The procedure that we will follow is designed to

make use of some of what is known (and/or I think) about how to increase learning.

Usually one day per week will be spent primarily discussing particulars of the readings. This time will be discussion; I will be relying on you to 1) do the readings and 2) be prepared to discuss them in class. What you gain from the discussions will depend on what you put into them. (I will not look favorably on students who either come to class unprepared or try to dominate the discussion.) The other day of the week will be spent either practicing skills or in class supervision. I expect that everyone who saw a client since our last class meeting will present that client on video to the class.

Clients: In addition to participating in class activities, all students are expected to see clients. These will most likely be volunteer clients culled from undergraduate classes. All client sessions must be videotaped. Sessions will last for one 50-minute hour, with the remaining 10 minutes used for the creation of progress notes.

Supervision: There will be two kinds of supervision for this class--**In-class Supervision** and **Individual Supervision**.

During In-class Supervision, we will view videotapes of counseling sessions as a class and give feedback to the individual student conducting the session. Each student will preview the videotape and cue it up to a place in the session that he or she would like to present to the class. This could be a place where the therapist feels he or she did very well or a place where the client is either particularly informative or particularly obtuse. Again, this is left to the determination of the individual student. The amount of video watched will be determined by the number of students who saw clients in a given week and needs of the individual student, as determined by the supervisor (me). In addition to the videotape, students will be expected to give a brief two-minute summary of their clients (e.g., first name, demographics, presenting problem, and brief history of the problem, if pertinent) prior to viewing the tape. Students must be supervised between therapy sessions. That is, you cannot see a client two times in a row without being supervised in between.

Each student will set up one time across the semester to meet with me for Individual Supervision. During this time, we will watch most of a videotaped session and I will individually critique your performance.

APPROXIMATE CLASS SCHEDULE AND ASSIGNMENTS

I reserve the right to assign additional readings. It is the responsibility of the student to remain at least one week ahead in the readings.

Week/Dates	Readings	Class Activities/Discussion	Projects Due
Week 1: 1/29	Hirsch (2012) Poorman (2003) Introduction & Ch. 1	Nonverbal Communication	
Week 2: 1/26	Poorman (2003) Ch. 2	Feedback	
Week 3: 2/2	Poorman (2003) Ch. 3 & Ch. 4	Reflection of Feeling & Content	
Week 4: 2/9	Poorman (2003) Ch. 5	Asking Questions	
Week 5: 2/16	Poorman (2003) Ch. 6	Preparing for Action	
Week 6: 2/23	Poorman (2003) Ch. 7 Dryden & David (2008) Moursund Ch. 2 Cullari Ch. 4	Advanced Helping Skills Learning the ABC Model	
Week 7: 3/2	Cameron & turtle-song (2002) James & Gilliland (2003) Ch. 2 Poorman (2003) Ch. 8	Grieve Therapy Opening a Case Writing Progress Notes Treatment Planning	Supervised Client
Week 8: 3/9	Malouff & Schutte (2004) Poorman (2003) Ch. 9 Schwartz (2004)	Grieve Therapy Terminating a Client	Supervised Client Midterm Exam Due
Week 9: 3/23	Greenberg, 2012 James & Gilliland (2003) Ch.7 & Ch. 9 Poorman (2003) Ch. 10 Seligman (1998) Ch. 1 & Ch. 12	Grieve Therapy Use of Emotions in Therapy	Supervised Client
Week 10: 3/30	James & Gilliland (2003) Ch. 4 Poorman (2003) Ch. 11		Supervised Client
Week 11: 4/6	James & Gilliland (2003) Ch. 12 Barlow (2006) Poorman (2003) Ch. 12		Supervised Client
Week 12: 4/13	Burnett & Meacham (2002) Poorman (2003) Ch. 13 Wampold et al. (1997)	Bibliotherapy/Journaling	Supervised Client
Week 13: 4/20	Crocker (2002) Poorman (2003) Ch. 14		Supervised Client
Week 14: 4/27	Poorman (2003) Ch. 15 Walborn (1996) Ch. 2 Motivational Interviewing Ch. 5 Motivational Interviewing Ch. 6 Motivational Interviewing Ch. 8	Motivational Interviewing	Supervised Client
Finals Week: 5/6-5/10			Final Exam Due Thursday, May 4 @ noon