Counseling Practicum  
CPSY 683  
Summer 2011

INSTRUCTOR:  Timothy R. Elliott, Ph.D., ABPP

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Required Readings:

I will be providing readings throughout the duration of the course. These will include chapters and papers that concern cognitive-behavioral approaches to therapy, assessment and its use in therapy, and empirically-supported treatments.

The class will emphasize *key principles* essential to cognitive-behavioral theory, including the concept of automatic thoughts and cognitive distortions, common cognitive errors, the significance and origin of core beliefs and relationship of schemas to dysfunctional thoughts and assumptions, behavioral principles, and psychopathology.

This practicum will focus on the following objectives for students:

1. **Learn rudimentary techniques and applications of cognitive-behavioral approaches to therapy.**
   a. This will require reading assigned material and viewing assigned videos on line available from the library.

2. **Learn to utilize and integrate assessment into the therapeutic process.**
   a. In case conceptualization
   b. Client self-monitoring
   c. As a therapeutic strategy
   d. Monitoring therapeutic response to counseling
   e. Evaluating outcomes

3. **Using supervision effectively to achieve these objectives**
   a. Giving and receiving feedback with peers and instructor

4. **Professional Conduct**

5. **Case Management**

REQUIREMENTS:
1. You are expected to have a caseload of **at least 5 clients** in the clinic. Each session with CAC clients must be videotaped for supervision and your viewing.
2. You must be on time and prepared (e.g., tapes cued, case notes completed, etc.) for supervision, class, and counseling sessions.
3. You are to **collect assessment data** on clients and be prepared to discuss this information as instructed.
4. **Case notes** are to be turned in for signing during every supervision session including group supervision.
5. After the third session with each new client, a completed **treatment plan** must be signed. Please protect information carefully!
6. **Case presentations** should include a handout about what the literature suggests for the client’s clinical issues and case conceptualization necessary for individualized evidence-based treatment.
7. **Specific activities for each student during the course include the following:**
   a. Each student will provide me with a chart depicting the total OQ-45 scores over time for each client currently seen in your caseload. This should be presented to me at our first individual supervision appointment.
   b. Each student will present the graphed OQ-45 total scores for clients presented in group supervision.
   c. Each student will discuss the graphed OQ-45 scores with the respective client and provide this feedback and discuss its implications for ongoing and future work.
   d. Each student will conduct at least one assessment battery, using instruments discussed in group and in individual sessions, with a current client, and provide feedback to that client, during the course of the practicum.
   e. Each student will chose one of the papers by Overholser on Socratic methods and give a brief presentation to the group. This will be decided in advance during class time.

**Readings:**

Articles by Overholser on the Socratic method in therapy: *Systematic questioning, inductive reasoning, universal definitions, disavowal of knowledge, self-improvement, and promoting virtue.*

Chapters on problem-solving therapy to be provided.

CPT manual (from the VA, to be provided).

**Videos:**

Accessible on-line via the library. Go to "Databases" and search for Counseling Videos. This will give you a link to the database, *Videos in counseling.*

For those of you interested in CBT with child and family trauma, you can register on-line for a free course in CBT at this site:

http://tfcbt.musc.edu/

**Schedule:**

June 8 – View Don Meichenbaum video before this class time. Discuss in class. Student case presentation.

June 15 – Student presentation on Systematic questioning. Two students present cases.

June 22 – Student presentation on inductive reasoning. Two students present cases.

June 29 – Student presentation on universal definitions. Two students present cases.

July 6 – Student presentation on disavowal of knowledge. Two students present cases.

July 13 – Student presentation on self-improvement. Two students present cases.

Assignment: View video on motivational interviewing.

July 20 – Discussion of problem-solving training and cognitive processing therapy (materials to be provided). Two students present cases.

July 27 – Student presentation on promoting virtue. Discuss motivational interviewing video. Two students present cases.

**Evaluation:**

I will evaluate progress for each student on the following dimensions.

**Activities**

☑ Successful completion of the activities detailed earlier.

**Skills**

- The ability to apply cognitive-behavioral principles (as relevant) in a case formulation format (to demonstrate the ability to integrate theory with presenting problems)
- The ability to formulate a treatment plan consistent with these theories that addresses accurately assessed patient presenting problems/diagnoses
- The ability to apply CBT as demonstrated by:
- demonstrate effective and strategic use of Socratic methods in therapy
- using (and being able to articulate a reason for) assessment measures in treatment planning and monitoring
- applying a specific empirically-supported form of CBT; specifically, applying common CBT techniques including monitoring, problem solving, skills training, self-regulation

**Attitudes**

- Empathic, respectful, curious, open, nonjudgmental, collaborative, able to tolerate ambiguity, and will display confidence in the efficacy of cognitive-behavioral therapy.
- Sensitive to the multicultural and socioeconomic issues arising in the therapeutic relationship
- Open to review of audio or videotapes or direct observation of treatment sessions

**AMERICANS WITH DISABILITIES ACT**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building or call 845-1637.

**Students with Special Needs:** Any student who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation.

**Academic Dishonesty**

Academics Integrity Statement: an Aggie does not lie, cheat, or steal or tolerate those who do. As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues, without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Honor Council Rules and procedures on the web at [http://www.tamu.edu/aggie](http://www.tamu.edu/aggie) honor.