Introduction.

The practicum is aimed at improving your skills at offering psychological treatments that generally fall under the rubric of psychotherapy. The typical procedure for accomplishing this goal is supervision. You are expected to have 3-5 hours of direct contact with clients who enter services at the Comprehensive Clinic. All sessions are to be recorded. You are expected to bring at least one recording to each supervision session. It is expected that you will select one or more recordings and have them queued up to points in the session that were problematic for you or where discussion of the session needs to be focused on in supervision. Any case that is at risk for treatment failure by virtue of signaling “RED” or “YELLOW” on the OQ-Analyst has priority in supervision. Any such case requires a plan of action and administration of the ASC to help with problem-solving.

Your instructor has expertise in person-centered and emotion-focused psychotherapy for adults and these orientations will be emphasized in supervision. Nevertheless, psychotherapy need not be limited to these two evidence-based practices. Supervision is group supervision and you are expected to comment upon your fellow students cases and provide frank feedback. It is important as a supervision group to create a trusting environment between all of us. If you desire you can schedule individual supervision as needed or wished for based on getting more “floor time” than can happen in group supervision.

It is expected that you will be resourceful with regards to your clients’ individual needs and your emerging knowledge of your personal deficits in skills and knowledge. At our first meeting you will be provided with an evaluation outline that your instructor is required to turn into the Director of Clinical Training for the purpose of evaluating your progress as a psychotherapist and for helping him provide guidance for your future development in supervision and internship.

Creating an Optimum Learning Environment

It is very important to create a class environment in which the professional development of each student becomes the goal of all of us in the course. Therefore, I ask you to pledge yourself to helping each of your colleagues get the most from this learning experience. I believe that the best class environment for achieving this goal is one in which each student feels encouraged, affirmed, and challenged supportively by one another, and by me, to learn.
Together, we can establish a place where each of us feels safe to take the risks that are part of sharing our opinions and trying the unfamiliar. In this class, you will be asked to share your reactions to each other as you try out new behaviors and therapeutic techniques. This requires your active participation in both practicing and in providing feedback. All this can feel a bit risky but it will maximize your growth as a psychotherapist.

This kind of positive classroom atmosphere depends on several important norms. First is that members of our class feel invited, but not compelled, to share personal material relevant to the content of this course. Our course is not a forum for personal therapy, yet at the same time, our own reactions to controversial topics, fears about performing, and having our work evaluated by others, plays a crucial part in our professional development. A second important norm is that we have an affirming, welcoming stance for differing viewpoints and life experiences. Every viewpoint and every perspective, especially every cultural perspective has great value for our learning in this course. Perhaps the most valuable are those perspectives and opinions that differ from what has already been said, or what might seem to be the prevailing view. Please join with me in working to create a class where all viewpoints and personal experiences are welcome, where students feel free to disagree-sometimes passionately- with others, but where only ideas are challenged—not the personal dignity and worth of each member of our class.

Finally, it is important that persons with disabilities are fully included in this course. Please let me know in advance if you need any special accommodations in curriculum, instruction, or assignments for the course to enable you to fully participate. I will try to maintain the confidentiality of the information you share with me.

Let me remind you about a few relevant University policies:

**Plagiarism**
It is an act of plagiarism to "borrow" ideas or quotes from former students' old papers and from the papers of students presently taking the course with you. Plagiarism also includes quoting or paraphrasing passages from any of your references without giving proper credit to the real authors (i.e., an APA-style citation), because doing so implies that this information came from you. Presenting the ideas of others as one's own is called plagiarism. Plagiarism, as defined by the BYU Honor Code, is a form of intellectual theft. It is an act of fraud; it is dishonest, deceitful, unethical, and can lead to serious and lasting negative consequences for your academic and professional career.

**Academic Honesty**
While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See [http://www.byu.edu/honorcode](http://www.byu.edu/honorcode) for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

**Discrimination**
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

Learning Objectives

Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in this department and college go to http://learningoutcomes.byu.edu and click on the College of Family, Home and Social Sciences and then this department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to <FHSS@byu.edu>. At the end of this class you will be able to provide therapeutic responses in live and simulated psychotherapy sessions based on client-centered principles and related interventions.