Master's Program in Clinical Counseling and Psychotherapy

The Institute for Clinical Social Work

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CCP 601: Advanced Practicum I

Academic year 2013/2014
Saturdays 12:30 PM – 3:30 PM

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Course Description:

There will be 3 parts to the basic structure of most classes:
1) Lecture and discussion based on the reading
2) Case conference
3) Professional self/organizational consultation

The heart of this course will be in a case conference format wherein students will present clinical material from their practice setting. The instructor and students will provide feedback based, in part, on questions framed by the presenter. The instructor will focus on: the presenter’s facilitation of a therapeutic alliance, attendance to manifest and latent content within verbatim session material, eliciting countertransference commentary from presenter and furthering the dynamic formulation about the client. Depth treatment planning will be an important objective of case presentations.

The second important companion portion of the class will focus on the burgeoning professional self of each student. The format for work in this area will involve each student presenting in class a professional situation or scenario within their practicum experience. There may be a problem or challenge to focus on. It will be organizational consultation about a practice setting’s unique culture, with an emphasis on the mutual influences of that culture and the student’s professional self. Concepts of transference and familial expectations within an organization will be applied.
Specifically formatted outlines will be provided by the instructor to the students for case presentation and organizational/professional self consultation.

**Specific Course Objectives:**

The student will demonstrate understanding of the following:
- The importance of organizing their thinking in order to present their clinical work to colleagues.
- Application of models of case formulation from readings, lecture and discussion
- Continuity from CCP 501 Field Placement Seminar I and CCP 521 Field Placement Seminar II
- The essentiality of deepening the understanding of a counseling process by uncovering unconscious content within verbatim process notes

**Respect for Diversity, Confidentiality, and Fellow Students:** Discussing patients, clinical material, and patients’ impact on clinicians can be intense; students are expected to be sensitive to their colleagues’ during class discussions, and to protect confidentiality of clinicians and their patients. In addition, students are expected to be respectful of the opinions of others while at the same time striving to support the values of clinical counseling.

**Students with Special Needs:** Students with special needs or difficulties in learning and completing courses assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided.

**Student Evaluation and Grades:** Classroom instructors grade students on their course work and submit written evaluative reports on the caliber of each student’s work. Practicum consultants/supervisors grade students and submit reports each semester evaluating their work. Students’ overall performance will be monitored each semester by the Student Progression Committee.

**Grading:** The purpose of grading is to provide a learning tool for students, i.e., to provide feedback on progress, strengths and weaknesses, and issues that need to be addressed.

**Grading Standards**
Grades are assigned according to the following standards:
Case presentations and presentations related to the professional self within the practicum organization will be graded.

Participation in all areas of the course will be graded.

Graduation Decision

- **A grade of INC (incomplete) requires the instructor's written approval. Incomplete grades should be reserved for extenuating circumstances. If an incomplete grade is given, the student must finish any work required to complete the course requirements by the end of the semester. If the course is not completed by this deadline, the student automatically receives an F (Fail) grade for the course.

- Instructors are required to submit full letter grades (not pluses or minuses) within two weeks after the end of each semester. A written evaluation of each student's performance accompanies the grade.

- All papers submitted for class requirements are to conform to the style guide in the “Institute for Clinical Social Work Style Manual,” which is located on the ICSW website in the academic resources section. Insofar as is practicable, ICSW style follows the Publication Manual of the American Psychological Association, commonly referred to as the “APA style manual.”

Academic Dishonesty: Any student who engages in academic dishonesty, which includes giving or receiving unauthorized aid to any assignment or examination, plagiarism or tampering with grades or irregularities shall be subject to disciplinary action. Such action may include a failing grade in the course, suspension, or dismissal from the program.

Plagiarism Policy: When plagiarism is suspected, students may be asked to submit their papers electronically to a third party plagiarism detection service. If a student is asked to submit the paper and refuses to do so, the student must provide proof that all work is correctly sited and/or original.
Course Requirements:

Students will bring to bear all of their training thus far and crystallize it into thinking about their own cases and those of their fellows. Candor, economy and depth are all essential as students try to recreate what it is like to be in a therapeutic relationship with their client through a cogent story of that experience. Representative dialogue (from sessions with clients) should be presented to: illustrate the central formulation about the client and to illustrate areas of question the presenter has for the rest of the class.

4. CLASS ATTENDANCE & PARTICIPATION

- You will be participating as a case presenter or respondent on a regular basis, therefore your attendance and participation is integral to the success of this course. You must arrive on time and attend the entire class in order for the aforementioned to occur. Given the condensed schedule, you should not miss any classes. You are allowed ONE absence during the semester without penalty. Please speak with the instructor if you have planned another absence. Each unexcused absence will result in a penalty of 10% of your overall grade.

- Participation is critical to this class.

Readings: Students are required to read all assigned material and should be prepared to discuss the reading material assigned for each class.

Required Readings:

Learning From the Patient
Casement, Patrick

Working With Parents Makes Therapy Work
Novick, Kerry Kelly and Novick, Jack
Chapter 3 only
Children at Play: Clinical and Developmental Approaches to Meaning and Representation
Slade, Arietta and Palmer Wolf, Dennie, eds.
Slade, Arietta Chapter 5: Making Meaning and Making Believe: Their Role in the Clinical Process
Chapter 5 only

Death Within Birth: Intrapsychic and Environmental Foci in a Four-Time-Per-Week Treatment
Dougal, Nathan
Illinois Society for Clinical Social Work Spring 2013 Newsletter

The Making of a Psychotherapist
Symington, Neville
Chapter 4 only

Weekly Course Schedule
Class 1 – 9/21/13
Class overview, review of presentation formats, lecture and discussion
   Required Readings:
   1) Casement Introduction
   2) Casement Chapter 1

Class 2 – 9/28/13
Instructor case/paper
A. Lecture and discussion of reading
B. Student case presentation (material availability permitting)
C. Student professional scenario
   Required Readings:
   1) chapter 4 from Neville Symington, the Making of a Psychotherapist: Imagination and Curiosity of Mind.
   2) Death Within Birth: Intrapsychic and Environmental Foci in a Four–Time–Per-Week Treatment by Nathan Dougal

Class 3 – 10/5/13
A. Lecture and discussion of reading
B. Student case presentation
C. Student professional scenario
   Required Readings:
1) Casement chapter 2

Class 4 – 10/12/13
A. Lecture and discussion of reading
B. Student case presentation
C. Student professional scenario
   Required Readings:
   1) Casement Chapter 13

Class 5 – 10/19/13
A. Lecture and discussion of reading
B. Student case presentation
C. Student professional scenario
   Required Readings:
   1) Casement Chapters 3 and 4

Class 6 – 10/26/13
A. Lecture and discussion of reading
B. Student case presentation
C. Student professional scenario
   Required readings:
   1) Casement Chapter 5

Class 7 – 11/2/13
A. Lecture and discussion of reading
B. Student case presentation
C. Student professional scenario
   Required readings:
   1) Casement Chapter 6

Class 8 – 11/9/13
A. Lecture and discussion of reading
B. Student case presentation
C. Student professional scenario
   Required readings:
   1) Casement Chapter 7
Class 9 – 11/16/13
A. Lecture and discussion of reading
B. Student case presentation
C. Student professional scenario
Required readings:
1) Novicks – Chapter 3 Evaluation

Class 10 – 11/23/13
A. Lecture and discussion of reading
B. Student case presentation
C. Student professional scenario
Required readings:
2) Making Meaning and Making Believe by Arietta Slade
   in Children at Play: Clinical and Developmental Approaches to
   Meaning and Representation

Class 11 – 12/7/13
A. Lecture and discussion of reading
B. Student case presentation
C. Student professional scenario
Required readings:
1) Casement Chapter 8

Class 12 – 12/14/13
A. Lecture and discussion of reading
B. Student case presentation
C. Student professional scenario
Required readings:
1) Casement Chapter 9

Class 13 – 12/21/13
A. Lecture and discussion of reading
B. Student case presentation
C. Student professional scenario
Required readings:
1) Casement Chapter 10
Class 14 – 12/28/13
A. Lecture and discussion of reading
B. Student case presentation
C. Student professional scenario
Required readings:
1) Casement Chapter 11