

BENEDICTINE UNIVERSITY - SPRINGFIELD COLLEGE

**PSYC 356-30 CLINICAL PRACTICUM
SUMMER 2007 COHORT**

PRE-ASSIGNMENTS

- 1) Review Syllabus
- 2) Read Brammer Chapters 1-3. Be prepared to discuss.
- 3) Epitaph exercise. Give some thought to what you want your epitaph to say. Be prepared to share this in class.

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PSYC 356-30 CLINICAL PRACTICUM

SUMMER 2007

**DAWSON HALL 105
TUESDAYS 6-10 PM**

**MARTIN MICHELSON
525-7757 X 226**

I Course Description: Focus is on teaching interpersonal and primary level skills of empathy, listening, and interviewing to the introductory level helping professional.

Credits: 4

Prerequisite(s): Jr or Sr in PSYC/SOCL program

II Textbook and Materials

Required text: The Helping Relationship. Process and Skills (8th ed.). Brammer and McDonald, Allyn & Bacon, New York, 2003.

Supplemental Resource: Diagnostic and Statistical Manual of Mental Health Disorders, 4th ed. Revised (DSM-IV TR)

III Mission Statement

The mission of Springfield College in Illinois is to provide students the best liberal arts education in the Ursuline tradition of a nurturing faith-based environment. We prepare students for a life of learning, leadership and service in a diverse world.

IV Goals, Objectives, and Outcomes

A. Goals: This course will focus on developing fundamental helping skills in the introductory professional. Emphasis will be given to interpersonal skills of empathy, listening, and interviewing.

B. Common Student Learning Objectives:

The following Common Student Learning Objectives will be addressed.

Content Knowledge (Lifelong Learning) CK-1. Know and apply the central concepts of the subject matter.

Social Responsibility (Service and Leadership) SR-2. Make ethical and informed decisions.

Problem-Solving Skills (Lifelong Learning and Leadership) PS-3. Use self-reflection to enhance personal growth and understanding of content.

Self-Direction and Personal Growth (Lifelong Learning) SD-1. Develop a sense of intellectual curiosity.

Course based Student Learning Objectives

- 1 To identify and communicate feelings.
- 2 To identify the relationships between thoughts, feelings, and behaviors.
- 3 To listen attentively.
- 4 To define and enhance empathy.
- 5 To become familiar with basic information regarding mental health disorders, diagnosis, and intervention.
- 6 To assess a potential career in the mental health field, or related helping professions, via introspection and discussion.

V Teaching Methods

The instructor will present material by lecture, discussion, and class activities. Students are expected to complete assigned readings prior to the respective class. Audio-visual media and guest speakers may be utilized to supplement students' learning.

VI Course Requirements

- 1 **Attendance and Participation:** Both are important and expected! It is the student's responsibility to discuss any attendance, participation, and or punctuality issues with the instructor prior to it becoming problematic. There will be a penalty for poor attendance.
- 2 **Assigned Readings:** Readings should be completed prior to class and students need to come prepared to discuss the material as it relates to experiences and real-life events.

- 3 **Values Paper:** Students will write a 5-page paper discussing personal values. An outline and specifics for the paper will be discussed in class later in the semester.
- 4 **Written Exams:** There will be a Mid-term and a Final exam covering material from readings, lecture, and class activities.

Note

Plagiarism of tests, quizzes, papers, or any other assignment is a serious breach of student conduct standards and will result in disciplinary action. **Plagiarism is defined as:** “The act of appropriating literary composition of another, or parts or passages of his writing, or the ideas of language of the same and passing them off as the product of one’s own mind. To be liable for plagiarism it is not necessary to exactly duplicate another’s literary work, it being sufficient if unfair use of such work is made by lifting of substantial portion thereof.”

VI Means of Evaluation

Final grades will be earned as follows:	MID-TERM EXAM	30%
	FINAL EXAM	30%
	VALUES PAPER	20%
	ATTENDANCE & PARTICIPATION	<u>20%</u>
		100%

Tests will be graded and recorded as a percentage of questions answered correctly. Students can determine the letter grade according to the following scale:

100–90% = A 89-80% = B 79-70% = C 69-60% = D BELOW 60% = E

Optional extra credit will be given for references and/or other writing assignments. Specifics may be discussed with the instructor.

VII Course Outline

DATE	TOPIC	READINGS	NOTE
6/12/07	Course Requirements & overview of Helping Existentialism	Brammer Chapter 1	Epitaph
6/19	Helpers	Chapter 2	Film: Promise
6/26	The Helping Process Listening & influencing skills	Chapters 3&4	Test review
7/3	TBA		
7/10	MID TERM EXAM		
7/17	Values		The Island Game
7/24	Barriers to Communication Loss & Crisis	Chapters 5&6	
7/31	Anger Positive change	Chapters 7&8	Film: Leaving Normal
8/07	Ethics, DSM-IV	Test Review	Values papers due
8/14	TBA	FINAL	

VIII Americans with Disabilities Act (ADA)

Springfield College in Illinois / Benedictine University provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in college sponsored programs, activities, and services or to meet course requirements should contact the Dean of Student Affairs as early as possible.

IX Assessment

Goals, objectives and learning outcomes that will be assessed in the class are stated in this syllabus. The instructor will use *Pre/Post Testing, Three Question Survey, and Assignment Assessment*, and/or other Classroom assessment techniques as deemed necessary in order to provide continuous improvement of instruction. Students are required to take part in all assessment measures

X CONFIDENTIALITY

Lab experiences in this class will provide students with the opportunity to talk about and deal with personal aspects of themselves, which will impact their learning and future employment opportunities within the helping professions. Ideally these lab experiences will provide a safe environment where students can disclose commensurate with their comfort. The lab experiences are designed to be **CONFIDENTIAL**; however, it is imperative that students use common sense and good judgment when choosing what to disclose. The following points further illustrate what confidentiality means for this class:

1. Confidentiality continues beyond the end of the class.
2. Confidentiality means awareness and sensitivity to third parties.
3. Exceptions to confidentiality: the legal and ethical standards of mental health professionals require a breach of confidentiality in the event that a group member is determined to be a danger to him or herself or to the property or person of other(s), or in the case of child abuse/ neglect or elder abuse/neglect.

VALUES PAPER

I DEFINITION OF A VALUE OR VALUE SYSTEM

Give a solid definition that includes what it means to you.

II YOUR MAJOR VALUES

List and describe. Include origins, development, changes/adaptations, influences.

III CONFLICTS AND DESCREPANCIES

Inherent conflicts, situational differences, challenges

IV COPING MECHANISMS FOR CONFLICTS, ETC.

How you respond to these challenges; give specific examples.

**All papers must be type written. PROOF YOUR WORK!
Points will be deducted for typos, grammatical errors, and sloppiness.**