

Instructor/TA Info

Instructor Information

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Course Information

Description

In this course students will be provided with an opportunity to conduct individual therapy with a client on an ongoing, weekly basis. The therapy sessions will be video-taped (with client permission) and will be reviewed with the instructor, the student therapist and other practicum students during weekly clinical supervision meetings. The instructor will provide students with therapeutic direction, support, feedback, possible therapeutic strategies, and guidelines for case recording. The clients will be assigned and seen within BYU's Comprehensive Clinic.

Learning Outcomes

CSWE Educational Policy 2.1.1

Identify as a professional social worker and conduct oneself accordingly.

(Core Competency #1)

Foundation:

- a. advocate for client access to the services of social work
- b. practice personal reflection and self-correction to assure continual professional development
- c. attend to professional roles and boundaries
- d. demonstrate professional demeanor in behavior, appearance, and communication
- e. use supervision and consultation

CSWE Educational Policy 2.1.2

Apply social work ethical principles to guide professional practice.

(Core Competency #2)

Foundation:

- a. recognize and manage personal values in a way that allows professional values to guide practice

CSWE Educational Policy 2.1.4

Engage diversity and difference in practice.

(Core Competency #4)

Foundation:

- c. view themselves as learners and engage those with whom they work as informants.

CSWE Educational Policy 2.1.10(A)

Engagement

(Core Competency #10[A])

Foundation:

- a. substantively and effectively prepare for action with individuals, families, groups, organizations, and communities
- c. develop a mutually agreed-on focus of work and desired outcomes

CSWE Educational Policy 2.1.10(D)

Evaluation

(Core Competency #10[D])

Foundation:

- a. critically analyze, monitor, and evaluate interventions

Attendance Policy

Students are expected to attend and appropriately participate in weekly class supervision sessions. Appropriate participation includes reviewing your own recorded sessions after each session and with the group as well as providing feedback to other group members when their sessions are being reviewed. Lack of preparation/participation also may affect the grade, anywhere from a half letter grade drop to a full letter grade drop, depending on the instructor's evaluation of the lack of preparation or participation. Attendance and participation are critical to the learning process, not only for you, but for others in the group.

Assignments

Assignment Descriptions

Participation

Jan
13

Due: Wednesday, Jan 13 at 11:59 pm

Participation is a subjective evaluation. The onus is on the student to insure his or her participation in each class. Because of the small size of the class this is typically not a problem. When you come to class, come to learn, which includes both giving and taking.

Preparation

Jan
20

Due: Wednesday, Jan 20 at 1:59 am

Students are expected to have reviewed their session tapes/dvds and have the relevant segments ready to view. Failure to be properly prepared will result in a 3% grade deduction for each occurrence.

Semester Summary Evaluation of Key Things You've Learned

Apr
06

Due: Wednesday, Apr 06 at 3:00 pm

On the last day of class, present in writing a brief summary of the key areas you learned in this course. This should include, but not be limited to, the specific objectives listed at the beginning of the syllabus. For the objectives, give at least one specific example related to your learning in that area. Also be prepared to present orally to the class the key areas made in your written document.

Complete Required Clinic Procedures and CMS Documentation

Apr
06

Due: Wednesday, Apr 06 at 4:00 pm

Students will complete all required Comprehensive Clinic procedures and documentation in a timely manner related to working with the client. Areas should include arranging for video recording of therapy sessions, completing and signing, or having the client sign, necessary forms. Completing and documenting the client assessment, developing the treatment plan, maintaining therapy session notes, following the required discharge procedures, appropriately documenting the client discharge.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> (<https://titleix.byu.edu/report-concern>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Column 1	Column 2
Week 1		
W Jan 06 Wednesday	<p>-Comprehensive Clinic Orientation ALL sections</p> <ul style="list-style-type: none"> -Professional and Ethical behavioral -Strengths and Contributions -Basic principles of client engagement -Working with clients different from yourself in race, gender, sexual orientation, values, and other key ways. -Clinic procedures -Documentation <p>Course Learning Outcomes taught: 2.1.1a</p> <p>Identify as a professional social worker and conduct oneself accordingly. Foundation: a. Advocate for client access to the services of social work.</p>	

	<p><i>*Specific learning outcomes covered each week are subject to change based on student treatment session experiences the previous week. However, all learning outcomes will be covered over the course of this semester.</i></p>	
Week 2		
W Jan 13 Wednesday	<ul style="list-style-type: none"> -Introduction and course requirements -Fears, anxieties, concerns -First session format -Forms <p>Course Learning Outcomes taught: 2.1.1b</p> <p>Identify as a professional social worker and conduct oneself accordingly. Foundation: b. Practice personal reflection and self-correction.</p> <ul style="list-style-type: none"> -Session observation and feedback -Evaluating client progress <p>Course Learning Outcomes taught: 2.1.1c</p> <p>Identify as a professional social worker and conduct oneself accordingly. Foundation: c. Attend to professional roles and boundaries.</p>	
Week 3		
W Jan 20 Wednesday	<ul style="list-style-type: none"> -Session observation and feedback -Evaluating client progress <p>Course Learning Outcomes taught: 2.1.1c</p> <p>Identify as a professional social worker and conduct oneself accordingly. Foundation: c. Attend to professional roles and boundaries.</p>	
Week 4		

<p>W Jan 27 Wednesday</p>	<p>-Session observation and feedback -Evaluate client progress</p> <p>Course Learning Outcomes taught: 2.1.1d</p> <p>Identify as a professional social worker and conduct oneself accordingly. Foundation: d. Demonstrate professional demeanor in behavior, appearance, and communication</p> <p>-Session observation and feedback -Specific techniques</p> <p>Course Learning Outcomes taught: 2.1.10a(a)</p> <p>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Foundation: a. Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.</p>	
<p>Week 5</p>		
<p>W Feb 03 Wednesday</p>	<p>-Session observation and feedback -Specific techniques</p> <p>Course Learning Outcomes taught: 2.1.1e</p> <p>Identify as a professional social worker and conduct oneself accordingly. Foundation: e. Use supervision and consultation.</p>	
<p>Week 6</p>		
<p>W Feb 10 Wednesday</p>	<p>-Session observation and feedback -Specific techniques</p> <p>Course Learning Outcomes taught: 2.1.1e</p> <p>Identify as a professional social worker and conduct oneself accordingly.</p>	

	Foundation: e. Use supervision and consultation.	
Week 7		
T Feb 16 Tuesday	Monday Instruction	
W Feb 17 Wednesday	Course Learning Outcomes taught: 2.1.2a Apply social work ethical principles to guide professional practice. Foundation: a. Recognize and manage personal values in a way that allows professional values to guide practice.	
Week 8		
W Feb 24 Wednesday	-Session observation and feedback -Specific techniques Course Learning Outcomes taught: 2.1.4c Engage diversity and difference in practice. Foundation: c. View themselves as learners and engage those with whom they work as informants.	
Week 9		
W Mar 02 Wednesday	-Session observation and feedback -Specific techniques Course Learning Outcomes taught: 2.1.4c Engage diversity and difference in practice. Foundation: c. View themselves as learners and engage those with whom they work as informants.	
Week 10		
W Mar 09 Wednesday	-Session observation and feedback -Specific techniques Course Learning Outcomes taught: 2.1.4c Engage diversity and difference in practice.	

	<p>practice. Foundation: c. View themselves as learners and engage those with whom they work as informants.</p>	
Week 11		
T Mar 15 Tuesday	Withdraw Deadline (Full Semester)	
W Mar 16 Wednesday	<p>-Session observation and feedback -Evaluate client progress</p> <p>Course Learning Outcomes taught: 2.1.10a(c)</p> <p>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Foundation: c. Develop a mutually agreed-on focus of work and desired outcomes.</p>	
Week 12		
W Mar 23 Wednesday	<p>-Session observation and feedback -Evaluate client progress</p> <p>Course Learning Outcomes taught: 2.1.10a(c)</p> <p>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Foundation: c. Develop a mutually agreed-on focus of work and desired outcomes.</p>	
Week 13		
W Mar 30 Wednesday	<p>-Session observation and feedback -Terminating services</p> <p>Course Learning Outcomes taught: 2.1.10d(a)</p> <p>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Foundation: a. Critically analyze, monitor, and evaluate interventions.</p>	
Week 14		

<p>W Apr 06 Wednesday</p>	<p>-Session observation and feedback -Lessons learned -Quo vadis?</p> <p>Course Learning Outcomes taught: 2.1.10a(c)</p> <p>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Foundation: c. Develop a mutually agreed-on focus of work and desired outcomes.</p> <p>-Session observation and feedback -Terminating services</p> <p>Course Learning Outcomes taught: 2.1.10d(a)</p> <p>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Foundation: a. Critically analyze, monitor, and evaluate interventions.</p>	
<p>Week 15</p>		
<p>T Apr 12 Tuesday</p>	<p>Last Day of Winter Semester (01/04/2016 - 04/12/2016)</p>	
<p>W Apr 13 Wednesday</p>	<p>First Day of Winter Exam Preparation (04/13/2016 - 04/14/2016)</p>	
<p>Week 16</p>		
<p>W Apr 20 Wednesday</p>		