

The Johns Hopkins School of Education Graduate
Mental Health Counseling Program
ED.860.655

Course Syllabus

Developing a Successful Private Practice

Instructor: Lynn Friedman, Ph.D.

Credit hour: 1 hour

Class time: 9:00 a.m. – 4:00 p.m. Saturday September 26, 2015 and Saturday October 24, 2015

Course description:

This course is designed for those considering private practice and for those, already in private practice, who are wishing to expand their practices. Dr. Friedman's tripartite model of practice development is presented and examined. According to this model there are three cornerstones of developing a private practice. These are: (1) deepening ones self-awareness through supervision, consultation, personal psychotherapy or psychoanalysis; (2) developing advanced skills and training in a theoretical orientation of special interest to you -- and, developing a niche (3) developing educational outreach programs aimed at: your colleagues, the public and public policy makers.

At the end of this one credit course, you will be exposed to a wide array of ways to build a successful private practice. There is no one right way to develop a practice. Rather, the goal of this course is to help you to: develop a point of view that can be useful to you as a professional in the field who wants to create a private practice, to learn how to find and use resources to answer questions or solve problems related to building a private practice and to acquire an interest to learn more by asking your own questions and seeking your own answers. Finally, you will learn some fundamental principles, generalizations and theories about building a private practice. It is hoped that you will use this course as a springboard for creating private practice and/or a counseling career that you love.

Course Objectives:

As a result of this course, participants will:

Develop a comprehensive understanding of the cornerstones of Dr. Lynn Friedman's tripartite model of practice development. Specifically, you will learn how to:

1. Deepen your self-awareness through ongoing professional development (supervision, consultation) and personal psychotherapy or psychoanalysis. They will:

- begin to think about how to establish a therapeutic frame that is appropriate for private practice.

- think about the transference/countertransference and business concerns associated with setting fees.
- develop an understanding of the transference/countertransference issues associated with the patient who comes late, cancels at the last minute and/or “no shows”.
- learn about dealing with silence in the clinical setting.
- learn about why/how self-awareness leads to better clinical work.
- learn why they might consider obtaining your own psychotherapy or psychoanalysis and affordable ways to pursue this.
- learn why should consider obtaining supervision, even after licensure, and how to pursue this in a cost-effective way.

2. Develop a more comprehensive expertise within one theoretical framework (e.g. family therapy, CBT, psychodynamic therapy, etc.) and developing a niche. How:

- to deepen your knowledge of a theoretical orientation and method
- to find your own niche.
- to use you niche to help you reach out to prospective patients.

3. Develop an educational outreach program aimed at: colleagues, the lay public, public policy makers. How:

- The vital role of volunteerism in private practice
- to develop strategies for building your referral base BEFORE you begin your own practice.
- to make referrals before you have a practice.
- to understand how and why you should refer to skilled colleagues.
- educational clinical websites lead to referrals.
- study groups can be useful in developing and expanding your clinical practice.
- to use social media to build a professional internet presence.
- to brand your practice.
- to write to obtain patients.
- to create workshops to attract patients.
- to speak to obtain patients.
- professional associations and collaborative relationships can facilitate development of a private practice.
- to become aware of the literature associated with the efficacy of talk therapy.
- to network with schools for referrals as a paradigm for reaching out to other groups.

Some practice considerations – structuring your practice so that it will be successful

- How to rent an office without losing your shirt
- Laying the groundwork for private practice (negotiating hours with your boss)
- Talking to people already in private practice
- consent forms
- billing
- HIPAA

- pros and cons of accepting insurance
- Knowing what credentials are needed to establish a private practice
- Learning the first steps to becoming a licensed counselor
- Learning the pros and cons of participating in managed care
- Pros and cons of private practice
- Additional topics to be added.

Optional reading:

Note: These are blog posts that I created exclusively for the purpose of this class. This reading is easy, short and fun-to-do. Students who have read these articles before the 2nd class have consistently told me that it adds value to the experience.

<http://www.washington-dc-psychologist.com/psychology-careers-private-practice.html>

<http://www.washington-dc-psychologist.com/psychology-careers-graduate-school.html>

More optional Reading:

Grodzki, L. (2003). Twelve months to your ideal private practice. New York: W. W. Norton.

Assignments:

Identify a niche that you would like to pursue in private practice. For example, you might be interested in bicultural adoptions or gay and lesbian high school students or children of alcoholics or depressed 9th graders, etc. Choose a niche and develop a 2-3 outline for a website. This is due on

Class Participation

Please read my comments on class participation, carefully, as it is the most important part of the class. In the past, student discussion has really made this class useful and fun. So, all students are required to participate in class. There are four components to the class participation: attendance, timeliness, active listening and speaking.

Attendance: Since the class is only 12 hours long, it's important to attend the entire course. Because the class is completely dependent on discussions and exercises, **it's very important to be on time**. In fact, I view attendance and timeliness as so important that they comprise a significant part of your class participation grade.

Listening to one's peers: A third, off-overlooked, ingredient to class participation is actively listening to ones peers and to the instructor. Consequently, attentiveness is an important part of the class participation grade.

Active participation: Finally, active class participation -- thoughtful reflection on the ideas that your colleagues and instructor have presented is a critically important part of the course.

Sharing “air time”: Another component of active class participation is sharing "air time" with your classmates. This means allowing others, who may not always be so quick to jump in, to speak. For example, if the class has 22 students, you should plan on speaking approximately 1/22nd of the time.

What if you tend to “under-talk or over-talk”? After all, most of us tend in one direction or the other. If you are a person who has trouble speaking up, please give some thought to what steps you might take to speak up. Similarly, if you are vulnerable to dominating the conversation, please give some thought as to how you might share the floor. I have a lot of thoughts about class participation. In fact, several years ago, I wrote an article on this for those who are interested in my thinking on the matter, you may want to check it out.: <http://www.washington-dc-psychologist.com/class-participation.html>

I know something about this. If you are a shy person who needs to figure out a strategy to speak up, consult me during the break. Maybe I can help. If you tend to “over-talk” and you need to figure out a strategy to slow down and give others a turn, feel free to reach out, too. Maybe I can help.

Grading

40 points - Attending class on time, in the morning and after lunch, staying the entire day

40 points - Class participation – being attentive, listening to classmates, speaking

20 points - Having your assignment complete before the 2nd class

90-100 – A

80-89 – B

70-79 – C

below 69 – F