Cognitive-Behavior Therapy Practicum

The University of Toledo
College of Languages, Literature and Social Sciences
Department of Psychology

PSY 6/7840
Fall, 2015
University Hall 1610
10:30 am - 1:00 pm Friday

Contact Information

Instructor: Peter G. Mezo, Ph.D.
Email: peter.mezo@utoledo.edu

Outside of speaking with me face-to-face, email is the best way to reach me. Please allow up to 24 hours for a reply during business days.
Office location: University Hall, Room 1880A
Office hours: Tuesday and Thursday: 12:45 pm – 1:45 pm and 3:25 pm – 3:55 pm. Monday and Wednesday: 9:00 am – 10:00 am. Also by appointment.

Course Catalog Description

Supervision of cognitive-behavior therapy with children, adolescents, and adults seen through The University of Toledo Psychology Clinic.

Practicum Overview

The purpose of this practicum is to support your development and growth as a therapist. This goal will be pursued by drawing from cognitive-behavioral research specifically, as well as more broad research that speaks to the act of psychotherapy. The touchstone of this practicum will be the use of empiricism to guide how we approach and work with clients. In this sense, cognitive-behavior therapy will not be characterized as a 'school' of therapy, but rather as an inclusive orientation to therapy that emphasizes psychological research as the litmus test for therapeutic actions. Practicum meetings will be organized such that a thematic area will be discussed, and the following week the application of some of this material will be presented by you and your fellow students in the course of clinical case supervision. It is my intention that this practicum structure will provide an opportunity to learn new material, apply it, and reflect on it further. Moreover, each meeting will include ample time to discuss clients and to problem-solve clinical challenges in a group supervision format. Above all, it is my hope that this practicum may serve as a safe place to express your views and questions regarding psychotherapy, supervision, and consultation, as well as to take time to commit to your professional development as a psychologist.
Prerequisite
Psychology 6390 (Clinical Laboratory)

Required readings


Course Goals
By the end of the semester, you should be better able to:

- Be aware of ethical considerations regarding the practice and content of psychotherapy
- Understand the importance of diversity and individual differences when working with clients
- Know the tenets of motivational interviewing as it may be applied to psychotherapy and supervision
- Understand central principles pertaining to supervision generally, as well as supervision issues in cognitive behavior therapy
• Be aware of issues relevant to psychological consultation

Learning Outcomes

Based on these practicum goals, the desired learning outcomes include:

• Explain readings and didactic material in terms of how they inform clinical practice
• Analyze course load and identify areas where learned material may be applied and practiced
• Identify inherent human limitations and recognize opportunities to grow as a clinical psychologist
• Engage in group supervision by making an effort to contribute to the development of your fellow trainee
• Demonstrate a receptiveness to think flexibly and inclusively, and to receive feedback

Grading

The grading of this practicum will be based on the extent to which the learning outcomes have been achieved. The modalities that will be used to achieve an estimate of the learning outcomes will include:

(1) Participation, in particular participation in the form of group supervision,
(2) Ongoing case presentations, in particular those that demonstrate integration of practicum material, and
(3) An oral final exam, to be scheduled outside of class time, to assess comprehension of issues surrounding supervision and consultation.

This practicum will be graded on a pass/fail basis. Outright failure in either modality (1) or (2) will result in a failing grade. Modality (3) will receive a letter grade and will contribute to the overall assessment for the practicum, however, a failure in (3) will not necessarily result in a failing practicum grade. Consistent with the degree of graduate training received to date, students enrolled in PSY 7840 will have a somewhat higher threshold for passing all three modalities than students enrolled in PSY 6840.

Policy Statement on Non-Discrimination on the basis of Disability (ADA)

The University is an equal opportunity educational institution. Please read The University’s Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.

Academic Accommodations
The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the Student Disability Services Office.

**Practicum Expectations**

- Students attend practicum meetings. If a student is unable to make a practicum meeting, s/he will schedule a meeting with me to complete weekly supervision as per APA guidelines (I will do the same for any meeting I am unable to attend).

- Students are active instructional agents during practicum meetings, thereby making a much richer group supervision possible.

- Students come prepared to provide pertinent information regarding their case load. On presentation days, students have sufficient materials (e.g., clinic notes, video) to convey and demonstrate integration of course material in practice.

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading to be completed prior to class</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>8/28</td>
<td></td>
<td>Syllabus and introduction of case load</td>
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<tr>
<td>2</td>
<td>9/4</td>
<td>Gottlieb et al., 2009; Olatunji et al., 2009</td>
<td>Ethics</td>
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<tr>
<td>3</td>
<td>9/11</td>
<td></td>
<td>Demonstrate ethics</td>
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<tr>
<td>4</td>
<td>9/18</td>
<td>Blume et al., 2010</td>
<td>Diversity and bias</td>
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<td>5</td>
<td>9/25</td>
<td></td>
<td>Demonstrate reducing bias</td>
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<tr>
<td>6</td>
<td>10/2</td>
<td>Asnaani et al., 2012</td>
<td>Diversity and therapeutic alliance</td>
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<tr>
<td>7</td>
<td>10/9</td>
<td></td>
<td>Demonstrate therapeutic alliance</td>
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<tr>
<td>8</td>
<td>10/16</td>
<td>Crowe et al., 2012</td>
<td>Motivational Interviewing and rapport</td>
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<td>9</td>
<td>10/23</td>
<td></td>
<td>Demonstrate MI technique for rapport</td>
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<td>10</td>
<td>10/30</td>
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<td>Demonstrate MI technique for resistance</td>
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<td>11</td>
<td>11/6</td>
<td>Clarke et al., 2013; Johnson et al., 2014; Gordon, 2012</td>
<td>Supervision</td>
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<td>12</td>
<td>11/13</td>
<td>No Class</td>
<td>ABCT!</td>
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<tr>
<td>13</td>
<td>11/20</td>
<td></td>
<td>Discuss supervision</td>
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<tr>
<td>14</td>
<td>11/27</td>
<td>No Class</td>
<td>Thanksgiving!</td>
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<tr>
<td>15</td>
<td>12/4</td>
<td>Liebowitz et al., 2015</td>
<td>Consultation</td>
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<tr>
<td>16</td>
<td>12/11</td>
<td></td>
<td>Discuss consultation</td>
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