

Cognitive-Behavior Therapy Practicum

**The University of Toledo
College of Arts and Letters
Department of Psychology**

**PSY 6/7840
Spring, 2017
University Hall 1610
10:00 am - 12:00 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: 8:30 am – 9:30 am; Thursday: 8:30 am – 9:30 am, 1:00 pm – 4:00 pm.
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. 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.

Practicum Structure, Requirements and Expectations

Practicum meetings and content have been designed to conform to requirements and recommendations set out by the State of Ohio Psychology Board Administrative Code, as well as the American Psychological Association Guidelines and Principles for Accreditation of Programs in Professional Psychology. Students must attend practicum meetings. If a student is unable to make a practicum meeting, s/he will schedule a meeting with the instructor to complete weekly supervision as per APA guidelines (I will do the same for any meeting I am unable to attend). For the 3 currently enrolled students, weekly supervision will consist of a minimum 1.5-

hour group supervision (a 2-hour block is scheduled), as well as 30 minutes of scheduled individual supervision. In addition, students are invited to meet with me during my office hours or to schedule additional times to meet. On a weekly basis, students should provide me with any clinic documentation (e.g., client notes, reports) in the context of individual or group supervision. On at least one occasion during the semester, direct observation (e.g., video observation) of clinical interaction with a client must occur for each student. Moreover, students are encouraged to present additional video content as a way to receive constructive supervision and feedback on clinical behavior. Finally, it is important for students to be active agents in their learning, as well as the learning of their classmates, in all supervision and clinical settings.

Students must spend a minimum of 1 hour per week further developing their knowledge and application of cognitive-behavioral principles and techniques. Readings and other pedagogical strategies will be selected in conjunction with the instructor to coincide with the training needs of a student and the assessment and treatment needs for current clients.

Prerequisite

Psychology 6390 (Clinical Laboratory)

Required Readings

Bennett-Levy, J., & Lee, N. K. (2014). Self-practice and self-reflection in cognitive behaviour therapy training: What factors influence trainees' engagement and experience of benefit?. *Behavioural and Cognitive Psychotherapy*, 42(01), 48-64.

Crowe, A., & Parmenter, A. S. (2012). Creative approaches to motivational interviewing: Addressing the principles. *Journal of Creativity in Mental Health*, 7(2), 124-140.

Kazantzis, N., Fairburn, C. G., Padesky, C. A., Reinecke, M., & Teesson, M. (2014). Unresolved issues regarding the research and practice of cognitive behavior therapy: The case of guided discovery using Socratic questioning. *Behaviour Change*, 31(01), 1-17.

Muse, K., & McManus, F. (2013). A systematic review of methods for assessing competence in cognitive-behavioural therapy. *Clinical Psychology Review*, 33(3), 484-499.

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, particularly Cognitive-Behavior Therapy
- Understand the importance of diversity and individual differences when working with clients
- Know the tenets of rapport building and cognitive-behavioral principles as they may be applied to psychotherapy
- Know the competencies associated with Cognitive-Behavior Therapy, including strategies of motivational interviewing and Socratic questioning



Learning Outcomes

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

- Explain readings and pedagogical material in terms of how they inform clinical practice
- Convey clinical practice in oral and written form
- Analyze case 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 and documentation of clinical activities, in particular those that demonstrate integration of practicum pedagogical material, and
- (3) Demonstration through discussion and practice that required readings were comprehended and synthesized.

This practicum will be graded on a pass/fail basis. Outright failure in any modality will result in a failing 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](#).