

PSY 6/7810

Clinical Practicum I - Child and Adolescent Practicum

The University of Toledo

College of Arts and Letters

Department of Psychology

University Hall 1610 - Friday 10:00am – 12:00pm

Fall 2017

Contact Information

Instructor: Dr. Sarah Francis
Office Location: University Hall, Room 1430
Office Hours: Monday 1:00pm-4:00pm, Thursday 9:15am-11:15am
Email: sarah.francis@utoledo.edu
Phone: (419) 530-2771

It is expected that each student has read and thoroughly understands the APA Ethical Guidelines and the clinic manual.

Course Catalog Description

This first-year practicum course includes observation of and entry-level participation in a practicum team providing supervision of clinical services provided to children, adolescents, and/or adults seen through the University of Toledo Psychology Clinic.

Practicum Overview

The purpose of this practicum is to provide an introduction to participation in a clinical supervision team. As a first-year student in this practicum course, your role will be largely observational. In this course you will be provided with the opportunity to observe more advanced second-, third-, and fourth-year students (a) present their assessment and/or therapy cases to the supervising psychologist, (b) develop and articulate case conceptualizations of assessment and/or therapy clients, (c) receive feedback and supervision on case conceptualization, assessment, and treatment planning from psychologist and peer supervisors, and (d) incorporate evidence-based assessment and/or therapeutic techniques into their clinical service plans. In an active role, you may be asked to assist the student clinical trainees in conducting literature searches of the evidence base, serving as a clinical confederate to assist in the delivery of clinical services, and other activities as deemed appropriate. The touchstone of this practicum will be the use of empiricism to guide how we approach and work with clients. 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 the clinical trainees in the course of clinical case supervision. Each meeting will include ample time for clinical trainees to discuss clients and to problem-solve clinical challenges in a group or individual supervision format. This practicum also intends to serve as a supportive environment 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.

Suggested Readings

Please note that this is not an exhaustive list of readings for this course. Additional readings may be assigned depending on clinical issues that arise with clients, questions about specific topics, or student interest in gaining additional knowledge on specific cognitive-behavioral treatments. Electronic or hard copies will be provided to students.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Chorpita, B. F., & Weisz, J. R. (2009). MATCH-ADTC: Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems.

Required Readings (due at the first class meeting)

Chorpita, B. F., & Daleiden, E. L. (2009). Mapping evidence-based treatments for children and adolescents: Application of the distillation and matching model to 615 treatments from 322 randomized trials. *Journal of Consulting and Clinical Psychology*, 77, 3, 566-579.

Chorpita, B. F., Becker, K. & Daleiden, E. L. (2007). Understanding the common elements of evidence-based practice: Misconceptions and clinical examples. *Journal of the American Academy of Child and Adolescent Psychiatry*, 46, 646-652.

Jensen, P. S., Weersing, R., Hoagwood, K. E. & Goldman, E. (2005). What is the evidence for evidence-based treatments? A hard look at our soft underbelly. *Mental Health Services Research*, 7, 53-74.

Required Readings (due at the second class meeting)

Chorpita, B. F., Bernstein, A., & Daleiden, E. L. (2008). Driving with roadmaps and dashboards: Using information resources to structure the decision models in service organizations. *Administration and Policy in Mental Health*, 35, 114-123.

Chorpita, B. F., Daleiden, E., & Weisz, J. R. (2005). Identifying and selecting the common elements of evidence based interventions: A distillation and matching model. *Mental Health Services Research*, 7, 5-20.

Daleiden, E., & Chorpita, B. F. (2005). From data to wisdom: Quality improvement strategies supporting large-scale implementation of evidence-based services. *Child and Adolescent Psychiatric Clinics of North America*, 14, 329-349.

Additional Required Readings (due each week; suggested readings in *italics*)

Week 3 – *Ethics* – Gola, J. A., Beidas, R. S., Antinoro-Burke, D., Kratz, H. E., & Fingerhut, R. (2016). Ethical considerations in exposure therapy with children. *Cognitive and Behavioral Practice*, 23, 184-193.

Week 4 – *Ethics* - Fried, A., & Fisher, C. B. (2017). Ethical issues in child and adolescent psychotherapy research. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidence-Based Psychotherapies for Children and Adolescents, Third Edition* (pp. 449-465). New York: Guilford.

Week 5 – *Cultural Competency* – Huey, S. J., & Polo, A. J. (2017). Evidence-based psychotherapies with ethnic minority children and adolescents. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidence-Based Psychotherapies for Children and Adolescents, Third Edition* (pp. 361-378). New York: Guilford.

Week 6 - *Cultural Competency* - Pumariega, A. J., Rothe, E., Mian, A., Carlisle, L., Toppelberg, C., Harris, T., . . . & Smith, J. (2013). Practice parameter for cultural competence in child and adolescent psychiatric practice. *Journal of the American Academy of Child & Adolescent Psychiatry*, 52, 1101-1115.

Week 7 – *Assessment* – De Los Reyes, A., Augenstein, T. M., & Aldao, A. (2017). Assessment issues in child and adolescent psychotherapy. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidence-Based Psychotherapies for Children and Adolescents, Third Edition* (pp. 537-554). New York: Guilford.

- Week 8 – *Alliance* - Langer, D. A., McLeod, B. D., & Weisz, J. R. (2011). *Do treatment manuals undermine youth-therapist alliance in community clinical practice?* *Journal of Consulting and Clinical Psychology*, 79, 427-432. doi: 10.1037/a0023821
- Week 9 – *Developmental Psychopathology* – Cicchetti, D., & Toth, S. L. (2017). *Using the science of developmental psychopathology to inform child and adolescent psychotherapy.* In J. R. Weisz & A. E. Kazdin (Eds.), *Evidence-Based Psychotherapies for Children and Adolescents, Third Edition* (pp. 484-500). New York: Guilford.
- Week 10 – *Individualizing Treatment* – Ng, M. Y., & Weisz, J. R. (2017). *Personalizing evidence-based psychotherapy for children and adolescents in clinical care.* In J. R. Weisz & A. E. Kazdin (Eds.), *Evidence-Based Psychotherapies for Children and Adolescents, Third Edition* (pp. 501-519). New York: Guilford.
- Week 11 – *Supervision* – Friedberg, R. D. (2015). *Where’s the beef? Concrete elements when supervising cognitive-behavioral therapy with youth.* *Journal of the American Academy of Child & Adolescent Psychiatry*, 54, 527-531.
- Week 12 – *Supervision* – Leffler, J. M., Jackson, Y., West, A. E., McCarty, C. A., & Atkins, M. S. (2013). *Training in evidence-based practice across the professional continuum.* *Professional Psychology: Research and Practice*, 44, 20-28.
- Week 13 – *Psychological Consultation* – Nadeem, E., Gleacher, A., Pimentel, S., Hill, L. C., McHugh, M., & Hoagwood, K. E. (2013). *The role of consultation calls for clinic supervisors in supporting large-scale dissemination of evidence-based treatments for children.* *Administration and Policy in Mental Health and Mental Health Services Research*, 40, 530-540.
- Week 14 – *Psychological Consultation* – Lee, M. Y., Hsu, K. S., Liu, C., Greene, G. J., Fraser, J. S., Grove, D., . . . & Scott, P. (2016). *Treatment efficacy of Integrative Family and Systems Treatment (I-FAST) with and without consultation: The role of model training in the sustainability of evidence-based family treatments.* *Administration and Policy in Mental Health and Mental Health Services Research*, 43, 579-591.
- Week 15 – *Future Directions* – Weisz, J. R., & Kazdin, A. E. (2017). *The present and future of evidence-based psychotherapies for children and adolescents.* In J. R. Weisz & A. E. Kazdin (Eds.), *Evidence-Based Psychotherapies for Children and Adolescents, Third Edition* (pp. 577-596). New York: Guilford.

Optional Course Materials:

- PracticeWise Student Subscription (www. Practicewise.com) – instructions provided below and in class
 - PracticeWise Evidence-Based Services (PWEBS) Application
 - Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems (MATCH-ADTC)
 - Practitioner Guides
 - Clinical Dashboards

General Practicum Course Goals

By the end of the semester, you should:

- Have a beginning awareness of ethical considerations regarding the practice and content of psychotherapy
- Be familiar with the importance of diversity and individual differences when working with clients
- Have a beginning understanding of the central principles pertaining to supervision generally

Specific Course Objectives: The purpose of this practicum course is for students to begin to develop an awareness of the requisite skill set to competently deliver treatment to youth based on theory and empirical evidence. Accordingly, this course will focus on readings and observation of senior students engaged in the practical

application of evidence-based practices for youth. This course will be centered around the use of empiricism and how we use empirical methods to effectively guide our approach to working with children and adolescents. This course will provide students with opportunities to observe (1) assessing and diagnosing child and adolescent outpatients using standardized child- and parent-report measures and semi-structured diagnostic interviews, and (2) conducting evidence-based treatment using a cognitive-behavioral psychotherapy orientation. More specifically, students will observe how to access the empirical literature to arrive at a best-practices treatment plan and how to appropriately evaluate and select Level 1 or Level 2 treatment options for their specific client and diagnostic presentation.

General Practicum Learning Outcomes

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

- Interacting as a member of a supervision team
- Engage in group supervision in a manner consistent with a first-year practicum student

Specific course learning outcomes:

1. Demonstrate an awareness of the ethical considerations specific to the practice of psychotherapy with child and adolescent populations
2. Demonstrate an understanding of the importance of diversity and individual differences when working with child and adolescent clients
3. *Optional* - Know how to use the PWEBS database to choose an appropriate evidence-based Level 1 or Level 2 treatment for each client

Attendance and Class Preparation Policy:

Attendance and participation is expected. We will be functioning as a supervisory *team*. You are expected to complete the required readings prior to each class meeting for which they are assigned. When requested to assist in the preparation of an assessment or treatment session for a second or third year student, you are expected to complete these assigned tasks in a timely and proficient manner.

Grading

No grade will be assigned for this course.

Format of Class:

We will start each class updating the group about every case being seen by the team (including presentation of outcome data). We will then, as a group, select cases for a more in depth discussion based on client/student needs. In depth discussion might include review of the video clips as well as behavioral rehearsal and other supervision methods.

Optional - Using PracticeWise:

1. Go to www.practicewise.com and register for an individual student account.
2. Sign into your individual account.
3. Click on the Manage Services link at the My Account section of the home page.
4. Enter RSVP code: FrancisUT2016
5. You will be able to purchase a year-long PracticeWise subscription at a student discount rate.

Steps for students to purchase discounted subscriptions:

1. Sign into your individual account
2. Navigate to the Store menu > Browse Services
3. From the Student Subscriptions menu, choose "Full Access for Students"
4. Pay for the subscription (as you would purchase an online textbook)
5. After completing a purchase you may access the subscription purchased through the My Services menu.

At the present time, the following package is available for students:

PracticeWise Full Access: \$91.00 for a 6-month subscription

\$116.00 for a 12-month subscription

Promoting an Effective Learning Environment: To ensure an effective learning environment for all, please turn off your cell phones at the beginning of class. Please do not use your phones or any other devices to surf the internet, send text messages, or check email during class. Please do not conduct private conversations with classmates during group supervision or discussion. To convey respect toward your classmates and instructor, please be sure to arrive to the group supervision meeting on time. If you are unable to attend group supervision for a documented emergency, please notify me as soon as possible and provide documentation upon return to class. If you miss any group supervision meetings, it is your responsibility to contact the instructor to schedule additional supervision time for that week.

Professional Conduct: At my discretion and the discretion of the Director of Clinical Training, a student who commits one or more serious professional or ethical errors, mistakes, omissions, or violations may be removed from the course and receive a failing grade for this course. In addition, depending on the seriousness of the error, omission, or violation, the student may also face sanctions from the clinical program faculty.

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 will attend all practicum meetings. If a student is unable to attend a practicum meeting, s/he will let the course instructor know in advance of the scheduled meeting time when possible.
- Students come prepared to provide any relevant information that has been requested of them.
- Students will demonstrate a commitment to participating in a supervision team designed to provide competent client care.

Course Schedule

Week	Reading to be completed prior to class	Topic
1	Chorpita & Daleiden, 2009; Chorpita, Becker, & Daleiden, 2007; Jensen, Weersing, Hoagwood, & Goldman, 2005	Syllabus and practicum introduction Using MATCH and PWEBS
2	Chorpita, Bernstein, & Daleiden, 2008; Chorpita, Daleiden, & Weisz, 2005; Daleiden & Chorpita, 2005	Empirically-supported principles Common Elements Approach
3	Gola, Beidas, Antinoro-Burke, Kratz, &	Ethics

	Fingerhut, 2016	
4	Fried & Fisher, 2017	Ethics
5	Huey & Polo, 2017	Cultural competency
6	Pumariega, Rothe, Mian, Carlisle, Toppelberg, Harris . . . & Smith, 2013	Cultural competency
7	<i>De Los Reyes, Augenstein, & Aldao, 2017</i>	Assessment
8	<i>Langer, McLeod, & Weisz, 2011</i>	Alliance
9	<i>Cicchetti & Toth, 2017</i>	Developmental Psychopathology
10	<i>Ng & Weisz, 2017</i>	Individualizing Treatment
11	<i>Friedberg, 2015</i>	Supervision
12	<i>Leffler, Jackson, West, McCarty, & Atkins, 2013</i>	Supervision
13	<i>Nadeem, Gleacher, Pimentel, Hill, McHugh, & Hoagwood, 2013</i>	Psychological consultation Student presentations
14	<i>Lee, Hsu, Liu, Greene, Fraser, Grove, . . . & Scott, 2016</i>	Psychological consultation Student presentations
15	<i>Weisz & Kazdin, 2017</i>	Future Directions Student presentations