

Psychology 6/7810 Clinical Practicum I

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

**PSY 6/7810
Spring, 2018
University Hall 1610
Class Time: Friday 1-3**

Contact Information

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Office hours: Monday: 1:30 pm – 2:30 pm, 4 pm – 5 pm; Wednesday: 12:30 pm – 2:30 pm; Friday: 2:30 pm – 4 pm. Also by appointment.

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. 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.

Required 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.

Ethics and Diversity

Asnaani, A., & Hofmann, S. G. (2012). Collaboration in multicultural therapy: Establishing a strong therapeutic alliance across cultural lines. *Journal of clinical psychology, 68*(2), 187-197.

Bernal, G., Jiménez-Chafey, M. I., & Domenech Rodríguez, M. M. (2009). Cultural adaptation of treatments: A resource for considering culture in evidence-based practice. *Professional Psychology: Research and Practice, 40*, 361-368.

Blume, A. W., & Lovato, L. V. (2010). Empowering the disempowered: Harm reduction with racial/ethnic minority clients. *Journal of clinical psychology, 66*(2), 189-200.

Giota, K. G., & Kleftras, G. (2014). Mental health apps: innovations, risks and ethical considerations. *E-Health Telecommunication Systems and Networks, 3*, 19-23.

Olatunji, B. O., Deacon, B. J., & Abramowitz, J. S. (2009). The cruelest cure? Ethical issues in the implementation of exposure-based treatments. *Cognitive and Behavioral Practice, 16*(2), 172-180.

Treatment Approaches and Techniques

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

Gottlieb, M. C., Younggren, J. N., & Murch, K. B. (2009). Boundary management for cognitive behavioral therapies. *Cognitive and Behavioral Practice, 16*(2), 164-171.

Hayes, S. C. (2004). Acceptance and commitment therapy, relational frame theory, and the third wave of behavioral and cognitive therapies. *Behavior Therapy, 35*, 639-665.

Hoffart, A., & Johnson, S. U. (2017). Psychodynamic and Cognitive-Behavioral Therapies Are More Different Than You Think: Conceptualizations of Mental Problems and Consequences for Studying Mechanisms of Change. *Clinical Psychological Science, 5*, 1070-1086.

Jobes, D. A., Rudd, M. D., Overholser, J. C., & Joiner Jr, T. E. (2008). Ethical and competent care of suicidal patients: Contemporary challenges, new developments, and considerations for clinical practice. *Professional Psychology: Research and Practice,*

39, 405-413.

Moses, E. B., & Barlow, D. H. (2006). A new unified treatment approach for emotional disorders based on emotion science. *Current Directions in Psychological Science*, 15, 146-150.

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

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

Grading

No grade will be assigned for this course.

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](#).

Resources Related to Sexual or Gender-based Violence and Harassment

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular business hours and 419.530.3431 for 24 hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from

8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources: <http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at: <http://www.utoledo.edu/title-ix/policies.html>.

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.