

# The University Of Toledo

## Existing Graduate Course Modification Form

\* denotes required fields

Contact Person\*: Sarah Francis Phone: 530-2771 (xxx - xxxx) Email:  
sarah.francis@utoledo.edu

### Present

Supply all information asked for in this column. (Supply core, research intensive and transfer module info if applicable)

College\*: College Lang, Lit, and Soc Sci ▼

Dept/Academic Unit\*:

Psychology ▼

Course Alpha/Numeric\*: PSY -  
7820

Course Title:

Experiential Therapy Practicum

Credit hours: Fixed: 3 or Variable: to

Cross Listings:

Insert

To add a course, type in course ID and click the Insert button.

To remove a course, select the course on left and click the Remove button.

Remove

**Prerequisite(s)**(if longer than 50 characters, please place it in Catalog Description):

PSY 6390

**Corequisite(s)**(if longer than 50 characters, please place it in Catalog Description):

### Proposed

Fill in appropriate blanks only where entry differs from first column.

College: College Lang, Lit, and Soc Sci ▼

Dept/Academic Unit:

Psychology ▼

Course Alpha/Numeric: PSY -  
7820

Course Title:

Clinical Practicum II

Credit Hours: Fixed: 3 or Variable: to

Cross Listings:

Insert

To add a course, type in course ID and click the Insert button.

To remove a course, select the course on left and click the Remove button.

Remove

**Prerequisite(s)**(if longer than 50 characters, please place it in Catalog Description):

PSY 6390

**Corequisite(s)**(if longer than 50 characters, please place it in Catalog Description):

n/a

n/a

**Catalog Description (only if changed) 75 words max:**

Group and individual supervision of experiential psychotherapy with adults seen through the University of Toledo Clinic and elsewhere.

**Catalog Description (only if changed) 75 words max:**

This second-year practicum course includes participation, as a beginning student therapist, in a practicum team providing supervision of clinical services provided to children, adolescents, and/or adults seen through the University of Toledo Psychology Clinic.

Has course content changed?

Yes

No


If course content is changed, give a brief topical outline of the revised course below( less than 200 words)

The proposed course is designed to provide students in the second year of their clinical training program with supervised clinical experiences in the provision of therapy and/or assessment services to children, adolescents, and/or adults seen in the University of Toledo Psychology Clinic. Students will receive psychological supervision from the course instructor and peer supervision from other students enrolled in the practicum team.

Proposed effective term\*:  ( e.g. 201140 for 2011 Fall)

File Type	View File
Syllabus	<a href="#">View</a>
Attachment	<a href="#">View</a>

List any course or courses to be deleted.

Effective Date:  

Effective Date:  

Comments/Notes:

This course is designed to be offered by a range of faculty members. As such, the specific reading list and course schedule will vary from instructor to instructor. This course can be taken twice in the fall and spring semesters of the student's second year.

### Rationale:

Please note that this course is designed to be offered at the 6000 and the 7000 level so that students can register for the course in accordance with their standing in the program (e.g., pre- or post-masters). There is no differentiation between the 6000 and the 7000 level of this course; the course number registered for will be dependent upon when the student earns the masters degree. This course (as well as the associated courses in this sequence) are all intended for students in a doctoral program.

Please also see attached document entitled "Rationale for 7820".

### Approval:

Department Curriculum Authority:	Ricky Hefner	Date	2017/03/22
Department Chairperson:	Kim L. Gratz	Date	2017/03/22
College Curriculum Authority or Chair:	David Black	Date	2017/04/14
College Dean:	Barbara Schneider	Date	2017/04/19
Graduate Council:	Andrea Kalinoski (GCEC for GC 08-11-	Date	2017/08/11
Dean of Graduate Studies:	Amanda C. Bryant-Friedrich	Date	2017/08/14
Office of the Provost :	Margaret F. Traband	Date	2017/08/15

print

### Administrative Use Only

**Effective Date:** 2018/01/15 (YYYY/MM/DD)

**CIP Code:**

**Subsidy Taxonomy:**

**Program Code:**

**Instructional Level:**

**Registrar's Office Use Only**

**Processed in Banner on:**



**Processed in Banner by:**

**Banner Subject Code:**

**Banner Course Number:**

**Banner Term Code:**

**Banner Course Title:**

**Psychology 6/7820  
Clinical Practicum II**

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

**PSY 6/7820  
Fall, 2017  
University Hall 1610  
Class Time: TBD**

**Contact Information**

Instructor:  
Email:  
Office location:  
Office hours:

**Course Catalog Description**

This second-year practicum course includes participation, as a beginning student therapist, in a practicum team providing supervision of clinical services provided to children, adolescents, and/or adults seen through the University of Toledo Clinic.

**Practicum Overview**

The purpose of this practicum is to build upon students' knowledge of theory and principles underlying empirically supported treatments. As a second-year student in this practicum course, your role will be to apply the principles underlying empirically supported interventions in the delivery of effective therapeutic services for clients. This goal will be achieved through the reading of empirical literature on a number of topics relevant to the delivery of empirically supported treatments, class discussions and case presentations, the review of audio-visual materials, skills building exercises, and the practical application of gained knowledge through your clinical work. A major emphasis of this practicum will be the use of empiricism to guide clinical decision making. Not only will students be presented with information on empirically-supported treatments, but students will also become familiar with empirically-supported principles and mechanisms that underlie clinical disorders and effective interventions for these disorders.

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.

## Prerequisite

Psychology 6390 (Clinical Laboratory)

## 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.

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.

Hayes, S. C., Wilson, K. G., Gifford, E. V., Follette, V. M., & Strosahl, K. (1996). Experiential avoidance and behavioral disorders: A functional dimensional approach to diagnosis and treatment. *Journal of Consulting and Clinical Psychology, 64*, 1152-1168.

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, it is expected that you will achieve the following goals:

- An awareness of ethical considerations regarding the practice and content of psychotherapy
- An understanding of the importance of diversity and individual differences when working with clients
- The ability to develop and present thorough case conceptualizations that can guide the development and delivery of effective cognitive-behavioral interventions
- Knowledge of empirically supported principles and mechanisms that underlie clinical disorders and effective interventions for these disorders

## 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, in both group and individual supervision, and
3. A formal case presentation at the end of the semester. This case presentation will provide students with the opportunity to demonstrate their ability to integrate course material, as well as their understanding of empirically supported interventions.

This practicum will be graded on a pass/fail basis. Outright failure in either modality (1) or (2) will result in a failing grade. A letter grade will be assigned to the case presentation; however, a failing grade in (3) will not necessarily result in a failing grade for the 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](#).

### **Practicum Expectations**

- Students will attend group and individual supervision. If a student is not able to make a meeting, the student will schedule a meeting with the supervisor to complete weekly supervision. If the supervisor is unable to attend group or individual supervision meetings, either the supervisor will reschedule the meeting or another supervisor will be identified to provide coverage.
- Students will come to each group and individual supervision meeting prepared to discuss clients, present relevant audio-visual material, and discuss readings.
- Students will demonstrate a commitment to providing competent client care.

### **Course Schedule**

Week	Reading to be completed prior to class	Topic
1		Syllabus and practicum introduction
2	Moses, E. B., & Barlow, D. H. (2006) Crowe, A., & Parmenter, A. S. (2012)	Empirically-supported principles
3	Jobes, D. A., Rudd, M. D., Overholser, J. C., & Joiner Jr, T. E. (2008)	Ethics
4	Gottlieb, M. C., Younggren, J. N., & Murch, K. B. (2009)	Ethics
5		Cultural competency
6		Cultural competency
7		Cultural competency
8		Validation
9		Behavioral activation
10	Hayes, S. C. (2004) Hayes, S. C., Wilson, K. G., Gifford, E. V., Follette, V. M., & Strosahl, K. (1996)	Third wave behavioral therapies
11		Supervision
12		Supervision
13		Psychological consultation
14		Psychological consultation
15		Student presentations
16		Student presentations



*Rationale:* This course is intended to be the second in a four-course sequence of practicum training courses. Each of these four courses will correspond to the student's year in the clinical training program (6/7810 for first year students, 6/7820 for second year students, 6/7830 for third year students, 6/7840 for fourth year students). The series of courses will be graded and sequential in terms of course content, such that each subsequent course will build upon the learning obtained in the previous course; this course will build upon the experiences students obtained in the context of PSY 6/7810. These courses will be conducted concurrently, such that students enrolled in each course will be meeting in the same room at the same time; different expectations will be in place for each student depending upon their year in the program and the course in which they are enrolled. PSY 6/7820 is intended to be the second-year course in this series and is designed to provide second-year graduate trainees with the experience of participating in a practicum supervision group as junior clinicians-in-training. Students enrolled in this course will carry a caseload of clients seen through the University of Toledo Psychology Clinic and will receive clinical supervision for these cases from the course instructor, as well as provide peer supervision to their classmates. Participation in group supervision throughout the semester, ongoing case presentations, and a formal presentation at the end of the semester will result in a grade at the conclusion of the course.