

# **Cognitive-Behavior Therapy Practicum**

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

**PSY 6/7840**

**Fall 2016**

**University Hall 1840**

**9:00 am - 11:00 am Thursday**

## **Instructor Contact Information**

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Office Hours: Wednesday and Thursday 11:00 am – 1:00 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 build upon students' knowledge of theory and principles underlying cognitive behavioral therapy, as well as the ability to apply these principles in the delivery of effective interventions for clients. These goals will be achieved through the reading of empirical literature on a number of topics relevant to the delivery of cognitive behavioral therapy, class discussion and case presentations, the review of audio-visual material, skills building exercises, and the practical application of gained knowledge through your clinical work. A major emphasis within this practicum will be the use of empiricism to guide clinical decision making. Specifically, not only will students be presented with information on empirically-supported cognitive behavioral treatments, but students will also become familiar with empirically-supported principles and mechanisms that underlie clinical disorders and effective interventions for these disorders.

This practicum involves weekly group and individual supervision meetings. Each practicum meeting will be organized around a specific topic area and will include a discussion of assigned readings. Each meeting will also include time to discuss clients, review audio-visual material, and to problem-solve clinical challenges in a group supervision format. However, given that this practicum is designed to further your professional development and increase clinical competence, flexibility has been built into the schedule. It is expected that students will bring up cognitive behavioral therapy-relevant discussion topics stemming from clinical work, research, or other course work. Individual supervision will involve more detailed discussions surrounding case conceptualizations, intervention choices, clinical challenges, and professional development.

## Pre-Requisite

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.

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

Batten, S. V., & Santanello, A. P. (2009). A contextual behavioral approach to the role of emotion in psychotherapy supervision. *Training and Education in Professional Psychology, 3*, 148-156.

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.

Falender, C. A., Cornish, J. A. E., Goodyear, R., Hatcher, R., Kaslow, N. J., Leventhal, G., ... & Grus, C. (2004). Defining competencies in psychology supervision: A consensus statement. *Journal of Clinical Psychology, 60*, 771-785.

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

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.

Kanter, J. W., Manos, R. C., Bowe, W. M., Baruch, D. E., Busch, A. M., & Rusch, L. C. (2010). What is behavioral activation?: A review of the empirical literature. *Clinical Psychology Review, 30*, 608-620.

Liebowitz, B., & Blattner, J. (2015). On becoming a consultant: The transition for a clinical psychologist. *Consulting Psychology Journal: Practice and Research, 67*, 144-161.

Linehan, M. M. (1997). Validation and psychotherapy. In A. C. Bohart & L. S. Greenberg (Eds), *Empathy reconsidered: New directions in psychotherapy* (pp. 353-392). Washington DC: American Psychological Association.

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.

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*, 172-180.

### **Course Goals**

By the end of the semester, it is expected that you will achieve the following goals:

- An awareness of ethical considerations surrounding the delivery of cognitive behavioral therapy and client risk management.
- An understanding of cultural factors that influence the symptom presentation of your clients, as well as how to account for these factors in the provision of culturally competent care.
- The ability to develop and present thorough case conceptualizations based in cognitive-behavioral theory 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.
- An understanding of principles underlying effective supervision and consultation, as well as supervision issues specific to cognitive behavioral therapy.

### **Grading**

Grades for practicum will be determined based on the extent with which students have achieved the course goals. This will be evaluated through the following indices:

1. Participation during group supervision
2. Ongoing case presentations in both group and individual supervision
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 their understanding of cognitive behavioral therapy.

This practicum will be graded on a pass/fail basis. Outright failure in either (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.

### **Course 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**

<b>Week</b>	<b>Date</b>	<b>Readings</b>	<b>Topic</b>
1	8/25		Syllabus and practicum introduction
2	9/1	Hayes et al. (1996); Moses & Barlow (2006)	Empirically-supported principles
3	9/8	Jobes et al. (2008); Olatunji et al. (2009)	Ethics
4	9/15	Linehan (1997)	Validation
5	9/22	Dr. Tull out	Dr. Mezo will provide coverage
6	9/29	Dr. Tull out	Dr. Mezo will provide coverage
7	10/6	Dr. Tull out	Dr. Mezo will provide coverage

8	10/13	Asnaani et al. (2012); Bernal et al. (2009)	Cultural competency
9	10/20	Giota et al. (2014)	Ethics (technology use)
10	10/27	No class	ABCT
11	11/3	Kanter et al. (2010)	Behavioral activation
12	11/10	Hayes et al. (2004)	Third wave behavioral therapies
13	11/17	Batten & Santanello (2009); Falender et al. (2004)	Supervision
14	11/24	No class	Thanksgiving
15	12/1	Liebowitz & Blattner (2015)	Psychological consultation
16	12/8		Discuss case presentations
17	12/15		Final case presentations will be scheduled during the week of 12/12