

Psychology 6/7830 Clinical Practicum III

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

**PSY 6/7830
Fall, 2019
University Hall 1610
Class Time: Friday 2:30-4:30**

Contact Information

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Office hours: Tuesdays and Thursdays, 12 – 2:30 Also by appointment.

Course Catalog Description

This third-year practicum course includes participation, as an experienced 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 continue to build upon students' knowledge of theory and principles underlying psychological treatments. As a third-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.

An additional focus of this course will be on supervision and consultation skills. Specifically, third-year students enrolled in this course will read selected empirical articles on psychological supervision and consultation and will receive instruction from the faculty supervisor in these domains. Students will be expected to become familiar with models of supervision and consultation and to be able to discuss these models in the context of their own clinical work.

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.

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 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.

Prerequisites

Psychology 6390 (Clinical Laboratory), 6810, 6820

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.

Supervision and Consultation

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.

Clarke, P. B., & Giordano, A. L. (2013). The Motivational Supervisor: Motivational Interviewing as a Clinical Supervision Approach. *The Clinical Supervisor*, 32(2), 244-259.

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.

Gordon, P. K. (2012). Ten steps to cognitive behavioural supervision. *The Cognitive Behaviour Therapist*, 5(04), 71-82.

Johnson, W. B., Skinner, C. J., & Kaslow, N. J. (2014). Relational Mentoring in Clinical Supervision: The Transformational Supervisor. *Journal of clinical psychology*, 70(11), 1073-1081.

Liebowitz, B., & Blattner, J. (2015). On becoming a consultant: The transition for a clinical psychologist. *Consulting Psychology Journal: Practice and Research*, 67(2), 144-161.

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
- An understanding of principles underlying effective supervision and consultation, as well as supervision issues specific to empirically supported interventions

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, and
3. A written final exam to assess comprehension of course content surrounding supervision and consultation. May be completed during the Fall or Spring semester.

This practicum will be graded on a pass/fail basis. Outright failure in modality (1), (2), or (3) will result in a failing grade.

Academic Policies

<http://www.utoledo.edu/policies/academic/graduate/>

University Policies

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](#).

Students can find this policy along with other university policies listed by audience on the [University Policy webpage](#) (<http://www.utoledo.edu/policies/audience.html/#students>).

Academic Accommodations

The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For students who have an accommodations memo from Student Disability Services, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course. For

students who have not established affiliation with Student Disability Services and are experiencing disability access barriers or are interested in a referral to healthcare resources for a potential disability or would like information regarding eligibility for academic accommodations, please contact the [Student Disability Services Office](http://www.utoledo.edu/offices/student-disability-services/) (<http://www.utoledo.edu/offices/student-disability-services/>) by calling 419.530.4981 or sending an email to StudentDisability@utoledo.edu.

Academic and Support Services

Please follow this link to view a comprehensive list of [Student Academic and Support Services](http://www.utoledo.edu/studentaffairs/departments.html) (<http://www.utoledo.edu/studentaffairs/departments.html>) available to you as a student.

Safety and Health Services for UT Students

Please use the following link to view a comprehensive list [Campus Health and Safety Services](#) available to you as a student.