



Psychology 6/7810 Clinical Practicum I

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

**PSY 6/7810
Fall, 2020
Class Time: Friday 2:30-4:30**

Contact Information

Instructor: Peter Mezo, PhD
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Office location: Remote
Office hours: Tuesdays and Thursdays, 12 – 2:30 Also by appointment.

SPECIAL COURSE EXPECTATIONS DURING COVID-19

It's important to note that based on the unpredictability of the COVID-19 virus things can change at any time so please be patient and understanding as we move through the semester. I also ask that you keep me informed of concerns you may have about class, completing course work/assignments and/or health concerns related to COVID.

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.

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.

Recommended 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.

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., & Kleftaras, 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.

Academic Policies

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



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/>) 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>) 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.