



## Psychology 6/7830 Clinical Practicum III

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

**PSY 6/7830**  
**Fall, 2021**  
**Class Time: Friday 12:00-2:00**

### Contact Information

Instructor: Peter Mezo, PhD  
Email: peter.mezo@utoledo.edu  
Office location: Remote  
Office hours: By appointment.

### **SPECIAL COURSE EXPECTATIONS DURING COVID-19**

Maintaining a safe campus during the ongoing COVID-19 pandemic remains a top priority. The University of Toledo continues to follow the guidance of the U.S. Centers for Disease Control and Prevention and Ohio Department of Health to keep our campus safe.

#### SPECIAL NOTE

It is 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. We also ask that you keep us informed of any concerns you may have about class, completing course work and assignments in a timely manner and/or health concerns related to COVID.

This course will be offered remotely through Zoom, Webex, or another web-based teleconferencing service. Links for the remote classes will be posted in Blackboard or you will receive an email invitation prior to class with the web link. As a synchronous remote class, you are expected to attend class on-time and in its entirety. If you are experiencing any technical difficulties, please contact the instructor and teaching assistant as soon as possible.

#### UNIVERSITY ATTENDANCE POLICY

The University of Toledo has a missed class policy. It is important that students and instructors discuss attendance requirements for the course. Before coming to campus each day, students should take their temperature and complete a self-assessment for symptoms of COVID-19, such as cough, chills, fatigue or shortness of breath. Anyone with a temperature at or above 100.0 degrees Fahrenheit or who is experiencing symptoms consistent with COVID-19 should not come to campus and contact their primary care physician or the University Health Center at 419.530.5549. For more information on the symptoms of COVID-19, please go to <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

COVID-19 testing for sick students is available on both Main Campus and Health Science Campus. Call 419.383.4545 for an appointment. Absences due to COVID-19 quarantine or isolation requirements **are** considered excused absences. Students should notify their instructors and follow the protocols summarized in this document on [Navigating COVID-Related Course Concerns](#).



In the event that you have tested positive for COVID-19 or have been diagnosed as a probable case, please review the [CDC guidance](#) on self-isolation and symptom monitoring, and report the disclosure to the Division of Student Affairs by emailing [StudentAffairs@utoledo.edu](mailto:StudentAffairs@utoledo.edu) or by connecting with their on-call representative at 419.343.9946. Disclosure is voluntary and will only be shared on a need to know basis with staff such as in the Office of Student Advocacy and Support, The Office of Residence Life, and/or the Office of Accessibility and Disability Resources to coordinate supportive measures and meet contact tracing requirements.

### **FACE COVERINGS**

Face coverings are required while on campus, except while eating, alone in an enclosed space, or outdoors practicing social distancing. Students will not be permitted in class without a face covering. If you have a medical reason preventing you from wearing a face covering due to a health condition deemed high-risk by the CDC, submit an [online application](#) to request an accommodation through the Office of Accessibility and Disability Resources. Students will need to provide documentation that verifies their health condition or disability and supports the need for accommodations. Students already affiliated with the Office of Accessibility and Disability Resources who would like to request additional accommodations due to the impact of COVID-19, should contact their accessibility specialist to discuss their specific needs. You may connect with the office by calling 419.530.4981 or sending an email to [StudentDisability@utoledo.edu](mailto:StudentDisability@utoledo.edu).

### **VACCINATION**

Doctors and other health care professionals agree that the best way to protect ourselves and each other is to get vaccinated. Case data clearly show that vaccines remain highly effective at preventing serious illness from COVID, including the highly contagious delta variant. If you have not yet received your COVID vaccine, the University encourages you do so as soon as possible. No appointment is needed to get the shot at the UTM Outpatient Pharmacy, University Health Clinic or Main Campus Pharmacy. Once you receive the COVID vaccination, please register on the COVID Vaccine Registry site at: <https://utvaccinereg.utoledo.edu/>.

## **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. 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.

### 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 (including video presentations), particularly 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. Performance expectations will be consistent with whether the course is being taken at the 6000 or 7000 level.

### **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/>) by calling 419.530.4981 or sending an email to [StudentDisability@utoledo.edu](mailto: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.