

Cognitive-Behavior Therapy Practicum

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

**PSY 6/7940
Summer 2017
University Hall 1640
1:00 – 3:30 pm Thursday**

Instructor Contact Information

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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 continue 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 meeting will include time to discuss clients, review audio-visual material, and to problem-solve clinical challenges in a group supervision format. Assigned readings will also be discussed and lectures on specific treatment approaches may be delivered depending on client and student need. 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.

Christon, L. M., McLeod, B. D., & Jensen-Doss, A. (2015). Evidence-based assessment meets evidence-based treatment: An approach to science-informed case conceptualization. *Cognitive and Behavioral Practice, 22*, 36-48.

Farmer, R.F., & Chapman, A.L. (2008). Behavioral case formulation. In *Behavioral Interventions in Cognitive Behavioral Therapy* (pp. 53-70). Washington DC: American Psychological Association.

Harwood, T.M., Beutler, L.E., & Charvat, M. (2010). Cognitive-behavioral therapy and psychotherapy integration. In K. Dobson (Ed.), *Handbook of Cognitive Behavioral Therapies* (pp. 94-152). New York: Guilford Press.

Hayes, S.C., Strosahl, K.D., Luoma, J., Smith, A.A., & Wilson, K.G. (2004). ACT case formulation. In S.C. Hayes and K.D. Strosahl (Eds.), *A Practical Guide to Acceptance and Commitment Therapy* (pp. 59-73). New York: Springer.

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.

Persons, J. B., & Davidson, J. (2010). Cognitive-behavioral case formulation. In K. Dobson (Ed.), *Handbook of Cognitive Behavioral Therapies* (pp. 172-196). New York: Guilford Press.

Resick, P. A., Galovski, T. E., Uhlmansiek, M. O. B., Scher, C. D., Clum, G. A., & Young-Xu, Y. (2008). A randomized clinical trial to dismantle components of cognitive processing therapy for posttraumatic stress disorder in female victims of interpersonal violence. *Journal of consulting and clinical psychology, 76*(2), 243-258.

Resick, P. A., Nishith, P., Weaver, T. L., Astin, M. C., & Feuer, C. A. (2002). A comparison of cognitive-processing therapy with prolonged exposure and a waiting condition for the treatment of chronic posttraumatic stress disorder in female rape victims. *Journal of consulting and clinical psychology, 70*(4), 867-879.

Safran, J. D., Eubanks-Carter, C., & Muran, J. C. (2009). Emotion-focused/interpersonal cognitive therapy. In N. Kazantzis, M. A. Reinecke, & A. Freeman (Eds.), *Cognitive and Behavioral Theories in Clinical Practice* (pp. 332-362). New York: Guilford Press.

Course Goals

By the end of the course, 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. Completion of readings and participation in group discussions around readings.
Demonstration of the ability to apply readings to relevant cases.

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

Week	Date	Readings
1	5/18	No readings. Introduction to practicum and review of current and new clients.
2	5/25	No readings. Review of current and new clients.
3	6/1	No class
4	6/8	Linehan (1997)
5	6/15	Case Conceptualization: Christon, McLeod, & Jensen-Doss (2015); Persons & Davidson (2010)
6	6/22	Case Conceptualization: Farmer & Chapman (2008); Hayes, Strosahl, Luoma, Smith, & Wilson (2004)
7	6/29	Psychotherapy Integration: Harwood, Beutler, & Charvat (2010)
8	7/6	Psychotherapy Integration: Safran, Eubanks-Carter, & Muran (2009)
9	7/13	Cognitive Processing Therapy: Resick et al. (2008); Resick, Nishith, Weaver, Astin, & Feuer (2002)
10	7/20	No class
11	7/27	Cognitive Processing Therapy continued
12	8/3	Wrap up