

Syllabus-Spring 2022

Course Information:

PSYC 5393.001 Applied Therapy (Course Name Change Under Way- Clinical Skills II)
Clinical Ph.D. Students
Spring 2022; Wednesday. 11:00- 1:45 PM in HPR 252

Instructor Information:

Dennis R. Combs, PhD.

Director of Clinical Training (DCT)

Professor of Psychology

Licensed Psychologist, TX Clinical

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HPR 246A

(Note: Email or Text Messaging is the most efficient way to contact me; however, please do not send CONFIDENTIAL INFORMATION pertains to a client electronically (e.g., real name, DOB, SSN). Please text me immediately if there is a crisis situation or call other on-call instructors.

NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Catalog Description of PSYC 5393:

This course emphasizes the application of practical therapeutic techniques with clients. Video feedback and direct supervision is central to learning. Integration of clinical skills through closely supervised work with community clients at the departmental clinic. Goal setting, treatment planning, case conceptualization, outcome evaluation, and evidence-based practices are emphasized.

SPECIFIC LEARNING OUTCOMES:

After successful completion of this course, the student will be able to:

1. Exhibit skills and competence in individual therapy with volunteer clients
2. Display the necessary techniques for accurate, ethical, and competent record-keeping
3. Display knowledge of empirically supported interventions found in clinical psychology practice
4. Demonstrate the ability to case conceptualize to enhance treatment outcomes
5. Demonstrate the ability to provide an accurate diagnosis and develop a treatment plan
6. Display knowledge of appropriate assessment instruments to be used with various client concerns including how to integrate assessment and treatment information
7. Evaluate personal philosophical and theoretical basis for therapy
8. Discuss current ethical and legal issues in the field of clinical psychology
9. Participate in direct supervision to enhance clinical skills (e.g. intervention skills, professionalism, multicultural competence, advocacy, wellness)
10. Be aware of the need to maintain confidentiality and to protect the rights of clients at all times
11. Understand the need to develop cultural self-awareness and cultural humility

INSTRUCTIONAL STRATEGIES:

This course is designed to promote the development of clinical skills and intervention methods. During this semester students will engage in practical clinical experience where they will develop and strengthen their professional skills including intervention methods, treatment planning, goal setting, outcome evaluation, documentation, and theoretically informed and reflective practice.

Unlike purely academic courses, class meeting will entail group supervision where students will discuss their work with clients and receive constructive feedback from the instructor and their fellow classmates. Student will also receive individual supervision on their cases during the semester. Students will be expected to take an active role in class by reading the assigned readings, participating in discussion, and giving and receiving feedback concerning work with clients. Individual or group supervision of students' work with clients is also a requirement for this course. Students will arrange to meet with the instructor for weekly supervision. During supervision the student will have a chance to review and discuss client cases. In order to facilitate this process, students will need to bring videotaped therapy sessions with them to supervision.

LEARNING AND EVALUATIVE ACTIVITIES

1. Video Tapes of Therapy Sessions/Direct Observation:

- For supervision purposes, each student must submit videotapes of therapy sessions. It is expected you will have 20-25 hours of intervention training by the end of the class. Supervisors will rate your skill using the Student Clinical Skills Evaluation

(SCSE-PhD) at the mid-term and at the end of the course to assess intervention competencies. It is expected that students “meet or exceed expectations” on skills rated. You will have 1 hour of supervision per week and the instructor will directly observe your work at least 1 time during the semester.

- Evaluation of the tapes will consist of written and/or verbal feedback from the instructor. Evaluation will occur during individual and group supervision sessions. Grades are not assigned to the tapes; however.

2. Treatment Topics Presentation:

For this presentation, students will present on an evidence-based treatment strategy for a specific mental disorder. Students will discuss a disorder and how to treat it in class using empirically supported treatments. Time will be 1 hour. Presentation will use power point format. You will share this information with the class so please bring copies of your speaking outline or PowerPoint handout for your classmates.

3. Required Attendance & Participation

Learning in this course is based on interaction and participation. Students are expected to attend **all** class meetings, arrive on time, and remain for the entire class meeting. Students are also expected to be appropriately prepared for classes and to take an active role in discussion and activities. Students are also expected to attend all weekly supervision sessions. Please come prepared to each session with tapes to review, questions regarding your work with clients, and any logs that need signing. *Thank you for not checking emails, texting, surfing the internet, etc....during class time.*

4. Code of Conduct and Professionalism

You will also be graded on how well you keep your client’s files up-to-date (e.g., progress notes, documents, assessments), as well as your interaction/communication with your clients. You are expected to follow the APA Code of Ethics and the Departmental Code of Conduct when acting as a student clinician.

• 5. Malpractice Insurance (required)

All Students will need a student malpractice insurance policy for the semester. Go to www.trustinsurance.com to obtain coverage and I must have a copy of this before you see any clients. You will need for practicum so go ahead and purchase it now.

TENTATIVE COURSE SCHEDULE

1/12	Class Overview and Assignments <p>Bourdon, J.L., et al. (2018). The Relationship Between On-Campus Service Utilization and Common Mental Health Concerns in Undergraduate College Students. <i>Psychological Services</i>, 17, 118-126.</p> <p>Auerbach, R.P., et al., (2018). WHO World Mental Health Surveys International College Student Project: Prevalence and Distribution of Mental Disorders. <i>Journal of Abnormal Psychology</i>, 127, 623-638.</p>
1/19	Diversity Issues in Clinical Practice/Clinic Orientation <p>Frost, N.D., et al. (2020). Bridging the Gap: Address the Mental health Needs of Underrepresented Collegiate Students at Psychology Training Clinics. <i>Training and Education in Professional Psychology</i>, 14, 138-144.</p> <p>Perez-Rojas, A., et al. (2017). Presenting Concerns in Counseling Centers: The View from Clinicians on the Ground. <i>Psychological Services</i>, 14, 416-427.</p>
1/26	Goal Setting/Group Supervision <p>Cormier, W.H. & Cormier, L.S. (1991). Selecting and Defining Goals. In <i>Interviewing Strategies for Helpers</i> (3rd edition) (pp.216-252). Brooks/Cole Publishing: Pacific Grove, California.</p> <p>Cukcrowicz, K.C., et al. (2005). Improved Treatment Outcome Associated with the Shift to Empirically Supported Treatments in a Graduate Training Clinic. <i>Professional Psychology: Research and Practice</i>, 36, 330-337.</p>
2/2	Handling Crisis Situations & Ethical Practice <p>Wise, R.A., et al. (2011). When HIPAA and FERPA Apply to University Training Clinics. <i>Training and Education in Professional Psychology</i>, 5, 48-56.</p>

- 2/9 Treatment Plans and Case Conceptualization/Group Supervision**
Cameron, S & Turtle-Song, I. (2002). Learning to Write Effective SOAP Notes. *Journal of Counseling and Development*, 80, 286-292.
Kuyken, W., Padesky, C.A. & Dudley, R. (2008). The Science and Practice of Case Conceptualization. *Behavioural and Cognitive Psychotherapy*, 36, 757-768.
- 2/16 Use of Homework in Treatment**
Tompkins, M.A. (2004). Step 2: Set Up the Homework Assignment and Secure Compliance. In *Using Homework in Psychotherapy: Strategies, Guidelines, and Forms* (pp. 25-48). Guilford Press: New York.
- 2/23 Integration of Assessment in Treatment Planning**
Hunsley, J. & Mash, E. (2020). The Role of Assessment in Evidence Based Practice. In M. Antony & D. Barlow (Eds), *The Handbook of Assessment and Treatment Planning for Psychological Disorders* (pgs 1-23), Guilford Press.
- 3/2 Group Supervision**
- 3/9 Presentations-Evidence Based Treatments for Depression**
Craighead, W. E., Johnson, B. N., Carey, S., & Dunlop, B. W. (2015). Psychosocial treatments for major depressive disorder. In P. E. Nathan & J. M. Gorman (Eds.), *A guide to treatments that work* (4th ed., pp. 381-408). Oxford University Press. <https://doi.org/10.1093/med:psych/9780199342211.001.0001>
- 3/16 Spring Break Week- No Class**
- 3/23 Presentations- Evidence Based Treatments for Anxiety**
Barlow, D. H., Conklin, L. R., & Bentley, K. H. (2015). Psychological treatments for panic disorders, phobias, and social and generalized anxiety disorders. In P. E. Nathan & J. M. Gorman (Eds.), *A guide to treatments that work* (4th ed., pp. 409-462). Oxford University Press. <https://doi.org/10.1093/med:psych/9780199342211.001.0001>
- 3/30 Presentations- Evidence Based Treatments for Substance Use**
Blonigen, D. M., Finney, J. W., Wilbourne, P. L., & Moos, R. H. (2015). Psychosocial treatments for substance use disorders. In P. E. Nathan & J. M. Gorman (Eds.), *A guide to treatments that work* (4th ed., pp. 731-762). Oxford University Press. <https://doi.org/10.1093/med:psych/9780199342211.001.0001>
- 4/6 Presentations- Evidence Based Treatments for Psychosis**
Kurtz, M. M. (2015). Cognitive and social cognitive interventions for schizophrenia. In P. E. Nathan & J. M. Gorman (Eds.), *A guide to treatments that work* (4th ed., pp. 217-236). Oxford University Press. <https://doi.org/10.1093/med:psych/9780199342211.001.0001>
- 4/13 Group Supervision**
- 4/20 Outcome Evaluation/Termination/Referral Issues**
Kazdin, A.E. (2021). Single Case Experimental Research Designs. In A. E. Kazdin (Ed.), *Research Design in Clinical Psychology* (5th Edition., pgs 192-222). Cambridge University Press.
- 4/25 File Review and Hours Due/ Final Evaluations Due**

UNIVERSITY POLICIES:

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include: Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
Being reinstated or re-enrolled in classes after being dropped for non-payment
Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit

such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

College of Education and Psychology Mission Statement:

Vision:

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission:

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

Clinical Psychology Ph.D. Program Mission:

The University of Texas at Tyler's Ph.D. Program in Clinical Psychology strives to educate and provide high quality training to students in the science and practice of clinical psychology with an emphasis on the development of clinical and research skills to work with underserved populations. Students will be prepared to work in a variety of educational, research, and clinical settings. The program is based on the scientist-practitioner model of professional training and emphasizes evidence-based practices. Training in research and psychological science, intervention and assessment methods, ethics and professional dispositions, supervision and consultation, and a sensitivity to and awareness of issues diversity and individual differences are embedded throughout the curriculum.