

Advanced Practicum in Psychology Part 2

PSYC 5397.501; Doctoral Students

Summer 2024 Semester

Meeting times: Tuesdays 5:30 to 8:15 PM

Office hours: Tuesdays 2:30 to 5:30 PM

Instructor Contact Information:

Bradley Green, PhD

BGreen@uttyler.edu

903-566-6270

Recommended Resource texts:

Young, J. E., Klosko, J. S., & Weishaar, M.E. (2006). Schema Therapy: A Practitioner's Guide.

Arkowitz, H., Miller, W. R., & Rollinick, S. (2017). Motivational Interviewing in the Treatment of Psychological Problems, Second Edition.

Baird, B. (2004). The Internship, Practicum, And Field Placement Handbook: A Guide for The Helping Professions, 4th Edition.

Course Catalogue Description for PSYC 5397:

At least 300 clock hours of supervised experience in a setting in which psychological or counseling services are provided. CR/NCR only. Includes on-campus small group supervision meetings.

Doctoral students are expected to obtain **200 hours** of practicum experience per semester in practicum, and 100 of those hours must be direct service hours. The practicum experience is designed as a psychology course at UT Tyler but much of the experience is obtained off-site under the supervision of a qualified licensed professional at external settings. Practicum experience is conducted at local mental health centers, hospitals, or clinics but may be done at any setting in which supervised mental health services can be provided. Each student may choose a practicum experience with approval from the practicum instructor. Direct client therapy services at a practicum site should not begin until the student has completed the PSYC 5393 Applied Therapy course.

Direct client services must not begin until the first day of the semester for which the student is registered for practicum, and services may not continue after the end of the semester unless the student takes an Incomplete or In Progress in the course.

Insurance: Students must obtain professional liability insurance before practicum is started. Students should have insurance already as a requirement for the Applied Therapy class. Students must turn in a copy of a document showing a policy is in force for the semester.

Student Learning Outcomes and Assessments:

Achieve a level of competence in providing psychotherapy, assessment, and related activities necessary to develop clinical competence adequate to be certified for pre-doctoral internship.

Demonstrate competent and ethical practice skills within chosen area (i.e., assessment, psychotherapy, etc.) commensurate with the skills expected of a doctoral graduate student entering into an introductory supervised practicum course. All students are expected to work toward the following program learning outcomes:

Clinical Psychology Assessment Outcomes:

- 1) Psychological Diagnosis and Conceptualization: Students will accurately diagnose and conceptualize DSM-5 disorders. Assessment: Students will conduct assessment and psychotherapy sessions and prepare written diagnostic reports in PSYC 5397 Supervised Practicum in Psychology classes. **Students will be directly observed providing services at least once per semester by a doctoral-level supervisor at the site, or the course instructor.** During the last week of the course, practicum site supervisors will conduct a cumulative evaluation of students' knowledge and skills in diagnosis based on observation and written reports and other clinical work documents using the Student Clinical Skills Evaluation form (SCSE).
- 2) Psychological Therapy Methods: Students will describe, explain, discuss the scientific basis for psychological therapy methods/interventions, and demonstrate effective psychological therapy skills. Assessment: If the practicum site allows, students will conduct live/videotaped assessment or psychotherapy sessions, in PSYC 5397: Supervised Practicum in Psychology classes. Otherwise, description of clinician client interactions in case presentations will suffice. During the final week of the course, practicum site supervisors will conduct a cumulative evaluation of students' clinical skills based on video and/or written reports using the Student Clinical Skills Evaluation form (SCSE).

Supervision and Consultation

Clinical Psychology Doctoral students will be evaluated on supervision and consultation competencies by onsite supervisors. Course instructor will also discuss supervision and consultation issues in weekly course meetings and during case presentations. Lecture on Case Formulation will also include content on interdisciplinary consultation in regard to multiple specific application settings.

Evaluation and Grading:

- a) Observation and discussion of experience with supervisor; may include maintenance of appropriate case notes, videotaping of therapy sessions.

- b) A letter of agreement from the on-site supervisor co-signed by the student will be sent to UT Tyler practicum supervisor at the start of the practicum. It will specify the hours to be fulfilled, the charted hours to be kept by the student, and information about the type of experiences in which the student will participate. The supervisor must supervise the student face-to-face at least one hour a week.
- c) Midway through the practicum, the site supervisor will be asked to complete a SCSE form and submit it to the practicum instructor. Each student will also complete a SCSE form on self and submit the form to the instructor.
- d) At the end of the practicum, the site supervisor will be asked to complete a SCSE form and submit it to the practicum instructor. Each student will also complete a SCSE form on self and submit the form to the instructor.
- e) Each student will be expected to submit a treatment or assessment case report for two clients. If allowed by the site, a videotape of a therapy or assessment session should be included. The student will also present two cases to the class for discussion and instructor review/evaluation.
- f) To receive CR grade (credit for the course), students must: a. accumulate a minimum of 200 on-site hours, 100 of those hours must be direct; b. receive SCSE ratings that average at least "Meets Expectations" on each skill set with no rating of "Does Not At All Meet Expectations;" c. receive an overall recommendation for a CR grade from the site supervisor and the practicum instructor; d. attend practicum meetings unless alternative arrangements are made with instructor and fellow graduate students.

Students must keep a log of practicum hours detailed in terms of specific content and identified as direct and indirect hours. **At the end of the semester students must get the site supervisor(s) to verify their hours by signing off on the log.** Clinical Doctoral students are expected to accrue a minimum of 200 total practicum hours per course (i.e. PSYC 5396 or PSYC 5397), and 100 have to be direct hours.

Teaching Strategies:

On-site experience: Students will spend at least 17 hour/week at their approved site while engaging in psychotherapy with individuals, couples, families, or groups; assessment; and other professional activities associated with mental health services at their site.

On-site individual supervision:

Students will receive at least one clock hour per week of one-to-one, face-to-face supervision with their site supervisor.

In-class small group supervision:

All 5397 students will participate in on-campus or virtual small group supervision with the course instructor and other enrolled students. Groups will meet approximately 10-12 times throughout the semester, and attendance is expected. During the small group supervision, students will discuss their on-site activities, present clients with whom they are working in order to facilitate group learning and to gain feedback, and address specific topics and/or issues pertaining to their work at local sites. The group discussions will also allow time for experiential exercises such as role-playing. This small group

supervision is supplemental to the on-site individual supervision. Per UT System requirements we will meet on our assigned final exam day.

Client Case Presentations:

Each 5397 student is expected to present 2 cases for discussion during the semester and actual clinician/client interaction content must accompany the presentation. That is, the presentation should include clinician/client interaction content for group discussion and learning.

The format for the presentations should be as follows:

- Total presentation time should be 35 to 45 minutes. Following suggestions for time are approximate
- The first 10 minutes should be background of the case
- The next 5 minutes should be Case Formulation and Differential Diagnosis
- The next 5 minutes should be Treatment/Assessment methods and rationale for the methods
- The next 10 minutes should summarize outcomes (treatment response or recommendations), obstacles to services encountered, ethical considerations, and any diversity issues
- The last 10-15 minutes will be for group discussions and questions to the presenter

I recommend using a brief Powerpoint presentation to aid conveyance of information. I want you to put a lot of thought and effort into these presentations, but I want them to be somewhat “low stakes” at delivery. I think of these as opportunities for development of case presentation skills, not an opportunity to roast people who are on the spot. It should be a learning and confidence building experience, and not a trial by fire. Some people may be a bit terrified by the prospect of presenting a case in front of a group. I want everyone to feel supported and appreciated for their efforts, especially those who have to gut it out because of anxiety when speaking in public.

Treatment and Assessment Case Reports:

Students in 5397 will complete 2 case reports. Each report will be either a treatment plan with summary report, or an assessment report. Instructions will be presented in class and guides will be posted on CANVAS.

Outline and Calendar

Since this is a small group supervision course rather than a didactic course, there is a limited topical outline. Periodically students may be asked to read articles or other materials to provide a context for discussion during the small group supervision meetings. As noted above, students will present cases for discussion and feedback. These discussions are for the purpose of assisting the entire group to think about how to work with a variety of clients and presenting issues and are a way to enlarge each student’s exposure to a larger number of client problems and therapy demands.

Class dates

Activity/Due in class

May 14

Proof of insurance, Practicum Agreement Form, Introduction

May 21	Reading Day
May 28	Group check in and presentations: 2 slots
June 4	Group check in and presentations: 2 slots
June 11	Group check in and presentations: 2 slots
June 18	Group check in and presentations: 2 slots
June 25	Midterm SCSE due Advanced Skills in Schema Therapy, Part 1 Group check in and presentations: 3 slots
July 2	Advanced Skills in Schema Therapy, Part 2 Group check in and presentations: 3 slots
July 9	Advanced Skills in Schema Therapy, Part 3 Group check in and presentations: 3 slots
July 16	Treatment/Assessment Case Report due Motivational Interviewing, Part 1 Group check in and presentations: 3 slots
July 23	Motivational Interviewing, Part 2 Group check in and presentations: 3 slots
July 30	Motivational Interviewing, Part 3 Group check in and presentations: 3 slots
Aug 6	Last Class if necessary, Group check in and presentations: 3 slots
Aug 10	Last date to work at practicum site unless taking IP grade

University Policies

College of Education and Psychology Vision and 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 Statement:

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.

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. **I must have an accommodation letter from Disability Services to provide any accommodations.**

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.