

Psychology 791A, 792A, 793A, 794A; Section 13
Doctoral Clinical Practicum
Fall, 2009

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- Seminar Meetings:* Wednesdays, 6:00 – 8:30 pm
- Office Hours:* Tuesdays, 12:15 – 1:15 pm; and Thursdays, 4:30 – 6:30 pm
- Required Texts:* Teyber, E. (2006). *Interpersonal process in therapy: An integrative model* (5th ed.). Belmont, CA: Thomson Brooks/Cole.
- Shapiro, J. P., Friedberg, R. D., & Bardenstein, K. K. (2006). *Child and adolescent therapy: Science and art*. New York: Wiley.
- Optional Text:* Axline, V. M. (1969). *Play therapy*. New York: Ballantine Books.

Course Overview:

The purpose of the practicum seminar is to provide support during the course of training at your practicum site. The seminar will help you to: (a) implement a range of evidence-based intervention techniques, addressing both content and process issues; (b) conceptualize client dynamics using a variety of theoretical frameworks; (c) conduct a case presentation; and (d) critically reflect on your development and performance as a clinician.

While treatment and case management issues will be discussed, this course does *not* provide intensive case supervision. Ideas or suggestions emanating from this class should be discussed with your site supervisor before being implemented. Your on-site supervisor and you maintain clinical responsibility for your cases. However, class meetings will provide time to exchange ideas with others regarding practicum issues, review important topics in professional development, and provide a supportive atmosphere to discuss clinical struggles and successes.

Course Requirements:

1. Class participation

Participation entails attending seminar meetings and participating in discussions. In addition to reviewing issues from your site, we will spend part of the class period discussing your views of the assigned readings as they relate to your practicum experience. Active participation in discussions is

very important. To prepare, you should take notes on the readings and have several comments or observations for each.

Attendance in class is required; contact me as soon as possible if you will be unable to attend a class. Participation will be evaluated on a credit vs. no credit basis each session. Your overall participation score is calculated by dividing the number of sessions that you attended by the total number of class meetings. Arriving late results in a partial reduction of the amount of credit that you receive for your attendance. The participation score accounts for 25% of your final grade.

2. Reading comment and question sets

At the beginning of each class, you will turn in a typewritten comment and question set based on the assigned readings for that day. For the *comment* section of the assignment, focus on an important concept from the week's readings. Explain why you found this idea interesting, how it applies to your clinical skill development, or how it connects to your emerging understanding of the field. The minimum length of your comment is 100 words.

For the *question* section of the assignment, develop a connected set of questions about the readings that you would like me to answer. This set of questions will be a paragraph in length, with a minimum of 100 words. Your questions should show that you have thought about the readings with care. Note that these questions are not the same as "quiz questions" that you may have written for other classes -- answers are not found neatly in the readings, but build on them. Here is an example of a good question and one to avoid:

	<i>Description</i>	<i>Example</i>
<i>Poor</i>	Questions that can be answered in simple terms or that have one right answer. Questions that focus predominantly on the recall of information. They are also often significantly shorter than one paragraph in length.	"Do adopted children experience more psychological problems than those who are biologically related to their parents? Why?"
<i>Good</i>	Questions that require answers which encourage the synthesis, analysis, or evaluation of information. Questions that are generally longer (i.e., at least one paragraph in length), may have several parts to them, and cut across different areas. <i>(Note that this is still shorter than the minimum length, but it gives you an idea.)</i>	"In the book, the authors recommend ignoring negative behavior so that it is not positively reinforced. While I agree with this notion, in theory, I have often found that the extinction burst is intolerable for parents. It is not only an emotional escalation for the child, but for the parent as well. Additionally, many children become violent during the burst. How would you recommend that parents handle violence and intense emotion that erupts during the burst? How can they manage their own emotion?"

Your reading comment and questions will be graded on a 10-point scale. The grade reflects not only the length of your comment/questions, but also their depth. If you do not submit a comment/question set, you will receive 5 out of 10 points (rather than a 0). This aspect of class will collectively account for 15% of your final course grade. Late submissions will be penalized .5 points per day.

3. Weekly practicum self-reflection

You will prepare a 500-word (minimum) weekly self-reflection about your performance at your practicum site. These will be due most sessions (except when you submit a monthly practicum summary/analysis instead of a weekly self-reflection), as explained on the course calendar below. Your weekly practicum self-reflections should address the following topics:

- a. Challenges that you have experienced in your work with clients, and how you have responded to these difficulties. Be sure to mention any pressing concerns with your site or clients.
- b. Feedback that you have received from your site supervisor, and how you have incorporated it into your clinical work.
- c. Counter-transference responses that you have experienced in your work with clients, and how you have responded to this.
- d. Progress toward professional development goals established by you, your supervisor, or me.

You have some flexibility in terms of the proportion that you address the themes listed above in a particular submission. This assignment will be graded on a 10-point scale. If you do not submit a weekly self-reflection, you will receive 5 out of 10 points (rather than a 0). This aspect of class will account for 15% of your final course grade. Late submissions will be penalized .5 points per day.

4. Monthly practicum summary/analyses

You will turn in a summary of your work at your practicum site once each month. This includes the tracking forms that describe your client contact (see section below), and a 1,000-word (minimum) narrative that addresses the following two points:

- a. Summarize the symptoms/problems/dynamics of the clients with whom you have worked over the past month.
- b. Summarize the clinical interventions that you have used with your clients over the past month. What evidence-based techniques and approaches have you implemented in session to address their presenting problems? Describe both content- and process-focused interventions. Note the clients' responses to your therapeutic work.

This assignment will be graded on a 10-point scale. If you do not submit a monthly practicum summary/analysis, you will receive 5 out of 10 points (rather than a 0). This aspect of class will account for 15% of your final grade. Late submissions will be penalized .5 points per day.

5. In-class case presentation and case write-up

Oral presentation

Each of you will deliver a professional and polished case presentation to the class. The first segment of this assignment will be a concise, formal 20-minute presentation that includes the following information about your client:

- a. Client's descriptive data (i.e., age, sex, ethnicity).
- b. Client's presenting problems and symptoms.
- c. Background information (i.e., developmental history of the client, psychosocial history, relevant family history, history of presenting problems and prior treatment).
- d. Behavioral observations of the client.
- e. Test information (if any gathered).
- f. DSM-IV diagnosis (use all axes).
- g. Case conceptualization (theoretically informed, integrating symptoms, explaining causes and development of presenting problems).
- h. Treatment goals, plan, implementation, and outcomes assessment.

The second segment is an audiotape presentation. Prior to your case presentation in seminar, you will audiotape a representative session with this client. Be sure to review the procedure for obtaining relevant permission and consent with your site supervisor. You can ensure the site that taped material will be (a) kept confidential and (b) erased after presentation. You will also want to verify that the sound is completely audible when you start to record the session, and that the tape has been queued to an appropriate 10-minute segment that will become the focus of discussion prior to the start of your presentation. Failure either to have a tape on the day scheduled or to bring in an audible tape will influence a student's evaluation. The presentation should end with an issue, problem, question, or interesting observation for class discussion; your audiotaped material will buttress this part of your presentation.

Your oral presentation will be graded on a 10-point scale and will account for 15% of your final course grade.

Case write-up

You will also carefully write up your case study in no less than 6 double-spaced, typewritten pages. Follow the organizational framework listed above for use as section headings in your write up. The written case study will also add two sections, which are:

- i. Diversity (explaining how factors – including the client’s ethnicity, race, gender, socioeconomic status, sexual orientation, or disability – influenced the areas listed above).
- j. Ethics (explaining the relevance of ethical requirements, legal and regulatory mandates, and professional standards that bear on this case).

This is due at the seminar meeting after your in-class case presentation. Your case write-up will be graded on a 10-point scale and will account for 15% of your final course grade.

6. Therapy logs and evaluation forms

You are required to keep detailed logs of your practicum work (hours, clients, activities), consistent with the requirements provided in the latest edition of the practicum manual at <http://www.roosevelt.edu/cas/sp/psydmanuals.htm>. These logs will document your activities and will be helpful when seeking subsequent clinical placements and positions.

There are separate forms for tracking your weekly hours, therapy activities, and assessment activities. These forms can be downloaded from <http://www.roosevelt.edu/cas/sp/psydManual.htm> under the heading “Logs Workbook.”

Online Tracking System

As an alternative to the Excel log workbook described below, the Department recommends that students use the online tracking system at www.time2track.com. The web-based system is convenient and inexpensive.

Practicum hours tracking form (see the Excel tab marked *Hours* on the downloaded Logs Workbook file)

This is a weekly record of time spent at the practicum site. This form helps you keep track of how many hours you have accumulated week by week, how many of those hours are in direct client contact, the ratio of total hours to direct client contact hours, and the hours of individual and group supervision that you receive.

We recommend that direct client contact hours be between 30 and 50% of your total hours; less than 30% does not provide adequate clinical experience, more than 50% may be too demanding for trainees and becomes more like a job. The ratio of direct client contact to total hours may vary from week to week, but the running totals will provide an average ratio (e.g., direct contact hours are likely to be low early in the practicum as students are being oriented to their sites and developing their caseloads, and low late in the practicum as they are transferring clients to other therapists).

Turn in your most recent weekly tracking forms with your monthly practicum summary/analysis submission. If you are using the online tracking system, be sure to print an appropriate printout.

Psychotherapy log (see the Excel tab marked *Therapy* on the downloaded Logs Workbook file)

This form includes (a) demographic information about clients, including gender, age group, ethnicity, sexual orientation, disability; (b) modalities used, including individual, group, family, or couples therapy; (c) whether contact was for an intake evaluation; and (d) how many sessions and how many hours of treatment have been provided to each client (if seen for therapy). Enter the demographic and modality data when you begin work with each client; you will have to periodically update the sessions and hours information until termination when a final tally can be made.

Assessment log, part 1 (see the Excel tab marked *Testing 1* on the downloaded Logs Workbook file)

This is comparable to the Psychotherapy Log; demographic information about each client is recorded as noted above. Also record whether the assessment was psychodiagnostic or neuropsychological. Note that you must record the number of hours spent on each assessment.

Assessment log, part 2 (see the Excel tab marked *Testing 2* on the downloaded Logs Workbook file)

In Part 1, information is recorded by client; on this form, information is recorded by test and test battery. Tests are grouped by client age group: adults and children. You must also record how many reports you have written that include integration of data from several tests, differentiated between adults and children and between psychodiagnostic and neuropsychological evaluations. You can also keep a tally of self-report tests used (e.g., the BDI, Achenbach CBCL, CDI) at the bottom of the form.

Turn in your log forms at the end of the semester to me. You must also submit your last weekly tracking form as well as a final copy of your psychotherapy and assessment logs to the Director of Training for approval at the end of each semester of your practicum.

Practicum evaluation forms

At the end of the semester (and any subsequent semesters that you do not complete your practicum), be sure to have your primary site supervisor review your performance using the “Clinical Psychology Doctoral Practicum 1: Evaluation of Student Form” and send a copy to me and to the Director of Training. Your supervisor should discuss this evaluation with you. At the same time, you should complete the “Clinical Psychology Doctoral Practicum 2: Evaluation of Site Form” and submit one copy to me and one to the Director of Training. These can be downloaded from:
<http://www.roosevelt.edu/cas/sp/psydManual.htm>

When you have finished with your entire practicum in the Spring or Summer, you will have your primary site supervisor complete the last evaluation of your performance using the “Clinical Psychology Doctoral Practicum 1: Final Evaluation of Student Form” and send a copy to your seminar instructor and other to the Director of Training. At the same time, you should complete another “Clinical Psychology Doctoral Practicum 2: Evaluation of Site Form” and submit one copy to your seminar instructor and one to the Director of Training.

Computation of Grades:

Grade calculations assume students' satisfactory completion of all site work, as indicated by verbal and written correspondence with site supervisors, at a level that is appropriate for their stage in the doctoral program. Weighted scores from each component of the class (i.e., participation/attendance, weekly practicum reflections, monthly practicum summaries/analyses, oral case presentation, and written case write-up) will be added together. Numerical grades will be converted to letter grades according to the following scale. Please note that there will be absolutely no "rounding" of final scores under any circumstance. For example, a final score of 89.99 will translate into a "B+" for the semester.

Grade	Total Points	Grade	Total Points	Grade	Total Points
A	93.00 – 100	A-	90.00 – 92.99	B+	87.00 – 89.99
B	83.00 – 86.99	B-	80.00 – 82.99	C+	77.00 – 79.99
C	73.00 – 76.99	C-	70.00 – 72.99	D+	67.00 – 69.99
D	63.00 – 66.99	D-	60.00 – 62.99	F	59.99 and below

Because practicum seminar grades reflect seminar and site work, students' poor performance at their practicum will result in a lowering of the grade as calculated above. Students who have significant deficits, as indicated by their site supervisors' appraisals, but display no egregious problems in discharging their responsibilities will be lowered one full letter grade to reflect subpar clinical competency. Failure from a practicum site (as indicated by the evaluation of the site supervisor or termination from the practicum) results in an automatic failure ("F") of the practicum seminar.

Students must earn a "B" average across the two semesters of practicum seminar; otherwise, the student will be required to repeat practicum. Students who receive a failing grade for a practicum will be reviewed regarding their continuation in the program. The faculty and Director of Training may develop a remediation plan, or such students may be dismissed from the program.

Religious Holidays:

Roosevelt University respects the rights of students to observe major religious holidays and will make accommodations, upon request, for such observances. Students who wish to observe religious holidays must inform their instructors in writing *within the first two weeks* of each semester of their intent to observe the holiday so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements by the deadline will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. However, all work missed for such absences, including papers and examinations, must be made up. Students who do not arrange for excused absences by the deadline are not entitled to such accommodations.

Academic Dishonesty:

All students will be held to the University's standards on academic dishonesty, as described in the student handbook and planner and on the University's website. I strongly encourage you to refer to

the following University website for additional details regarding plagiarism and how to avoid it: <http://www.roosevelt.edu/plagiarism/default.htm>. Lack of knowledge of standards will not be accepted as an excuse. Students found guilty of academic dishonesty will receive an “F” for the course, and their names will be forwarded to the Student Services office.

Disability Services:

Students with disabilities or other conditions that require special accommodation are encouraged to identify themselves to the instructor and to the Academic Success Center (312-341-3810) at the beginning of the semester. This will allow suitable services and adjustments to be made.

General Note:

I am committed to the education of each student in this course. If there is a problem that is negatively affecting your course performance, *contact me immediately* so that we can develop an appropriate plan to help you succeed in this class. I urge you not to wait until the end of the semester or until after an assignment is due to speak with me. I encourage you to attend my office hours or contact me by telephone, voice mail, or e-mail.

There are other important university resources that you can access if you feel they will be helpful. These include the University Writing Center (AUD 650, 312-322-7141) and the Counseling Center (AUD 462, 312-341-3548). Students with disabilities are encouraged to identify themselves at the Academic Success Center at the start of the semester to receive suitable services and academic accommodations.

Finally, people characterized by a variety of backgrounds, ages, experiences, abilities, and other differences contribute to the community of learners in our seminar. We can all learn from these different perspectives, and everyone should be respected and appreciated.

READING LIST AND CALENDAR

Session 1: Wednesday, September 2, 2009

Topic: INTRODUCTIONS AND ORIENTATION

Readings: No readings for today.

Due Today: No assignments due.

Unit 1: Core Therapeutic Skills

Session 2: Wednesday, September 9, 2009

Topic: THE WORKING ALLIANCE AND THERAPY FUNDAMENTALS

Readings: Teyber, Chapter 2.
Shapiro, Friedberg, and Bardenstein, Chapter 1.

Due Today: a. Reading comment/question set
b. Contact information for your site and supervisor
c. Monthly tracking forms and monthly practicum summary/analysis

Session 3: Wednesday, September 16, 2009

Topic: COMMUNICATING EMPATHY

Readings: Teyber, Chapter 5.

Due Today: a. Reading comment/question set
b. Weekly practicum self-reflection

Session 4: Wednesday, September 23, 2009

Topic: EMPOWERING CLIENTS

Readings: Teyber, Chapter 4.

Due Today: a. Reading comment/question set
b. Weekly practicum self-reflection

Session 5: Wednesday, September 30, 2009

Topic: ADDRESSING RESISTANCE

Readings: Teyber, Chapter 3.

Due Today: a. Reading comment/question set
b. Weekly practicum self-reflection

Session 6: Wednesday, October 7, 2009

Topic: UNDERSTANDING CULTURE

Readings: Shapiro, Friedberg, and Bardenstein, Chapter 9.

American Psychological Association. (1993). Guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations. *American Psychologist*, 48, 45-48. Retrieve at <http://www.apa.org/pi/oema/guide.html>

Council of National Psychological Associations for the Advancement of Ethnic Minority Interests. (2003). *Psychological treatment of ethnic minority populations*. Retrieve at http://www.apa.org/pi/oema/programs/empa_ptemp.pdf

Due Today:

- a. Reading comment/question set
- b. Monthly tracking forms and monthly practicum summary/analysis

Unit 2: Conceptual Frameworks for Intervention

Session 7: Wednesday, October 14, 2009

Topic: BEHAVIORAL APPROACHES

Readings: Shapiro, Friedberg, and Bardenstein, Chapter 2.

Due Today:

- a. Reading comment/question set
- b. Weekly practicum self-reflection

Session 8: Wednesday, October 21, 2009

Topic: COGNITIVE AND CONSTRUCTIVIST APPROACHES

Readings: Shapiro, Friedberg, and Bardenstein, Chapters 3 and 5.

Due Today:

- a. Reading comment/question set
- b. Weekly practicum self-reflection

Session 9: Wednesday, October 28, 2009

- Topic: PSYCHODYNAMIC APPROACHES
- Readings: Shapiro, Friedberg, and Bardenstein, Chapter 4.
- Due Today: a. Reading comment/question set
b. Weekly practicum self-reflection

Session 10: Wednesday, November 4, 2009

- Topic: FAMILY SYSTEM APPROACHES I
- Readings: Shapiro, Friedberg, and Bardenstein, Chapter 6.
- Due Today: a. Reading comment/question set
b. Monthly tracking forms and monthly practicum summary/analysis

Session 11: Wednesday, November 11, 2009

- Topic: FAMILY SYSTEM APPROACHES II
- Readings: Teyber, Chapter 6.
- Due Today: a. Reading comment/question set
b. Weekly practicum self-reflection

Session 12: Wednesday, November 18, 2009

- Topic: INTERPERSONAL APPROACHES I
- Readings: Teyber, Chapter 7.
- Due Today: a. Reading comment/question set
b. Weekly practicum self-reflection

Session 13: Wednesday, December 2, 2009

- Topic: INTERPERSONAL APPROACHES II
- Readings: Teyber, Chapter 8.
- Due Today: a. Reading comment/question set
b. Weekly practicum self-reflection

Session 14: Wednesday, December 9, 2009

Topic: INTERPERSONAL APPROACHES III

Readings: Teyber, Chapter 9 or Axline, *Play therapy*, Chapters 2 to 15.

Due Today:

- a. Reading comment/question set
- b. Monthly tracking forms and monthly practicum summary/analysis
- c. Psychotherapy and Assessment log forms
- d. Clinical Psychology Doctoral Practicum: Evaluation of Student Form
- e. Clinical Psychology Doctoral Practicum: Evaluation of Site Form

Note: Be sure to hand in separate copies of your logs and evaluation forms to the Director of Clinical Training (Dr. Campbell) today. Keep copies for your own records as well. Completed evaluations are required for you to receive a grade for this semester.