

## **PSY 8382: Doctoral Practicum I (Capstone)**

Fall 2017, Tues 9:30-11:30 AM

Psychological Services Center

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Office Hours: Available during pre-arranged supervision times or as needed by appointment

### General Course Description

As a practicum course, you will be conducting therapy and assessment at your assigned practicum site under supervision. You will participate in didactic activities, group supervision, and individual supervision to help you continue developing your clinical skills. As a capstone course, you will be evaluated on your competencies in assessment, treatment planning, and treatment that are necessary for advancement in your clinical training.

### Course Objectives

1. To provide the opportunity to render clinical psychological services to a diverse clientele under the supervision of licensed psychologist(s).
2. To develop psychotherapy skills, including but not limited to, case formulation, treatment planning, intervention, documentation, risk assessment, appropriate use of supervision and consultation, and self-reflection as a clinician.
3. To understand and practice basic psychological assessment process including, but not limited to, clinical interviewing, case formulation, test selection, report writing, treatment recommendations, appropriate use of supervision and consultation, and self-reflection as a clinician.
4. To discuss ethical dilemmas which regularly confront practicing clinical psychologists and develop skills in applying appropriate ethics codes and guidelines.
5. To provide students with feedback regarding their intervention and assessment skills from both supervisors and peers.

### Required Texts

Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond* (2nd ed.). New York, NY: Guilford Press.

\*This is available online through the NGL.

Van Dijk, S. (2012). *DBT made simple*. Oakland, CA: New Harbinger Publications.

Suggested Texts – these resources can be helpful for your clinical work throughout your training. Many of them are available in the PSC library and the NGL.

Persons, J. B. (2008). *The Case Formulation Approach to Cognitive Behavior Therapy*. New York, NY: Guilford Press.

\*This is available online through the NGL.

Miller, W. R., & Rollnick, S. (2013). *Motivational Interviewing* (3<sup>rd</sup> ed.). New York, NY: Guilford Press.

\*This is available online through the NGL.

Lichenberger, E. O., & Kaufman, A. S. (2013). *Essentials of WAIS-IV assessment* (2nd ed.). Hoboken, NJ: John Wiley & Sons, 2013.

## General Course Requirements

1. You are expected to spend at least eight hours per week at your assigned practicum site (depending on your funding) and maintain regularly scheduled appointments with therapy clients.
2. Regular and punctual class attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, you may be penalized for more than three hours of absence. You may miss one class without penalty to your grade. **Missing two classes or being repeatedly late to class will adversely affect your grade.** The three hours of absence provided by university policy should be used carefully for serious illness and emergencies. If you have a conflict with a scheduled class, you must meet with me to determine an appropriate plan of action. It is your responsibility to contact me regarding make-up work, and arrangements must be arranged with me **prior to the absence or as soon as possible** after the absence, in the case of an emergency.
3. You are required to keep weekly logs (without identifying information), to turn in monthly, of:
  - i) Attendance of group supervision
  - ii) Attendance of individual supervision
  - iii) Hours of individual therapy or assessment (i.e., direct contact hours with clients)
  - iv) Support time (as defined by time spent on documentation, session planning, and other pertinent tasks spent outside of session).

A printout of your hours log through MyPsychTrack (or Time2Track) would be sufficient.

4. Supervision:
  - i) You are expected to participate in *a minimum* of 1 hour per week of individual supervision for your therapy cases with your designated supervisor. To make the best use of supervision time, you are expected to be prepared. This means that all progress notes should be ready to be signed, personal logs of clinical experience should be current, and tapes should be properly cued (if applicable). For those of you working with other supervisors, I will be in contact with them to monitor your progress.
  - ii) You will be assigned an individual assessment supervisor. *Once assigned, you are expected to contact your supervisor within 48 hours.* It is up to you and your assessment supervisor to set up supervision meetings, timelines, etc. All assessments will be conducted at the PSC. You **cannot** accept an assessment case without the expressed approval from your assessment supervisor and satisfactory completion of administration and scoring accuracy checks (see below).
  - iii) Discuss with your supervisors in advance how you will handle suicidal, psychotic, or any other client who is in crisis.
5. It is entirely your responsibility for maintaining accurate and up-to-date clinical files, including getting signatures from your supervisor(s).
  - i) For those seeing clients at the PSC, you are expected to complete an intake report within 7 days of the first session. Treatment plans should be completed by the end of the third session, preferably sooner. Progress notes and documentation of all other client matters (e.g., phone calls, letters, actions taken) should be completed on the *same day* of the occurrence. You should bring all documentation to the next individual or group meeting to be reviewed and signed. For those seeing clients at outside practicum sites, other requirements might be applicable.
  - ii) Regarding assessment report:
    - (a) You are expected to submit an original draft of the assessment report to your assessment supervisor within 48 hours after you complete the interview and testing with your client.
    - (b) You are expected to revise and resubmit edited drafts within 24 hours of receiving edits/suggestions from your assessment supervisor.

- (c) Except under unusual circumstances, you should provide feedback to your client (i.e., a complete written report and a feedback session) within two weeks from the date of testing.
  - (d) You are expected to turn in draft reports only after thorough and meticulous proofreading and editing. Assessment reports that require extensive editing for spelling, grammar, and typographical errors drain inordinate amounts of editing time and delay the supervisor's timely feedback to you. More importantly, such work habits make readers doubt the credibility of the clinician who conducted the evaluation, and bode poorly for the workplace. For this reason, submitting drafts that are consistently sloppy (i.e., those that appear not to have been proofread, spell-checked, or otherwise reviewed) will result in a poorer class grade.
- iii) You will need to discuss any exceptions to these deadlines or expectations with your supervisors and notify me of any changes.

6. As part of group supervision, you are expected to regularly present clinical cases during class. When feasible, this may feature videotape or audiotape excerpts from therapy sessions or assessments. You are also expected to consistently participate in class activities (e.g., completing assignments, providing constructive feedback to your peers).

### Class Activities

#### *Readings*

We will read the required texts throughout the year. While specific chapters will not be assigned weekly, you are expected to read ahead in order to practice and implement the skills and techniques in your clinical work. You and your supervisor might decide to formulate and utilize concepts from other approaches, but you are still expected to complete the readings, contribute to class discussion, and participate in class activities.

Other readings will be available online, at the PSC, or in class. Consult the schedule for more information. It is your responsibility to obtain a copy.

#### *Administration and Accuracy Checks*

It is expected that you complete an integrated assessment, which will involve multiple instruments (e.g., WAIS, WJ-III-ACH, MMPI). At the beginning of the Fall semester, you will complete administration checks with the course TA. You will submit the scored protocols from these administrations for accuracy checks to the TA. You ***cannot*** accept an assessment case until you complete these satisfactorily. Note: You might use different instruments in your assessment case (you will discuss test selection with your assessment supervisor), but this will re-familiarize you to ones commonly used.

In addition, your assessment supervisor might require you to submit a copy of your assessment protocols to the course TA (or another senior student) for accuracy checks, *before you write and submit a draft of your report*. These protocols should be de-identified, except for information (e.g., age, education level) that is necessary to score the instrument. You are responsible for scheduling these checks, keeping in mind deadlines for report (see above).

#### *Writing Exercises*

You will complete several writing exercises throughout the semester.

#### *Capstone Formulations and Presentation*

Over the course of the semesters, you will develop a thorough conceptualization and presentation of one assessment and one therapy case. These will be formally presented in a live presentation to two faculty members as part of the Capstone evaluation process at the end of the Spring semester.

The Capstone oral presentation should be approximately 90 minutes in length and devote approximately equal time to discussing the therapy and assessment cases. A five-minute audio/video excerpt from each case demonstrating a key skill or intervention must be included in the presentation. Presentation time is slotted in 2-hour blocks to allow time for questioning. Dates and times for the oral presentations will be announced later in the Spring semester.

You will be given at least two formal opportunities to present, once during the Fall semester and once during the Spring semester. More information about presentations will be provided later in the semester. You are expected to ask questions and provide constructive feedback to your peers' presentations.

Note: It is expected you read research or review articles related to your cases in preparation for your clinical work and Capstone presentations. Being informed about and able to discuss theoretical and empirical consideration for your work (e.g., making diagnoses, implementing interventions, proposing recommendations) is part of competent practice, and it would help you to demonstrate your knowledge and skills during your Capstone presentation. *It is not acceptable or sufficient to simply attribute your work to your supervisor.*

### Professionalism and Compliance with the Ethics Code

You are expected to assist in maintaining a classroom environment that is conducive to learning. You are to treat faculty, teaching assistants, peer supervisors, and peers with respect. All cell phones, PDAs, iPods, etc. should be turned off while in the class and supervision.

You are expected to conduct yourself in a professional manner at all times while delivering psychological services. This begins with professional demeanor toward clients and extends to interactions with other professionals/students and includes manner of dress. You will deliver all services in an ethical manner consistent with the Code of Ethics of the American Psychological Association and Psychological Services Center policy. Ethical dilemmas and ethical ambiguities will be discussed with the on-site supervisor and, if needed, me and other PSC faculty. Discussion and resolution of ethical dilemmas is a particularly valuable learning experience for practicum students.

In accordance with both basic etiquette and the APA ethics code, no content related to clients or other students should be discussed outside of group supervision. Violation of confidentiality will be handled in accordance with university, departmental, and APA policy.

### Grading

I will ultimately assign the final class grade, but feedback from on-site and assessment supervisors will be strongly considered. Grades will be determined by your level of professional behavior, mastery of basic therapeutic and assessment skills, class participation, completion of class activities, active participation in individual and group supervision, timeliness of documentation, and quality of written products. Improvement and responsiveness to supervision will be considered, along with your performance in the Capstone presentation.

### Student Absences on Religious Holy Days

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: [http://www.shsu.edu/~vaf\\_www/aps/documents/861001.pdf](http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf)

### Academic Dishonesty

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials. For a complete listing of the university policy, see: <http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

### Students with Disabilities

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may adversely affect your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential.

NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see: [http://www.shsu.edu/~vaf\\_www/aps/811006.pdf](http://www.shsu.edu/~vaf_www/aps/811006.pdf)

For more information, please visit: <http://www.shsu.edu/syllabus/>

### Student Evaluations

You will be asked to complete informal mid-semester evaluations and formal IDEA evaluations toward the end of the course.

Tentative Course Schedule (I will notify you ASAP if there are any changes)

Date	Topics & Readings
8/29	<p><i>Introduction – Ethics &amp; Writing Notes</i>  <i>Orientation to Policies and Procedures at the Psychological Services Center</i>  <u>Readings/Assignments Due:</u>  American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. <i>American Psychologist</i>, 57, 1060-1073. doi: 10.1037/0003-066X.57.12.1060  American Psychological Association. (2010). 2010 Amendments to the 2002 “Ethical principles of psychologists and code of conduct.” <i>American Psychologist</i>, 65, 493. doi: 10.1037/a0020168  Cameron, S., &amp; Turtle-Song, I. (2002). Learning to write case notes using the SOAP format. <i>Journal of Counseling and Development</i>, 80, 286-292.</p>
9/5	<p><i>Clinical Interview &amp; Diagnostic Screening</i>  <u>Readings/Assignments Due:</u>  De Jong, P., &amp; Miller, S. D. (1995). How to interview for client strengths. <i>Social Work</i>, 40, 729-736.  Retrieved from  <a href="http://www.olc.edu/~jolson/socialwork/OnlineLibrary/DeJong%20&amp;%20Miller%20(1995)%20Interviewing%20for%20client%20strengths.pdf">http://www.olc.edu/~jolson/socialwork/OnlineLibrary/DeJong%20&amp;%20Miller%20(1995)%20Interviewing%20for%20client%20strengths.pdf</a>  Garb, H. (2010). Clinical judgment and the influence of screening on decision making. In A. J. Mitchell &amp; J. C. Coyne (Eds.), <i>Screening for depression in clinical practice: An evidence-based guide</i> (pp. 113-121). New York, NY: Oxford University Press.  Groth-Marnat, G. (2009). <i>Handbook of psychological assessment</i> (5<sup>th</sup> ed.). Hoboken, NJ: Wiley.  (Available online through SHSU library) *Chap 3  Synder, C.R., Ritschel, L. A., Rand, K. L., &amp; Berg, C. J. (2006). Balancing psychological assessments: Including strengths and hope in client reports. <i>Journal of Clinical Psychology</i>, 62, 33-46. doi: 10.1002/jclp.20198</p>
9/12	<p><i>Case Formulation &amp; Treatment Planning</i>  <u>Readings/Assignments Due:</u>  CBT – Chaps 1-4  <ul style="list-style-type: none"> <li>Background section from clinical interview</li> </ul> </p>
9/19	<p><i>Case Formulation &amp; Treatment Planning (ctd)</i>  <u>Readings/Assignments Due:</u>  Case Formulation – Chaps 1, 5, &amp; 6</p>
9/26	<p><i>Risk Assessment</i>  <u>Readings/Assignments Due:</u>  Bryan, C. J., &amp; Rudd, M. D. (2006). Advances in the assessment of suicide risk. <i>Journal of Clinical Psychology: In Session</i>, 62, 185-200. doi: 10.1002/jclp.20222  Jobes, D., Rudd, M. D., Overholser, J. C., &amp; Joiner, T. E. (2008). Ethical and competent care of suicidal patients: Contemporary challenges, new developments, and considerations for clinical practice. <i>Professional Psychology: Research and Practice</i>, 39, 405-413. doi: 10.1037/a0012896  <ul style="list-style-type: none"> <li>Hours log</li> </ul> </p>
10/3	<p><i>Beginning Treatment</i>  <u>Readings/Assignments Due:</u>  CBT – Chap 5  DBT – Chaps 1-2  <ul style="list-style-type: none"> <li>Note documenting risk assessment and crisis plan</li> </ul> </p>

10/10	<p><i>Cultural Considerations</i></p> <p><u>Readings/Assignments Due:</u></p> <p>American Psychological Association (2015). Guidelines for psychological practice with transgender and gender nonconforming people. <i>American Psychologist</i>, 70, 832-864.</p> <p>Chang, D. F., &amp; Yoon, P. (2011). Ethnic minority clients' perceptions of the significance of race in cross-racial therapy relationships. <i>Psychotherapy Research</i>, 21, 567-582.</p> <p>La Roche, M. J., &amp; Maxie, A. (2003). Ten considerations in addressing cultural differences in psychotherapy. <i>Professional Psychology: Research and Practice</i>, 34, 180-186.</p> <p>Vieten, C., Scammell, S., Pilato, R., Ammondson, I., Pargament, K. I., &amp; Lukoff, D. (2013). Spiritual and religious competencies for psychologists. <i>Psychology of Religion and Spirituality</i>, 5, 129-144.</p>
10/17	<p><i>Working from a CBT Approach</i></p> <p><u>Readings/Assignments Due:</u></p> <p>CBT – Chaps 6-7, 17</p>
10/24	<p><i>Working from a DBT Approach</i></p> <p>DBT – Chaps 3-4</p>
10/31	<p><i>Working from a CBT Approach</i></p> <p>CBT – Chaps 8-9</p> <ul style="list-style-type: none"> <li>• Hours log</li> </ul>
11/7	<p><i>Working from a DBT Approach</i></p> <p>DBT – Chaps 5-6</p>
11/14	<i>Student Presentations</i>
11/21	<i>Student Presentations</i>
11/28	<i>Student Presentations</i>
12/5	<p><i>Student Presentations</i></p> <p><u>Readings/Assignments Due:</u></p> <ul style="list-style-type: none"> <li>• Hours log</li> </ul>
<p>12/12-1/16</p> <p><i>Winter break – Discuss with your supervisor(s) about your clinical responsibilities over this time period.</i></p>	