

Syllabus

Course Information

PSYC 5393.001 – Applied Therapy Practicum
Spring 2021
Tuesdays
5:30-8:15 PM

Instructor Information

Halle E. Ross-Young, Psy.D.
Office Phone: 903-877-7234
Office Email: hrossyoung@uttyler.edu
Cell Phone: 865-414-7770 (emergency only)

Note: Email or Text Messaging is the most efficient way to contact me. DO NOT send CONFIDENTIAL INFORMATION that pertains to a client electronically (e.g., real name, DOB, SSN). Please call and text me immediately if there is a crisis situation or call other on-call instructors as appropriate.

Office Hours

By appointment only

Synchronous Class Meeting

Tuesdays, 5:30-8:15 PM

Teams Meeting – See calendar invitation

Description of PSYC 5393

This course emphasizes the application of practical therapeutic techniques with clients. Feedback and direct supervision are central to learning. Integration of clinical and therapy skills through closely supervised work with community clients at the departmental clinic.

Prerequisite: “B” or better in COUN 5324, credit in PSYC 5392, and departmental consent.

Course Materials

Interpersonal Process in Therapy: An Integrative Model (7th Edition) – Teyber and Teyber

The Making of a Therapist - Cozolino

LEARNING OUTCOMES

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

1. Exhibit skills and competence in individual psychotherapy
2. Display necessary techniques for accurate and competent record-keeping
3. Display knowledge of practical approaches to specific psychotherapy problems usually encountered by the novice counselor
4. Demonstrate the ability to case conceptualize
5. Demonstrate the ability to think through differential diagnosis and develop a treatment plan

6. Display knowledge of appropriate assessment instruments to be used with various client concerns
7. Evaluate personal philosophical and theoretical basis for psychotherapy
8. Discuss current issues in the field of clinical psychology
9. Participate in frequent self-evaluation in order to be constantly aware of areas in which improvement is necessary (e.g., skills, professionalism, multicultural competence, advocacy, self-care)
10. Be aware of need to maintain confidentiality and protect the rights of clients at all times
11. Understand the need to develop cultural self-awareness, cultural humility, and cultural competence

CLINICAL PSYCHOLOGY ASSESSMENT

3.0 Psychological Therapy Methods: Students will describe, explain, and discuss the scientific basis for psychological therapy methods/interventions, and demonstrate effective psychological therapy skills. (MPAC-C2)

3.2 Assessment: Students will conduct live (recorded) practice therapy sessions in this course. During the final week of the course, the instructor will conduct a cumulative evaluation of students' psychological therapy skills using the Student Clinical Skills Evaluation (SCSE) form.

LEARNING AND EVALUATIVE ACTIVITIES

This course is designed to facilitate the practicum experience. During this semester, students will engage in practical field experience where they will develop and strengthen their professional skills including therapy techniques, treatment planning, 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 instructor and fellow classmates. 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 supervision of students' work with clients is also a requirement for this course. Students will arrange to meet with the assigned supervisor for a weekly supervision. During individual supervision, the student will have a chance to review and discuss client cases. In order to facilitate this process, students will need to bring recordings of therapy sessions with them to supervision.

Recorded Therapy Sessions:

For supervision purposes, each student **MUST** record therapy sessions for individual supervision and case presentation. Evaluation of the recorded sessions will consist of verbal feedback. Evaluation will occur during individual supervision sessions. Grades are not assigned to the recorded sessions; however, in-class case presentations will be evaluated for thoroughness and accuracy.

Treatment Topics Presentation:

For this presentation, each student will present a treatment strategy for a specific presenting concern. Students will discuss how to work with particular presenting concerns in class using empirically supported treatments. Presentations should be 30 minutes in duration. Please prepare a handout for your classmates and myself.

Informal (In-Class) Case Presentation:

Once you have been assigned a client, you will be expected to be prepared to update the class about your client(s) at each class meeting, as time allows. Be sure to bring questions about your case for in-class supervision. Everyone is expected to participate in case discussion; therefore, your undivided attention is expected.

Formal Case Presentation:

Each student will present a case presentation drawn from their work with a client in the UTT clinic. Your case presentation will include a DSM-5 diagnosis and treatment plan. You will also choose samples of your recorded sessions with your client to review with the class as part of the presentation. Part of this exercise is to come with questions for your instructor and your peers regarding your case. Be sure to follow the case presentation format that will be provided in class. Presentations should be 1 hour in duration.

Case Conceptualization:

Each student will write one thorough case conceptualization for one client and submit a deidentified version to the course instructor. Case conceptualization may be completed using the student's theory of choice (e.g., biopsychosocial, cognitive-behavioral, systems), but the theory utilized must be specified in the document and applied consistently throughout the conceptualization. Sample documents may be provided in the course.

Treatment Plan:

Each student will write one thorough treatment plan for one client and submit a deidentified version to the course instructor. Treatment planning may be completed using the student's theoretical orientation of choice; however, the treatment selected must be evidence-based and appropriate for the collaborative treatment goals identified by the clinician and the client. Sample documents may be provided in the course.

Session Transcript:

Each student will choose one session from their work with one client and complete a thorough transcript of that session from beginning to end. A deidentified version of this document will be submitted to the course instructor. The date each student's session transcript is due will be assigned after Treatment Presentations are scheduled to ensure that no student must conduct their presentation and submit their session transcript in the same class period.

Treatment Summary:

Each student will write one thorough treatment summary for one client at the conclusion of therapy and submit a deidentified version to the course instructor. The treatment summary must, at minimum, discuss the number of sessions completed, the therapeutic modality utilized, the treatment goals, the client's response to treatment, diagnosis (or resolution of diagnosis), and recommendations for the client. Sample documents may be provided in the course.

Reflection Papers:

A total of 5 reflection papers will be assigned during the semester. Only 4 reflection papers will be counted toward your final grade. Each student may decide if they prefer to complete all 5 reflections and select their lowest scoring paper as their score to drop or if they prefer to only complete 4 papers.

Reflection papers must be one-page in length, single-spaced, in 12-point font. Content of the papers may vary; however, at minimum, each paper must provide a brief summary of the assigned reading and the student's thoughtful response to the material (e.g., opinion, clinical example, queries). Discussion of possible application in the student's clinical work is encouraged.

Required Attendance and 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 entirety of class. Students are expected to be appropriately prepared for class and to take an active role in discussion and activities.

Students are required to attend all weekly supervision sessions. Come prepared to each of your supervision sessions with recorded sessions to review, questions regarding your work with clients, and any case notes that need signing.

Weekly Summary:

Review portions of your video recordings each week. Identify strengths and growth edges weekly, and keep a running total of your hours each week.

Ethics and Professionalism:

You will also be evaluated on your record-keeping abilities (e.g., timely and appropriate documentation), as well as your interaction/communication with your clients, and your participation and openness to feedback in supervision.

Evaluation and Grading:

Satisfactory participation in all activities above will result in a Credit (CR) for the course. Unsatisfactory performance in any of the areas above may result in No Credit (NC) for the course.

COURSE POLICIES

Case Load

Each student must maintain a minimum of two clients throughout the semester but should aim to have 3 clients. Because client loads vary (due to cancellation, illness, no show, etc.), you may wish to maintain a larger client load in order to ensure that you complete the course. In order to accrue your direct hours, you may partner with another student counselor to conduct co-counseling for some of your sessions. You must accrue a total of 25 direct counseling hours for students in the Clinical Psychology track. Competence will be judged by your instructor. When necessary, the instructor may require a student to accumulate additional counseling hours or engage in additional learning activities in order to achieve and demonstrate fundamental competence and/or to avoid client abandonment.

Record Keeping

Record keeping includes the timely maintenance of client files, including intake forms, assessments, treatment plans, progress notes, records, and documentation of contact with the client. Proper maintenance means that files are clearly written, that all documents and information are current, that all necessary documentation is in the file, and that the file is at all times located in the appropriate secure location. Your instructor will review your client files on a regular basis. Please be sure to only use the specific forms indicated by the instructor.

All case notes should be completed within 24 hours of a session.

Recordings of Therapy Sessions

You must video record your counseling sessions for use in supervision.

Excused Absences

If a student needs to be absent from class for any reason, that absence may be excused if the student notifies the instructor prior to the start of the class period. Once the instructor is notified, an assignment will be provided to the student to complete and submit to the instructor prior to the next class period. If both conditions are fulfilled, the absence will not be counted against the student. This option may be used no more than two times in the semester.

Virtual Class Etiquette and Expectations

As this course will be conducted virtually due to the COVID-19 pandemic, all students are expected to engage in good virtual class etiquette. Students are expected to have their cameras turned on during class meetings to foster engagement and participation. During class, students are expected to be engaged in the class rather than working on other material. Students should also be in a quiet, private place during class meetings so that the confidential information of patients and other students is not heard by others.

REQUIREMENTS

Insurance

Professional liability insurance is required. All students must obtain professional liability insurance prior to commencing any counseling activity. Proof of insurance must be provided to the instructor before seeing any clients. You may choose any insurance provider you wish for your liability coverage.

Many students have found CPH & Associates to be a reliable provider of coverage. If you wish to purchase your insurance from them, go to www.cphins.com and select Apply Online. Using the menu on the left of the website, choose “non-sponsored,” then “student application.”

You can also purchase insurance through APA’s provider, The Trust.

<https://www.trustinsurance.com/products-services/student-liability>

Ethical Behavior and Professional Conduct

Professional conduct is expected of all students in the performance of counseling and related activities. Students must adhere to the APA Code of Ethics, the laws governing counselors (LPCs) in Texas, and the policies of the UTT psychology department. It is assumed that you have completed the ethics course prior to this class and that you know the APA code of ethics, understand the concept of “standard of care/practice,” and are familiar with Texas laws governing your obligation as a mandated reporter. If you are unfamiliar with these basics, inform the instructor during the first class session. Required remedial activities, a grade of incomplete, a failing grade, or dismissal from the class are potential consequences for engaging in unprofessional behaviors.

Emergencies

Students must familiarize themselves with the services available on campus and in the community, that are designed to meet the short-term and emergency needs of clients. You will learn to evaluate client emergencies and make appropriate referrals. In case of an emergency (such as threat of suicide or homicide, bizarre behavior), please contact your instructor, Dr. Ross-Young, the clinic director, or a clinic GA immediately.

Security of Records

Students are responsible for the security of all records made in relation to a client and case. All records must be secure at all times. Do not email any client records or other identifying information. Email is not a secure method of communication. More details will be provided regarding how to keep records secure during tele-mental health sessions.

EVALUATION AND GRADING

Grading

Total Points:	150 points
Case Presentation:	25 points
Treatment Presentation:	15 points
Case Conceptualization:	10 points
Treatment Plan:	10 points
Session Transcript and reflection:	10 points
Treatment Summary:	10 points
Reflection Papers (5 total, may drop 1):	20 points
Professionalism and participation:	50 points

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

UNIVERSITY POLICIES

Student 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 grades being used to calculate your overall grade point average (GPA). Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler. Graduate students

are eligible for two grade replacements. Full policy details are printed in 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:

1. Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail, or Credit/No Credit
2. Receiving 100% refunds for partial withdrawals
3. Schedule adjustments
4. Being reinstated or re-enrolled in classes after being dropped for non-payment
5. Completing the process for tuition exemption 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.

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 their disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request accommodation, please contact the Disability Services Office in UC 3150 or call 903-566-7079.

Student Absence Related 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/activity 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 for makeup assignments to 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 email) risks violation of the Family Educational Rights and Privacy Act (FERPA); therefore, grades will not be transmitted electronically.

Student Standards of Academic Conduct

Disciplinary action 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

attributable in whole or part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt of such acts.

Cheating includes but is not limited to:

- Copying from another student's work
- During a test, using materials not authorized by the person giving the test
- Failure to comply with instructions given by person administering the test
- Possession during a test of materials which are not authorized by the person giving the test
- Using, buying, selling, transporting, or soliciting in whole or part the contents of an un-administered 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 contents of an examination with another student who will take the examination
- Divulging contents of an examination for the purpose of preserving questions for use by another
- Substituting for another person, or permitting another person to substitute for yourself, to take a course, test, or any course-related assignment
- Paying or offering money or another good or service or coercing another person to obtain an un-administered test, test key, homework solution, or computer program, or information about the aforementioned
- Falsifying research data, laboratory reports, and/or academic work offered for credit
- Taking, keeping, misplacing, or damaging the property of UT Tyler or of another person
- Misrepresenting the facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially

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.

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

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.

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of excellence in scholarly inquiry and public service, as well as an agent for improving the cultural and economic conditions in the region.

Tentative Course Schedule

Week	Date	Class Topic	Homework Assignment
1	1/12	Class Orientation and Syllabus Review Informed Consent and Mandated Reporting Risk Assessment and Safety Planning	Secure liability insurance (Submit proof of insurance by next class period) Complete Telehealth Webinar: https://www.nationalregister.org/npc-telepsych-video/ Read Telehealth Checklist (link below the video) Read Safety Plan Manual (Stanley and Brown) Review documentation templates on Canvas Write Reflection Paper #1
2	1/19	Intake Assessment and Note Writing Deidentifying Documents Setting Collaborative Treatment Goals Case Conceptualization (CC)	Read SOAP Note article Read Goal-Setting chapter Read Sperry and Sperry chapters Read Teyber Chapter 1 Write Reflection Paper #2 Develop written CC for one client
3	1/26	Case Conceptualization (CC) Treatment Planning (TP) Establishing a Therapeutic Alliance	Read Sperry and Sperry chapter Read Teyber Chapter 2 Read Cozolino Chapters 1-5 Write Reflection Paper #3 Develop written TP for one client
4	2/2	Rupture and Repair Rolling with Resistance Working with Difficult Clients	Read Cozolino Chapters 6-11 Read Assigning Homework chapter Read Helping Strategies chapter Write Reflection Paper #4
5	2/9	Preparing for Termination Relapse Prevention Planning Writing Treatment Summaries (TS)	Read Cozolino Chapters 12-14 Read Common Factors article Read Psychotherapy Relationships that Work article Write Reflection Paper #5
6	2/16	Treatment Presentations #1 Slot 1 – Kaitlyn Slot 2 – Rick Slot 3 – Gabi	Complete a comprehensive transcript for one of your therapy sessions. Transcript will not be due the same week as your Treatment Presentation.
7	2/23	Treatment Presentations #2 Slot 1 – Emily Slot 2 – Diamond Slot 3 – Savanah	Complete a comprehensive transcript for one of your therapy sessions. Transcript will not be due the same week as your Treatment Presentation.
8	3/2	Class Lecture and Discussion: Mood Disorders Case Example	Read Wampold article, Oud article, and Miklowitz article, and Nieuwsma article
9	3/9	SPRING BREAK!!	ENJOY!!

10	3/16	Review Termination Preparation Lecture and Discussion on Treatment Topic of Class's Choice	Read Moving Toward Termination of Therapy Read Write Reflection Paper on session transcript (mandatory)
11	3/23	Class Lecture and Discussion: Acceptance and Commitment Therapy ACT Case Example	Read ACT Made Simple Chapters 1-7 and 31-32 Read Brown article, Ost article, and Zhenggang article
12	3/30	Case Presentations #1 Slot 1 – Diamond Slot 2 – Emily	
13	4/6	Case Presentations #2 Slot 1 – Kaitlyn Slot 2 – Gabi	
14	4/13	Case Presentations #3 Slot 1 – Savanah Slot 2 – Rick	
15	4/20	Class Lecture and Discussion: Borderline Personality Disorder	Read Chain Analysis chapters, Linehan articles, Oud article, Crowell article, and Cristea article Write comprehensive TS for one of your clients.
16	4/27	Submit Treatment Summary during allotted class time	NO IN-CLASS MEETING! ENJOY!!

