**Advanced Practicum in Clinical Psychology (PSYC 881)**

**Fall 2018 Syllabus**

**Attendance at Prac and individual supervision required**

**Laptop usage policy discussion**

**Class Meetings:**

(Child) Tuesdays 3-4:15pm, Room 203- Dr. Tara Chaplin, CPS Room

(Adult) Mondays 11am-12:15pm– Dr. Robyn Mehlenbeck, CPS Room 202G

(Child) Individual Supervision – Times TBA, in DKH 3062

(Adult) Individual Supervision – Times TBA, in CPS Rm 202G

**Professors:** Tara Chaplin, Ph.D. & Robyn Mehlenbeck, Ph.D.

**Office Hours:** Tuesdays 1:15-2:15pm (Chaplin), Tuesdays 10:00-11:00am (Mehlenbeck)

**Phone/Email:** Dr. Chaplin – 860-876-7200, tchaplin@gmu.edu; Dr. Mehlenbeck - 703-993-1371, rmehlenb@gmu.edu

The advanced practicum consists of group and individual supervision of clinical work in the Center for Psychological Services. The main goals of this course are to (a) help students increase their ability to provide evidence-based clinical services, (b) ensure that students work with their clients in a competent and ethical manner, and (c) help students develop their ability to provide constructive feedback on the professional work of their peers. There is no required textbook, but the instructor (and students) will provide relevant readings for discussion throughout the course. References for several required articles are listed at the end of the syllabus. These readings are available on Blackboard. No mental health evaluations will be required. There are no written exams, but there are written documents to be completed from client contacts.

**Requirements:**

1. Participation in Group Supervision. There are two 75-minute group supervision sessions per week (Tuesdays: child cases, Mondays: adult cases) during which there will be discussions of client cases, including conceptualization as well as therapy techniques. Each student is required to attend all group supervision meetings, arrive to the meetings on-time, and is required to participate and contribute to those meetings. If you are unable to attend a group meeting, please email the instructor \*before\* the meeting. Each student will be required to provide a select number of case presentations throughout the semester. These presentations will include a case presentation (including a case conceptualization) and discussion as well as video of the student’s clinical work.

In addition to presentations, readings will be provided on case conceptualization, providing supervision to others, and other topics. We will review the readings during the Fall semester. Practice providing supervision will be part of the group supervision meetings starting with the Spring semester, with students expected to rotate leading the group supervisions and receive feedback on leading group supervision.

2. Participation in Individual Supervision. Students will meet with Dr. Chaplin and Dr. Mehlenbeck individually for 45-60 minutes per week in the Fall semester. Dr. Mehlenbeck will supervise adult cases as well as adult based groups, and Dr. Chaplin will supervise the child cases and the child based groups. Each student is required to attend all individual supervision meetings, arrive to the meetings on-time, and is required to participate and contribute to those meetings. If you are unable to attend an individual supervision meeting, please email the instructor \*before\* the meeting. Please attend individual supervision prepared with relevant material, such as clinical notes, case conceptualizations, consideration of therapy techniques, assessment results, and relevant empirically-based research findings on treatment effectiveness to discuss at each meeting. Each student needs to upload videos of all therapy sessions to the Advanced Prac folder as these will be reviewed during individual supervision time.

3. Completion of Clinical Assignments. Students will conduct psychotherapy with a caseload of clients totaling at least six contact hours per week at the Center. This includes co-leading one group therapy session per semester (counting for 2 contact hours per week), and working with a combination of individual clients. Each student is expected to carry at least one child case (under 18 years of age) and one adult case (age 18 and older). The remainder of cases will be assigned based on training needs and training interests.

Please video record every session with your clients so these recordings can be reviewed in supervision. Intake summaries, progress notes, and termination summaries need to be completed in a timely manner for each client. Please prepare progress notes by Friday afternoon each week.

4. Participation in Evaluation. At the end of the semester, students will receive written feedback on their clinical performance. These will be a narrative description of strengths and weaknesses and a quantitative rating of specific skills on the Supervision Evaluation Form (described in the Clinical Psychology Doctoral Program Handbook).

Grading: Students’ final grades depend on the completion and quality of your clinical work and the timely completion of reports and progress notes. Each of the following aspects is important and follows from the Supervision Evaluation Form:

1. Psychological Intervention Skills: the development of working alliances with clients, applying clinical theory and research in case conceptualization and treatment for each client, carrying out psychotherapy techniques effectively, and responding appropriately to relationship issues.

2. Good Use of Supervision: receptiveness to feedback, incorporation of feedback in clinical work, and giving feedback to others in a supportive and professional manner.

3. Professional Reliability: writing progress notes and therapy reports skillfully and in a timely fashion, adhering to ethical practices, and dealing with staff and colleagues in a respectful and professional manner.

**Grading Scale:**

A Uniformly excellent work and completion of all requirements.

A- Very good work on each dimension and completion of all requirements.

B+ Above average work on each dimension and completion of all requirements.

B   Average work on one dimension and completion of all requirements.

C  Substandard work on more than one dimension and completion of all requirements.

F Failure to complete all requirements.

**Honor Code.** The Honor Code of George Mason University deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing. You need to follow the code and policies, set out at http://catalog.gmu.edu. The course will be conducted in accordance with these policies.

**Accommodation of Disabilities.** If you are a student with a disability and you need academic accommodations, please see the course instructor and contact the Office of Disability Services (ODS) at 703-993-2474. You need to arrange all academic accommodations through that office.

**Official Communications via GMU E-mail.** Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices form the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account, and are required to activate that account and check it regularly.

**Class Cancellation Policy.** If I need to cancel a class (or if GMU closes that day), I will inform you that the class is cancelled via email the morning of class. If we need to make up a day, we will shift the classes forward.

**Add/Drop Deadlines:**

Last Day to Add Classes- September 4, 2018

Final Drop Deadline- (No tuition penalty)- September 9, 2018

Web Withdrawal Period (100% liability)- September 10-September 30, 2018

Selective Withdrawal Period (undergraduate students only) (100% tuition liability)- October 1-October 28, 2018

**Course Meeting Dates, Topics, and Readings for Child Prac**

*(note: some readings for child prac will also be reviewed in adult prac)*

**8/28 (1): Course Overview**

**9/4 (2): Case Conceptualization & Practice Presenting Cases**

Re-read: Friedburg, R.D. & McClure, J.M. (2015). Case conceptualization. In R. Friedburg & J. McClure (Eds) *Clinical Practice of Cognitive Therapy with Children and Adolescents:* *The Nuts and Bolts*. New York, NY: Guildford Press. Ch. 2, pp. 9-41.

Shirk, S. R. & Russell, R. L. (1996). Formulation-guided child psychotherapy: case studies. *Change processes in child psychotherapy: revitalizing treatment and research*

(pp. 297-329). New York, NY: The Guilford Press.

Persons, J. B., Davidson, J., & Tompkins, M. A. (2001). Individualized case formulation and treatment planning. *Essential components of cognitive-behavior therapy for depression*. Washington, DC: American Psychological Association.

**9/11 (3): Group Therapy Basics & Discussion of Logistics of Getting Groups Running**

Leszcz, M., & Kobos, J. C. (2008). Evidence‐based group psychotherapy: using AGPA's practice guidelines to enhance clinical effectiveness. *Journal of clinical psychology*, *64*(11), 1238-1260.

Christner, R. W. & Bernstein, E. R. (2016). Cognitive-behavioral group therapy. In C. Haen & S. Aronson, Eds. *Handbook of Child and Adolescent Group Therapy: A Practitioner’s Reference.* New York, NY: Routledge.

**9/18 (4): Logistics of Therapy: Questions on OWL, how to do group notes, etc.**

**9/25 (5): Case Presentation:**

**10/9 (6): Class Cancelled (Due to Columbus Day).**

**10/16 (7): Culture Discussion & Case Presentation:**

Forehand, R., & Kotchick, B. A. (2016). Cultural diversity: A wake-up call for parent training–Republished article. *Behavior therapy, 47,* 981-992.

Coll, C. G., Akerman, A., & Cicchetti, D. (2000). Cultural influences on developmental processes and outcomes: Implications for the study of development and psychopathology. *Development and psychopathology*, *12*(3), 333-356.

**10/23 (8): Class-Chosen Topic & Case Presentation:**

**10/30 (9): Case Presentation:**

**11/6 (10): Case Presentation:**

**11/13 (11): Supervision:**

Overholser, J.C. (2004). The Four Pillars of Psychotherapy Supervision. *The Clinical Supervisor, 23,*

APA Board of Educational Affairs (2014). Guidelines for Clinical Supervision in Health Service Psychology; Approved by APA Council of Representatives, Washington, D.C.

Barnett, J.E., Cornish, J.A.E., Goodyear, R.K., & Lichtenberg, J.W. (2007). Commentaries on the Ethical and Effective Practice of Clinical Supervision. *Professional Psychology: Research and Practice*, *38,* 268–275.

Tracey, T.J.G., Bludworth, J. & Glidden-Tracey, C.E. (2012). Are There Parallel Processes in Psychotherapy Supervision? An Empirical Examination. *Psychotherapy, 49,* 330–343.

**11/20 (12): Case Presentation:**

**11/27 (13): Case Presentation:**

**12/4 (12): Case Presentation- Open Day (in case of class cancellation)**

**12/11 (13): Party ☺**

Articles for Psy 881, Adult Side (Mehlenbeck)– Will be provided in PDF Format

Fall 2018

**Family Systems Articles:**

Cottrell, D., & Boston, P. (2002). Practitioner Review: The effectiveness of systemic family therapy for children and adolescents. *Journal of Child Psychology and Psychiatry*, 43(1), 573-586.

Tomm, K. (1987). Interventive Interviewing: Part II. Reflexive Questioning as a Means to Enable Self-Healing. *Family Processes*, 26:167-183.

Tomm, K. (1988). Interventive Interviewing: Part III. Intending to Ask Lineal, Circular,

Strategic, or Reflexive Questions? *Family Processes*, 27: 1-15.

Drotar, D. (2005). Commentary: Involving Families in Psychological Interventions

in Pediatric Psychology: Critical Needs and Dilemmas. *Journal of Pediatric Psychology* 30(8), 689–693.

[Riley AR](http://www.ncbi.nlm.nih.gov/pubmed/?term=Riley%20AR%5BAuthor%5D&cauthor=true&cauthor_uid=26015558), [Duke DC](http://www.ncbi.nlm.nih.gov/pubmed/?term=Duke%20DC%5BAuthor%5D&cauthor=true&cauthor_uid=26015558), [Freeman KA](http://www.ncbi.nlm.nih.gov/pubmed/?term=Freeman%20KA%5BAuthor%5D&cauthor=true&cauthor_uid=26015558), [Hood KK](http://www.ncbi.nlm.nih.gov/pubmed/?term=Hood%20KK%5BAuthor%5D&cauthor=true&cauthor_uid=26015558), [Harris MA](http://www.ncbi.nlm.nih.gov/pubmed/?term=Harris%20MA%5BAuthor%5D&cauthor=true&cauthor_uid=26015558). (2015). Depressive Symptoms in a Trial Behavioral Family Systems Therapy for Diabetes: A Post Hoc Analysis of Change. *Diabetes Care*,38(8):1435-40.

[Lee MY](http://www.ncbi.nlm.nih.gov/pubmed/?term=Lee%20MY%5BAuthor%5D&cauthor=true&cauthor_uid=19702926), [Greene GJ](http://www.ncbi.nlm.nih.gov/pubmed/?term=Greene%20GJ%5BAuthor%5D&cauthor=true&cauthor_uid=19702926), [Hsu KS](http://www.ncbi.nlm.nih.gov/pubmed/?term=Hsu%20KS%5BAuthor%5D&cauthor=true&cauthor_uid=19702926), [Solovey A](http://www.ncbi.nlm.nih.gov/pubmed/?term=Solovey%20A%5BAuthor%5D&cauthor=true&cauthor_uid=19702926), [Grove D](http://www.ncbi.nlm.nih.gov/pubmed/?term=Grove%20D%5BAuthor%5D&cauthor=true&cauthor_uid=19702926), [Fraser JS](http://www.ncbi.nlm.nih.gov/pubmed/?term=Fraser%20JS%5BAuthor%5D&cauthor=true&cauthor_uid=19702926), [Washburn P](http://www.ncbi.nlm.nih.gov/pubmed/?term=Washburn%20P%5BAuthor%5D&cauthor=true&cauthor_uid=19702926), & [Teater B](http://www.ncbi.nlm.nih.gov/pubmed/?term=Teater%20B%5BAuthor%5D&cauthor=true&cauthor_uid=19702926). (2009). Utilizing family strengths and resilience: integrative family and systems treatment with children and adolescents with severe emotional and behavioral problems. Family Processes, 48(3):395-416.

Lock, J. (2015). An Update on Evidence-Based Psychosocial Treatments for Eating Disorders in Children and Adolescents. Journal of Clinical Child and Adolescent Psychology, 44(5), 707–721.

**Supervision Articles:**

American Psychological Association (2015). Guidelines for Clinical Supervision in Health Service Psychology. *American Psychologist, 70(1)*, 33-46.

Asay, P. & Lal, A. (2014). Who’s googled whom? Trainees’ internet and online social networking experiences, behaviors, and attitudes with clients and supervisors. *Training and Education in Professional Psychology, 8(2)*, 105-111.

Barnett, J. & Molzon, C. (2014). Clinical supervision of psychotherapy: Essential ethics issues for supervisors and supervisees. *Journal of Clinical Psychology: In Session, 70(11),*  1051-1061.

Cohen-Filipic, J. & Flores, L. (2014). Best practices in providing effective supervision to students with values conflicts. *Psychology of Sexual Orientation and Gender Diversity, 1(4),*  302-309.

Overholser, J.C. (2004). The Four Pillars of Psychotherapy Supervision. *The Clinical Supervisor*, Vol. 23(1).

Yabusaki, A. (2010). Clinical supervision: Dialogues on diversity. *Training and Education in Professional Psychology, 4,* 55-61.