

CPSY 441: Practicum II
Fall, 2011
Instructor: Christopher Rector, Ph.D.
Mondays, 09:20 a.m. – 11:50 a.m.
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Office Hours: by appointment

Course Description

This course is designed as a first doctoral-level practicum experience. As such, it is intended to promote your professional and personal development as a skilled practitioner, capable of applying the knowledge base of counseling psychology in a scientifically-based, theoretically-driven, ethical, and culturally-responsive manner. We will focus on all aspects of the preceding statement—the scientific and theoretical bases of counseling, and ethical and culturally-responsive practice. Specifically, you will be introduced to the basic principles of evidence-based practice (EBP) and will learn to apply EBP in an ethical and culturally-responsive manner in your practicum setting.

Course Objectives

The objectives of this course are to help students:

1. further develop their basic counseling skills
2. acquire an understanding of Evidence-Based Practice
3. apply Evidence-Based Practice to develop case conceptualization and treatment planning skills with diverse populations
4. learn how to track client progress, modify treatment plans and goals, and evaluate the outcomes of intervention efforts.
5. acquire an understanding of APA ethical standards and their applications to issues involved in practice
6. improve their abilities to provide feedback to colleagues and use feedback to improve their clinical skills.

Course Requirements

The requirements for this course are as follows:

1. **Attendance and Participation**: Students are expected to attend all class meetings, complete all assignments, and participate fully in all class activities.
2. **EBP Presentation and Paper**: Students will be expected identify a client problem/disorder and engage in an EBP analysis to develop treatment recommendations. The analysis will be presented in class as an overhead presentation (copies to be distributed to the instructor and class members in class) and will culminate in a final paper. More detail about the presentation and paper will be presented in class.

3. Case Conceptualization Project: Students will also present an overhead case presentation (copies should be provided to the instructor and class members at the time of the presentation) from their practicum settings using EBP principles and information sources. The case presentation should include: (a) client background information, (b) nature of the presenting problem, (c) etiology of the problem, (d) treatment plans and goals derived from an EBP analysis, (e) client progress/outcome data.
4. Paperwork: The hours verification form, supervisor's evaluation, and your site evaluation should be turned in at the last class period.

Grading Policy

Grades will be determined by the satisfactory completion of all requirements. In addition, the student's adherence to ethical and professional standards and ability to give feedback to others and use feedback provided by others will enter into determining the final grade for the course.

Students are, therefore, expected to:

1. be self-initiating
2. be introspective and open and receptive to feedback
3. demonstrate behavior consistent with the ethical standards of APA and of a caliber necessary to maintain effective professional relationships
4. demonstrate the ability to integrate EBP into their case work.
5. maintain acceptable written records and reports as required by the Program and site supervisors.

Required Reading (Available via library full-text e journals collection)

American Psychological Association Presidential Task Force on Evidence-Based Practice (2006). Evidence-based practice in psychology. *American Psychologist*, 61, 271-285.

Recommended Readings

Barkham, M. & Mellor-Clark, J. (2003). Bridging evidence-based practice and practice-based evidence: Developing a rigorous and relevant knowledge for the psychological therapies. *Clinical Psychology and Psychotherapy*, 10, 319-327.

Barlow, D. H. (2008). *Clinical handbook of psychological disorders: A step by step treatment manual* (4th ed.). New York: Guilford.

Chambless, D. L. et al. (1998). Update on empirically-validated therapies, II. *The Clinical Psychologist*, 51(1), 3-15.

McHugh, R. K. & Barlow, D. A. (2010). The dissemination and implementation of evidence-based psychological treatments: A review of current efforts.

American Psychologist, 65, 73-84.

Nathan, P. E. & Gorman, J. M. (2007). *A guide to treatments that work* (3rd. ed.). New York: Guildford.

Norcross, J. C., Hogan, T. P., & Koocher, G. B. (2008). *Clinician's guide to evidence-based practices*. Oxford: Oxford University Press.

Norcross, J. C., et al., (2006). *Evidence-based practice in mental health : Debate and dialogue on fundamental questions*. Washington, DC: American Psychological Association.

Sackett, D. L. (2000). *Evidence-based medicine: How to practice and teach EBM* (2nd ed.). London, England: Churchill Livingstone.

Wampold, B. E. et al. (2002). Principles of empirically supported interventions in counseling psychology. *The Counseling Psychologist*, 30, 197-217.

Websites

Cochrane Data Base of Systematic Reviews:

www.thecochranelibrary.com/

APA, Division 12 Empirically-Validated Treatments:

www.psychology.sunysb.edu/eklonsky-/division12/ or

www.div12.org/

Database of Abstracts of Reviews of Effects (DARE):

<http://www.crd.york.ac.uk/crdweb/>

National Registry:

www.nrepp.samhsa.gov/

National Institute for Health and Clinical Experiences (NICE):

<http://www.nice.org.uk/>

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For

additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias. In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link:

<http://webapps.luc.edu/biasreporting/>

Conceptual Framework

Professionalism in the Service of Social Justice: As a professional counseling psychologist, you can be a vehicle for social justice. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, and discrimination are present throughout society. You will be in a unique position as a practicing professional to apply your knowledge and skills in an evidence-based, ethical, and culturally-responsive manner to promote the self-development and self-

determination of your clients. This class is designed to help you consider social justice as a critical aspect of your professional work.

Technology

You will use technology by accessing the best available EBP websites to develop treatment plans.

Diversity

Your Program is committed to issues of diversity, including, but not limited to, ability status, ethnicity, gender, race, sexual orientation, and social class. This class is intended to facilitate your development as a multi-culturally competent professional who is able to work effectively with diverse clients and communities from an evidence-based perspective.

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Course Schedule

M, August 29 Introduction

M, September 5 NO CLASS—LABOR DAY

M, September 12 EVIDENCE-BASED PRACTICE

Note: Read APA Task Force (2006) before class

M, September 19 EBP Website discussion

Note: log on to the EBBP website, take the training and bring completion certificate to class.
(http://www.ebbp.org/systematic_review/start.htm).

M, September 26 TRACKING CLIENT PROGRESS AND EVALUATING OUTCOME

Note: Be prepared to critically discuss the tracking/inventories used at your sites from psychometrics and implementation standpoints.

M, October 3 CATCH-UP AND REVIEW

M, October 10 NO CLASS—FALL BREAK

M, October 17 EBP PRESENTATION #1: _____

M, October 24 EBP PRESENTATION #2: _____

M, October 31 EBP PRESENTATION #3: _____

M, November 7 EBP PRESENTATION #4: _____

M, November 14 CASE PRESENTATION #1: _____

M, November 21 CASE PRESENTATION #2: _____

M, November 28 CASE PRESENTATION #3: _____

M, December 5 CASE PRESENTATION #4: _____

Review and wrap up.

NOTE: EBP FINAL PAPER DUE ON 11/28.

PRACTICUM PAPERWORK DUE IN CLASS ON 12/05.