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Office Hours: W 9-11
Class Days/Time: TBD
Classroom: DMH 308
Prerequisites: Admission to MS Clinical Program and student in good standing; PSYC 203A, PSYC 210, PSYC 258 (or equivalents).

Grading: standard grading system

Course Description

From catalog: Supervised experience in the treatment of behavioral and emotional problems of individuals and families. Notes: MS program priority.

Please note, you are required to register for this class both Fall and Spring semester of your second year in the program, and you must register for 3 units each time (for a total of 6 units).

This course is directly connected to your Consultation Group meetings with you, one or two other students, and one faculty member serving as Consultant. Your course grade is based on your performance on clinically relevant assignments given throughout the semester and designed to help develop your clinical skills in practice, in writing about clients, and in presenting that information to other clinicians. You will receive a letter grade based on your ability to complete these assignments professionally and accurately.
This year long two-semester course taken in your second year in the MS Clinical program is intended to develop your clinical knowledge and skills, and extend your theoretical and practical experience working with psychotherapy clients through small group consultation with a clinical faculty member. Special emphasis will be placed on your conceptualization and understanding of the presenting person/problem, your use of empirical and clinical research in informing assessment and treatment decisions, ethical challenges in cases, factors that impact the therapeutic relationship, and the context of the client’s concern, including culture, SES, resources, gender, orientation, age and dis/ability.

Note that the clinical faculty member leading the consultation group is not your clinical supervisor. Your clinical supervisor of record is that person serving as your supervisor at your fieldwork agency and the person who signs off on your weekly hours logs.

It is an expectation for this course that the clinical faculty member leading your consultation group contact your fieldwork supervisor to create a dialog about the parameters of giving feedback and case suggestions in the context of your cases (while recognizing who remains the supervisor of record). The clinical faculty member consulting on each case may also help trouble shoot any challenges the student may have on fieldwork including gaining appropriate and adequate hours.

The Role of your Faculty Consultant

Faculty Consultant will help students select one evidence based treatment or protocol to go over with the students in the course each semester. This can be selected based on the students’ cases being seen or other criteria. Faculty Consultants will help the students identify how to select a treatment based on its demonstrated efficacy in the empirical literature and the case conceptualization of a specific client’s problems. Faculty Consultants can also help students learn to adapt evidence based treatment or manualized intervention flexibly to fit an individual client’s needs.

Course Goals and Student Learning Objectives

Learning Outcomes

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will:

- **CLO1** - Develop case conceptualization skills and theoretically conceptualize complex human problems attending to relevant cultural, ethical, and treatment considerations
- **CLO2** - Utilize and be familiar with the empirical literature concerning treatments for specific disorders to develop approaches for evidence based practice
- **CLO3** - To apply evidence based practice principles to psychotherapy interventions in an applied setting
CLO4 - Refer to empirical literature in order to implement interventions with clients, while assessing for process and outcome variables by becoming familiar with at least two evidence based interventions for different problems

CLO5 - Respectfully receive and give feedback to peers and supervisors regarding clinical matters

CLO6 - Effectively present clinical and relevant case material orally to others.

Program Learning Outcomes (PLO)

Upon successful completion of the Master of Science in Clinical Psychology program…

1.1: Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention

1.2: Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature

2.1: Students will demonstrate effective integration and communication of clinical case material

2.2: Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials

2.3: Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers

2.4: Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases

3.1: Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches

4.1: Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases

5.1: Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

As a supervision experience course, it is designed to meet PLOs 1 - 5.
Licensure Learning Outcomes (LLO)

Licensing requirements for academic coursework toward the MFT and/or LPCC will be met for this course in the following way:

LLO1: For the LPCC requirements, this course is designed to fulfill category (M): Advanced counseling and psychotherapeutic theories and techniques to develop knowledge of specific treatment issues or special populations. The course will continue to develop counseling skills, assessment and treatment planning, clinical interventions, therapeutic relationships, psychopathology, or other clinical topics per BPC Section 4999.12. More specifically, this course will include coverage of the following required topics: child abuse assessment, evidence-based prevention and intervention strategies for children and adolescents from diverse backgrounds. This class will include opportunities for students to understand the experience of mental illness, treatment, and recovery from a consumer's perspective. (BPC Section, 4999.33 (d,e).

LLO2: For the MFT (according to BPC Section 4980.36(d)(1)(B)(iv)) requirements, this course provides the minimum of six (6) semester units of practicum in a supervised clinical placement that provides supervised fieldwork experience, including:

a. A minimum of 225 hours of face-to-face experience counseling individuals, couples, families, or groups (up to 75 hours may be gained performing client centered advocacy).

b. Training in all of the following:
   i. The applied use of theory and psychotherapeutic techniques
   ii. Assessment, diagnosis, and prognosis
   iii. Treatment of individuals and premarital, couple, family, and child relationships, including trauma and abuse, dysfunctions, healthy functioning, health promotion, illness prevention, and working with families
   iv. Professional writing, including documentation of services, treatment plans, and progress notes
   v. How to connect people with resources that deliver the quality of services and support needed in the community

LLO3: In addition for the MFT (according to BPC Section 4980.36(e)) requirements, the course will provide instruction and supplement previous instruction from other courses in all of the following:

a. Case management
b. Systems of care for the severely mentally ill
c. Public and private services and supports available for the severely mentally ill
d. Community resources for persons with mental illness and for victims of abuse
e. Disaster and trauma response
f. Advocacy for the severely mentally ill
g. Collaborative treatment

Required Texts/Readings

Any texts or articles required will be determined by the faculty consultant given the
specifics of the therapist in training and the cases being addressed.

**Course Requirements and Assignments**

While the nature of consultation allows a certain freedom for how assignments are distributed and goals are met, the course requires students to develop the following three skill sets:

1. identify relevant evidence based interventions and assessments that apply to clients and client populations as part of client advocacy, and
2. develop proficiency in the delivery of at least one evidence based interventions,
3. refine and develop intervention skills that may range from micro skills to crisis intervention skills to understanding theoretical underpinnings of interventions, to case conceptualization of the application of treatments.

Goal 1 may be met through practicing and researching treatments that are efficacious, developing and sharing intervention summaries, developing treatment protocol outlines for work with clients, determining and researching assessment devices and approaches, determining cultural issues relevant to populations being treated, determining and contacting support networks to best assist clients being served, and other strategies that meet the requirements of client advocacy. Assignments will include reviewing the literature, determining resources in the community, and presenting summaries of findings in document form.

Goal 2 may be met by identifying evidence based interventions that may be appropriate to the current or future client populations and receiving instruction sufficient to understand the mechanism of action, conduct that intervention, or use aspects of that treatment as they apply to individual cases. These interventions will be identified and determined in a discussion with students and taught by faculty consultants. The goal is to have at least one intervention that you feel comfortable and confident delivering. Although there is considerable discretion in what treatments are taught by faculty consultants, they should be evidence based and applicable to a case or cases discussed in consultations meetings during the semester.

Goal 3 will be met a variety of ways depending on what the faculty consultant and students determine best meet their needs. For example, there may be times with discussing and role-playing micro skills would best serve student development. Other times, discussing the mechanism behind an intervention and its application to a case may be useful. Moreover, students may develop skills both giving and receiving feedback to other trainees or to supervisors.

Specifically, Faculty Consultants (faculty instructors) will provide assignments using the structure of the second year comps to develop clinically relevant assignments. These assignments are designed to help further the student’s clinical skills around issues related to ethics, legal issues, treatment development, case formulation, data and assessment gathering, and relevant contextual issues.
It is expected that the order of these assignments may change over the course of any one semester, but each student is expected to engage each topic as an assignment.

**Definition of a Credit Hour**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.

The expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

**Grading Policy**

This class is graded using a standard grading scale. Your grade will be based on your writing and presentation as it occurs during and at the end of the semester.

**Classroom Protocol**

This is a graduate consultation group, so you are expected you to be attentive in meetings, participate in discussions, and limit other distractions. Please place cell phones on silent mode during meetings. If you must make or answer a call, please excuse yourself from class for such activity. Please do not browse the web during out meetings. Most importantly, please be respectful of your classmates’ opinions, as this is class where we address topics for which students will have differing opinions. Also, if you discuss patient-related content in class, please be sure to protect that person’s confidentiality. Students are asked not to share these discussions outside of class.

You are expected you to come to every class. If you have to miss a meeting, please let me know ahead of time. If you have to miss more than one meeting, please make an appointment with me so that we can discuss your progress in the course and the program as well as your reasons for not attending.

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of
Academic integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

SJSU Writing Center
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling Services
The SJSU Counseling Services is located at the Student Wellness Center, room 300B. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment
or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.