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

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), per BBS requirements.

This course is directly connected to your Consultation Group meetings with you, one or two other students, and one faculty member serving as faculty 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 conceptualization, clinical practice, 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 while you attend your pre-degree
fieldwork placement.

Special emphasis will be placed on your conceptualization and understanding of the presenting person and 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 client concerns, including culture, socioeconomic status, resources, gender, sexual 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 placement 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 Role of your Faculty Consultant**

The faculty consultant will help students select one evidence-based treatment or treatment protocol to go over with the students in the course of 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 an 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**

Specifically, all students in PSYC 224 will be required to:

1. Attend and actively participate in weekly consultation sessions
2. Participation and effective contributions to role plays evidencing clinical skills
3. Presentation on a psychotherapy intervention (ideally as it relates to a client) discussing the mechanism of change, how to apply the intervention, strategies employed in the intervention, and key terminology used.

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 minimal proficiency in the delivery of at least one evidence-based intervention,
   (3) refine and develop intervention skills that may range from micro skills to crisis intervention skills, 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 for client advocacy. Assignments may 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 clinical change, conduct that intervention, or use aspects of that treatment as these 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 students 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 consultation 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 when 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 to develop clinical conceptualization skills. Finally, students may develop skills both giving and receiving feedback to other trainees or to supervisors.
Faculty consultants may provide assignments to develop clinically relevant skills. 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, relevant contextual issues, and professional and ethical development.

**Attendance**

SJSU’s MS Clinical program *Policy Regarding Missing Classes in MS Clinical Program* is upheld in this course. It is the policy of the MS Clinical program that graduate students are required to attend all consultation meetings as scheduled just as with other classes. It is understandable that students may miss one meeting during the semester for unanticipated reasons including illness, family emergencies, or other health related issues. Students are expected to contact the course instructor before missing the meeting, and when that is not possible to contact the instructor as soon as possible.

Incomplete or missing coursework will be arranged with completion dates if this is possible. Not all missing coursework may be able to be completed if a meeting is missed.

Faculty members in the MS Clinical program appreciate the challenges faced by students on fieldwork placement trying to balance the schedule set by the graduate program and that set by the agency. Sometimes these schedules conflict, particularly around trainings that occur early in the semester. Overall, it remains the policy of the program that students must prioritize course attendance and MS Clinical program obligations above schedules set by agencies. Course times cannot be changed to accommodate agency scheduling. Typically, students and agencies work these issues out without a problem. Often agency supervision times can be adjusted, and when they cannot, students can be reassigned to another supervisor.

In many cases, students can miss one consultation meeting per semester for training with the prior approval of the instructor before the meeting is missed and before the student commits to missing that day of class. It is rarely the case that students can miss more than one meeting for agency related trainings, as that represents a substantial absence from the curriculum for that semester.

Outside employment does not constitute an acceptable reason to miss classes while a graduate student in the MS Clinical program. Class work missed when absent for this reason may not be able to be made up (subject to instructor discretion).

Missing more than one consultation meeting in a semester, as with any class, can make it difficult to successfully pass a graduate level course. When students miss more than one meeting, the instructor will discuss this with the student and may bring the issue to the Clinical Committee for discussion and further action depending on the number or absences, the content missed, and the reasons for missing class.
The Role of your Faculty Consultant

Each semester, you should be sure that your supervisor(s) understand that you will be engaged in dialog about some cases with a faculty consultant in your graduate program at SJSU. You can help clarify with your supervisor that this is consultation and not supervision and that you understand that your supervisor’s direction on cases is paramount in your clinical work. The faculty consultant is there to identify and practice specific therapy skills relevant to most cases.

Your faculty consultant each semester will make contact with your placement supervisors to inform the fieldwork agency director and/or supervisor about the expectations of SJSU students and the role of consultation groups and the second year comprehensive exams. Your faculty consultant will inform fieldwork supervisors about the importance of data collection (given constraints or policies of agency) and the faculty member’s role as a consultant on cases for the student. The faculty consultant will include a clarification of the roles of the supervisor of record (agency, not faculty member) and create opportunities to problem solve in the event of conflicting information given in supervision at the agency and consultation in teams at SJSU.

The goal of the faculty consultant is to provide guidance and promote independence in decision making. We will continue to encourage your own empowerment and autonomy to problem-solve on placement. In the event that there are difficult to solve or egregiously problematic issues at the placement, the SJSU faculty consultant, and possibly the SJSU Director of Clinical Training, may become directly involved with the supervisor or agency.

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 Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/. Make sure to review these policies and resources.

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 Writing Center now has two locations: Drop-in tutoring sessions are in Clark Hall, Suite 126. We Regularly scheduled tutoring sessions on the second floor in the MLK Library. 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.
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 consultation 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.