

**Western University
Department of Psychology
Clinical Practicum Course (and/or Program Sanctioned Hours)
9805-9811Y, 9820-9826U, PS01-PS10
Fall Winter 2022/23**

**Theme for 2022/23: *Functional Analytic Psychotherapy:
A Practical Approach to Therapeutic Relationships***

Meeting times and location:

Thursdays 2:30-4:30, 11-12 times between Sept. 2022-April 2023. Rm, 20F, WH. The plan is to meet in person, not virtually. So, I expect those able to attend in person to do so.

Participating remotely (over Zoom) is an option for those who cannot attend a given class in person for health or other reasons. If/when this is the case, please let the Instructor know in advance.

There will be 9 classes (the initial class and 8 classes comprised of student presentations.) Plus, we will set aside a date in the Winter term as a back-up. So, am asking you to keep 10 dates open for the 2022/23 academic year.

Enrollment Restrictions:

Enrollment in the course is restricted to graduate students in the UWO Department of Psychology's Ph.D. program in Clinical Psychology who are enrolled in a practicum or accruing program-sanctioned hours for all or part of Sept. 2022-April 2023.

That said, all clinical students (including those in MSc I and II) are welcome to sit in on as many of the classes as they want. There is no need to let the Instructor know beforehand.

Students (N=16 or 17)

Hana Abbas (Mar. 30)	Justin Hopper (Mar. 30)	Samantha Schulz (Oct. 27)
Genevieve Bianchi (Mar. 9)	Abbigail Kinnear (Feb. 9)	Thipiga Sivayoganathan (Feb. 9)
Jason Chung (Mar. 16)	Caroline Chadwick (Mantei) (Nov. 24)	Emma Stewart (Mar. 9)
Lindsay Gabel (Oct. 27)	Katarina McKenzie (Nov. 11)	Samantha Withnell (Mar. 2)
Haley Green (Mar. 2)	Brianna Meddaoui (Mar. 16)	Lital Yosopov (Nov. 24)
Samantha Goldsmith (Nov. 11)		

Instructor: Dr. Leora Swartzman

Office: Rm 312E, WH

Office phone: 519-661-2111 ext. 84654

Office hours: By appointment

Email: lswartzm@uwo.ca

Preferred mode of contact: Email.

Zoom Room (if/when warranted): <https://westernuniversity.zoom.us/my/leora.swartzman>
which is <https://westernuniversity.zoom.us/j/6744051605>

Course Description

The primary function of the practicum class is to provide students the opportunity to engage in peer-to-peer consultation, obtain and give social support (informational and emotional), and address professional development issues. It also provides a vehicle for Ph.D. students to deliver formal case presentations earlier (i.e., in Ph.D. I and/or II) and later (i.e., Ph.D. III and/or IV+) in their training. Those planning to apply for residency in Ph.D. IV should have done a case presentation in Ph.D. III or by November in Ph.D. IV (i.e., before the residency applications are due).

See pp. 7-8 or the structure and content of case presentations.

The presentations typically focus on an issue related to the course theme in a given year. In 2022/23, the focus is on **Functional Analytic Psychotherapy (FAP)**, which provides a framework and explicit strategies for using the therapeutic relationship (i.e., the *process*) as a tool for behaviour change.

Course Format: Face-to-face.

Course Material/Textbooks

Holman, G., Kanter, J., Tsai, M., and Kohlenberg, R. (2017). *Functional analytic therapy made simple: A clinicians' guide to using the Awareness-Courage-Love (ACL) model in session*. New Harbinger Publications. (296 pages)
Paperback available through Amazon.ca for \$49.45

https://www.amazon.ca/Functional-Analytic-Psychotherapy-Made-Simple/dp/162625351X/ref=sr_1_1?crid=10XNOAGOBWNM6&keywords=functional+analytic+therapy+made+simple&qid=1658939642&s=books&sprefix=functional+analytic+therapy+made+simple+%2Cstripbooks%2C118&sr=1-1

Course Learning Outcomes/Objectives

Upon completion of this course, the successful student should:

1. Be able to conceptualize a case using a functional analytic approach that relates out-of-session problems to in-session behavior
2. Be able to describe how their own learning history produces vulnerabilities and strengths in their therapeutic relationships
3. Be in a better position to apply fundamental theoretical principles of Functional Analytic Psychotherapy with a client

4. Be more comfortable and skilled at critical reflection (i.e., to identify, question and assess their deeply held assumptions- about their knowledge, perceptions, beliefs, feelings and actions) and acting on the resulting insights in the therapeutic context (i.e., reflective practice).
5. Be better able to convey curiosity and a non-judgmental stance in how one poses question to (or reacts to) peers' comments and responds to their replies.
6. Become more attuned and appropriately responsive across diverse client identities

Method of Evaluation

The class is Pass/Fail

Obtaining a **Pass** in any of the practicum courses (new and continuing) enrolled in from Sept. 2022-April 2023 (or accruing program-sanctioned hours for the same period) requires that students attend **at least 7 of the 9** scheduled classes for their full duration (i.e., 2:30-4:30.).

When planning the class schedule the Instructor conferred with students about the class dates to ensure that they don't conflict with conferences, etc. Please **DO not** schedule clinical or research work during this time.

Structure of Classes:

During the 1st class of the academic year (scheduled for Oct. 13th), we will focus on the readings as a whole; hence my request that you read the text by Oct. 6th. By October 6th (i.e., a week before the first class), I would like each **student to send me a quote from the text that they found particularly compelling, and to indicate why.** The quote (or the relevant excerpts thereof) can be as short as a sentence and even a phrase, and no longer than a paragraph.

Please send the quote and your explanation of why you have chosen it to me through the message function on the course OWL project site: **2022/23 Clinical Psychology Practicum Class*. (It should be among the list of project sites on your OWL home page). Please endorse the option to CC to the recipients' email. The course project site should now appear in your OWL workspace.

The remaining 8 classes will be structured around student presentations (2 per class). Student presentations shall be no longer than 30 minutes (uninterrupted) to allow plenty of time for subsequent discussion. For those planning to give case presentations, refer to pp.6-7 for information on the structure and content:

Flow of classes based on student presentations:

- Class begins at 2:30
- 1st 10 minutes: 'Shmooz'
- 20-30 ± 5 minutes: Presentation #1 (starts at 2:40). Hold questions until the end.
- 20-30± 5 minutes: Questions/discussion about presentation #1.
- 10-minute break: Roughly 60 minutes after the class starts (i.e., at 3:30).
- 20-30 ± 5 minutes: Presentation #2 (starts at 3:40). Hold questions until the end.
- 20-30± 5 minutes: Questions/discussion about presentation #2.
- Class ends at 4:20.

Advance Preparation for Classes:

Preparation for Class of Oct. 13th:

As per the above, I expect all students to have read the text by Oct. 13th, the deadline to send me send me (via the OWL site message function with a cc to my email) a quote from either text that they found particularly compelling and why.

Preparation for Student Presenters

Student presenters should clear their (case) presentation topic **and** background readings (or viewings) with me *at least two weeks before their scheduled presentation date.*

By the end of the day on the Friday before their (Thursday) presentation, students should send their classmates, using the Message function on class project site (*202/22 Clinical Psychology Practicum Class) a message with the following information. Be sure to send the message to ALL participants AND check off "Send CC to recipients" email addresses.

- 1. A very brief (<100-word) summary of their talk, as well as the questions they would like people to ponder in advance.*
- 2. The chapter (or segment thereof) in the text they would like people to reread.*
- 3. In addition to text readings, students may assign a non-text reading or can ask people to watch video (e.g., psychotherapy.net, YouTube) or portion thereof. In so doing, please be very mindful of your classmate's time.*

On missed classes or changing presentation dates

To be clear. Any absences beyond 2 (of 9) will result in a failing grade in the practicum course (or the nullification of program-sanctioned hours) UNLESS you have a compelling reason (ideally one that can be documented).

When you plan your personal, academic, clinical and research activities for 2022/23, please be sure to keep the class dates free.

If, due to unforeseen circumstances, you are unable to present on your designated date, then the onus is on you to find someone to switch dates with. If that's not possible, you might be able to present on the 'rain date' (April 6th), provided the two back-up presentation slots for that date have not already been claimed.

See the following page for class and presentation schedule

Class and Presentation Schedule

Fall 2022

Oct. 13: Class meets. No student presentations

Oct. 27: Lindsay Gabel, Samantha Schulz

Nov. 11: Samantha Goldsmith, Katarina McKenzie

Nov. 24: Caroline Chadwick (Mantei), Lital Yosopov

Winter 2023

Feb. 9: Abbigail Kinnear, Thipiga Sivayoganathan

March 2: Samantha Withnell, Haley Green

March 9: Genevieve (Genny) Bianchini, Emma Stewart

March 16: Jason Chung, Brianna Meddaoui

March 30: Hana Abbas, Justin Hopper

April 6: Rain date.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Additionally, if written work will be assigned in the course and plagiarism-checking software might be used, the following statement to this effect must be included in the course outline:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

If computer-marked multiple-choice tests and/or exams will be given, and software might be used to check for unusual coincidences in answer patterns that may indicate cheating, the following statement must be added to course outlines:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Health/Wellness Services

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

See next page for Format and Content of Case Presentations

Format and Content of Case Presentations

I expect students to approach case presentations as scientist-practitioners by integrating science with practice conceptually and/or operationally. This would involve using scientific findings and evidence from within the case (i.e., outcome assessment) to inform treatment decisions. Consequently, you should report on outcomes or, if not, explain why such measures were not appropriate and/or possible.

As noted above, the presentation material should take no longer than 30 minutes to deliver, which will allow at least 20 minutes for discussion. Whenever possible and as appropriate, reference scientific research and/or some aspect of the readings.

1. Presenting Complaint/Assessment and *relevant* background information (~ 2 minutes)

- This segment should be brief, designed to give a sense of the data upon which you based your case formulation.

2. Initial case formulation (~ 4-5 mins).

- The case formulation is a theoretically-informed conceptualization/explanation of the information obtained in 1. (i.e., the clinical assessment).
- In essence, it is a hypothesis about the psychological mechanisms that cause and maintain the client's symptoms and problems.

3. Initial treatment plan/goals (~ 1-2 mins)

- This can include the literature guiding the treatment choice.
- It should be clear how the treatment plan follows from the case formulation.

4. A description of pre and post-treatment outcome measures/indices (~ 1-2 mins)

- The description should include a rationale for why you chose these measures and a report of pre-treatment levels.

5. Description of the treatment/intervention. (~ 8-10 mins)

- This can include, but is not limited to, notable "setbacks", successes, salient process or ethical issues, factors that led to case reformulation(s), etc.
- Avoid giving a 'blow-by-blow' description of the therapy sessions. Instead, summarize them, highlighting the various components, milestones, etc.
- You have the option of presenting a case from a previous year, though should check with the instructor first.

6. Post-treatment (or current) status (~2 mins)

- This should include a presentation of outcomes (which can be graphical, or reported as Percentile ranks, etc.) over the course of treatment. Under some circumstances, you may present an on-going case. Check with the instructor first. If you present an in-progress case, it will not count as one of the two required case presentations (one in Ph.D. I or II and one in Ph.D. III or IV).

7. Why was this a particularly interesting/illuminating case for you? (~ 5-8 mins)

- What did you learn about therapy, yourself and the profession that might be instructive/interesting for your classmates? Reference the text and/or the reading you assigned for the class (if relevant).

Note: The most interesting case presentations are not necessarily descriptions of 'treatment successes', but rather those that provide a jumping-off point to talk about ethical, process, professional and/or personal development issues.