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.

There will be 10 classes (the initial class and nine 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 11 dates open for the 2022/23 academic year.

Enrollment Restrictions:

Enrollment in the course in restricted 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.

Students (Presentation date)

<table>
<thead>
<tr>
<th>Student</th>
<th>Presentation Date</th>
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<tbody>
<tr>
<td>Hana Abbas</td>
<td>Oct. 13</td>
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<tr>
<td>Genevieve Bianchi</td>
<td>Mar. 9</td>
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<td>Jason Chung</td>
<td>Mar. 16</td>
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<td>Lindsay Gabel</td>
<td>Oct. 27</td>
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<td>Haley Green</td>
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<td>Samantha Goldsmith</td>
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<td>Justin Hopper</td>
<td>Mar. 30</td>
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<td>Abbigail Kinnear</td>
<td>Feb. 9</td>
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<td>Caroline Mantei</td>
<td>Nov. 24</td>
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<td>Katarina McKenzie</td>
<td>Nov. 11</td>
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<td>Brianna Meddaoui</td>
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<td>Samantha Schulz</td>
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<td>Thipiga Sivayoganathan</td>
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<td>Emma Stewart</td>
<td>Mar. 9</td>
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<tr>
<td>Samantha Withnell</td>
<td>Mar. 2</td>
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<tr>
<td>Lital Yosopov</td>
<td>Nov. 24</td>
</tr>
<tr>
<td>Mary Ritchie</td>
<td>Oct. 13</td>
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Note: Students enrolled in the MSc. program in Clinical Psychology, or any other Clinical Psychology student not currently enrolled in a practicum (or accruing program-sanctioned hours), is welcome to attend any or all classes. There will be no need to RSVP. They can just show up.

Instructor: Dr. Leora Swartzman
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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 outline for 2022/23 Clinical practicum class. V. August 8 2022
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???? for 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. There are 13 chapters in the text. I expect/hope that student presentations will touch on (and invite discussion) about issues/practices/techniques from all 13 chapters.

Course Format: Face-to-face.

Course Material/Textbooks

Paperback available through Amazon.ca for $49.45


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 8 of the 10 scheduled classes for their full duration (i.e., 2:30-4:30.). When planning the class schedule, the Instructor conferred with students about 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 (tentatively scheduled for Oct. 6th) we will focus on the readings as a whole; hence my request that you read the text by Sept. 29th. On Sept. 29th (i.e., a week before the 1st class, I would like each student to send me a quote or refer to a specific portion of the text 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 it to me (along with an explanation of why it was compelling/illuminating (need not be longer than a paragraph) 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 the recipient’s (my email). The course project site should now appear in your OWL workspace.

The remaining 9 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, please 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'
- 20-25± 5 minutes: Presentation #1 (starts at 2:40). Aim to hold questions until the end.
- 20 ± 5 minutes: Questions/discussion about presentation #1.
- 10-minute break: Roughly 60 minutes after the class starts (i.e., at 3:30).
- 20-25 ± 5 minutes: Presentation #2 (starts at 3:40). Aim to hold questions until the end.
- 20± 5 minutes: Questions/discussion about presentation #2.
- Class ends at 4:20.
Advance Preparation for Classes:

Preparation for class of Oct. 6th:

By Sept. 29th, students should send me (via the OWL site message function with a cc to my email) a quote/segment from the text that they found particularly compelling and indicate why.

For Student Presenters.

Student presenters should clear their (case) presentation topic and associated chapter 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 (*2022/23 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 chapters (or segment thereof) in the text they would like people to (re)read.

3. In addition to text reading, students may assign a non-text reading or can ask people to watch video (e.g., psychotherapy.net, YouTube) or portion thereof. If you plan to do so, please be very mindful of your classmate’s time and chose readings/viewings that are relatively short.

On missed classes or changing presentation dates.

To be clear. Any absences beyond 2 (of 10) 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) or March 30th (when we have only one presentation scheduled), provided those back-up presentation slots have not already been claimed.

See following page for class and presentation schedule
Class and Presentation Schedule

Fall 2022
Oct. 6: Class meets. No student presentations
Oct. 13: Hana Abbas, Mary Ritchie
Oct. 27: Lindsay Gabel, Samantha Schulz
Nov. 11: Samantha Goldsmith, Katarina McKenzie
Nov. 24: Caroline Mantei, Lital Yosopov

Winter 2023
Feb. 9: Abbigail Kinnear, Thipiga Sivayoganathan
March 2: Samantha Withnell, Haley Green
March 9: Genny Bianchini, Emma Stewart
March 16: Jason Chung, Brianna Meddaoui
March 30: 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.

Course outline for 2022/23 Clinical practicum class. V. August 8 2022
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.

Format and Content of Case Presentations

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.