

**Western University  
Psychology Department**

Psych 9805-10, 9820-25

**Clinical Practicum Course**

**Sept. 2023-April 2024 - See Student Centre for course times and locations.**

**Theme for 2023/24: Personal and Professional Development as a Therapist**

**Enrollment Restrictions**

Enrollment in this course is restricted to Ph.D level students in the Psychology Department's Clinical Program who are enrolled in a practicum or accruing program-sanctioned hours for all or part of Sept. 2023-April 2024.

*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) and their presentation dates**

Abbas, Hana - Nov. 16	Meddaoui, Brianna - Nov. 9
Bianchini, Genny - Feb. 8	Raymond, Kate - March 7
Chung, Jason- Feb. 8	Richards, Olivia - March 21
Green, Haley - March 14	Schmidt, Kendall- March 7
Hicks, Owen- March 14	Sivayoganathan, Thipiga- Nov. 9
Kinnear, Abby - Jan. 25	Stewart, Emma- Feb. 1
Mantei (Chadwick), Caroline- March 21	Withnell, Samantha -Feb. 1
McKenzie, Katarina - Jan 25	Yosopov, Lital- Nov. 16

**Instructor Information**

**Instructor:** Leora C. Swartzman

**Office:** Westminster Hall, Rm 312E

**Office Phone:** 519-661-2111 ext. 84654

**Office Hours:** By appointment

**Email:** lswartzm@uwo.ca (preferred mode of contact)

**TA:** There is no course TA

**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).

## **Course Format**

Face-to-face. Participating remotely (over Zoom - <https://westernuniversity.zoom.us/j/6744051605>) 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.

## **Course Learning Outcomes/Objectives**

### **This year's theme: Personal and Professional Development as a Therapist**

Upon completion of this course, the successful student should:

Be better able to recognize and address the ethical dilemmas that inevitably arise in the practice of therapy.

Be more open to examining and addressing typically taboo topics in the clinical field ( e.g., the emergence of sexual feelings in therapy, fear or dislike of a client, fear of showing feelings, fear of appearing voyeuristic) and common 'myth-understandings' about the therapy process.

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).

Be better able to convey curiosity and a non-judgmental stance in how one poses questions to (or reacts to) peers' comments and responds to their replies.

Be more attuned and appropriately responsive across diverse client identities

## **Two Textbooks**

#1 Pope, K.S., Sonne, J.L., and Greene, B. (2006). What Therapists Don't Talk About and Why: Understanding Taboos that Hurt us and our Clients (2nd Edition). Washington, DC: American Psychological Association.

Note: As of Aug. 3, 2023 this book was out of print and not available on the APA website. But it is available in Kindle format (\$64.31) and used (starting at \$57.10) from Amazon.ca

[https://www.amazon.ca/dp/B002MBLU8Q/?coliid=I3AY4L2907QEC7&colid=MLUKBFP1IR6&psc=0&ref\\_=cm\\_sw\\_r\\_cp\\_ud\\_lstpd\\_Z7HBDTS84RJCSKPE754N](https://www.amazon.ca/dp/B002MBLU8Q/?coliid=I3AY4L2907QEC7&colid=MLUKBFP1IR6&psc=0&ref_=cm_sw_r_cp_ud_lstpd_Z7HBDTS84RJCSKPE754N)

#2 Kottler, J.A. On Being a Therapist (2022). New York, NY: Oxford University Press

Note: As of Aug. 3, 2023, this book is available on Amazon.ca in Kindle (\$15.99) or paperback (\$40.06) formats.

[https://www.amazon.ca/dp/0197604455?psc=1&ref\\_=cm\\_sw\\_r\\_cp\\_ud\\_ct\\_2ZAY0B66R1SDBXHE61YE](https://www.amazon.ca/dp/0197604455?psc=1&ref_=cm_sw_r_cp_ud_ct_2ZAY0B66R1SDBXHE61YE)

## **Methods of Evaluation**

The class is Pass/Fail

Earning a Clinical Milestone for any practica (new and continuing) or program-sanctioned hours you are accruing between Sept. 2023-April 2024 requires that you attend at least 7 of the 9 scheduled practicum classes for their full duration (i.e., 2:30-4:30.). When planning the course 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 (Oct. 26th) we will focus on the readings as a whole; hence my request that you read both texts by Oct. 19th (i.e., a week before the first class). I would like each student to send me a quote from either 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: \*2023/24 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 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.

**\*\*Preparation for First Class (Oct. 26th):\*\***

As per the above, I expect all students to have read the text by Oct. 19th, 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 (\*2023/2024 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 2023/24, 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.

See the following page for class and presentation schedule

## **Class and Presentation Schedule**

Three classes in the Fall 2023 term (two involving presentations). Six classes in Winter 2024 term, all involving presentations. Plus one back-up date.

### **Fall 2023 term.**

Oct. 26: 1<sup>st</sup> class. General discussion of readings

Nov. 9: Presentations - Brianna Meddaoui, Thipiga Sivayoganathan

Nov. 16: Presentations - Hana Abbas, Lital Yosopov

### **Winter 2024 term**

Jan. 25: Presentations - Abby Kinnear, Katarina McKenzie,

Feb. 1: Presentations - Emma Stewart, Samantha Withnell

Feb. 8: Presentations- Genny Bianchini, Jason Chung

March 7: Presentations- Kate Raymond, Kendall Schmidt

March 14: Presentations- Haley Green, Owen Hicks

March 21: Presentations- Caroline Chadwick, Olivia Reynolds

April 4: Rain date/Make-up class

See next page for Format and Content of Case Presentations

## **Format and Content of Case Presentations Based on Therapy Cases (Consult with Instructor if you plan to present an Assessment case).**

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 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.

**Cont'd on next page**

## 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.

### **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](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

### **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.