

**The University of Texas at Austin**  
**Educational Psychology**  
**EDP 384Q: Practicum Seminar**  
**Unique # 10885**  
**Fall 2016**

**Professor:** Delida Sanchez, PhD  
**Office:** SZB 262G  
**Office Hours:** By appointment  
**Course Time:** Wednesdays, 9-noon  
**Location:** SZB 524

**Phone:** 512-471-0368  
**E-mail:** [delida.sanchez@austin.utexas.edu](mailto:delida.sanchez@austin.utexas.edu)

Goal of the Course:

The goal of this course is to enhance students' professional development and learning from the practicum experience. We will combine discussion of readings with discussion of professional issues and client challenges encountered at the students' practicum sites.

Learning Activities:

1. Cognitive/Didactic: 40% (discussion of readings)
2. Experiential: 20% (group process)
3. Practical/Applied: 40% (case presentations/discussions)

Course Format

A portion of each class will be spent discussing the assigned readings. The remaining portion of each class will be conducted in a case conference format. However, a portion of this time will be reserved for anyone with pressing concerns or questions about a client, even if it is not their day to present. This format will be applied flexibly. Any serious or problematic issues occurring at your practicum site should be brought up individually with the instructor outside of class, do not wait for your case presentation date to share this information.

\*Depending on the number of students attending this seminar, the class may be broken down into smaller groups

Requirements:

1. Submit Practicum Agreement form within a week of beginning work on your practicum, and make sure your supervisor completes the online Practicum Evaluation form in time to receive final grade for the semester. You must turn in a Practicum Agreement form (signed by both yourself and your supervisor) at the beginning of EVERY term of practicum. Be sure you have written **your supervisor's contact information on this form including email**, as I will be contacting each supervisor during the term. You must have the evaluation form completed at the end of each semester in order to receive a grade for practicum.

If you have more than one practicum (e.g., an assessment practicum that you've arranged for extra income plus a practicum arranged by Rico) you need separate Agreement forms and Evaluation forms for each one. Please submit directly to me.

2. Come to class each week, having read the required readings and prepared to thoughtfully discuss clinical and supervision issues

3. Adequate preparation and delivery of your case conference, presentation/readings assignment, and canvas weekly summaries.

4. Present a case. (Sign up in advance)

#### Readings:

The readings will be submitted topics/areas of interest that have relevance to students training sites as well as those selected by the students. These will include readings relevant to clinical concerns and topics that may have ideally not been included in other courses.

#### Required Documents/Texts

Berman, P. S. (2014). *Case Conceptualization and Treatment Planning: Integrating Theory with Clinical Practice (Third Edition)*. Thousand Oaks: SAGE Publications

PDFs posted on Canvas

#### Grading

Grading is on a credit or no-credit basis and is dependent both on performance on practicum as reported by the primary (on site) practicum supervisor, as well as on performance in this seminar. There are a variety of factors that go into the grading process. They include adequate attendance and participation, successful completion of all practicum site requirements, sufficient progress in your clinical skills as demonstrated in supervisor evaluations (in writing and in phone conversations), and appropriate and professional conduct in the practicum course and in interactions with the instructor and peers. Also important to completing the course requirements are completion of all assignments in a timely manner. Final grades cannot be assigned until the instructor has received your supervisor's evaluation form.

Class

#### Expectation/Culture

Students are expected to engage in reflective and open self-examination as this is an important aspect of the practicum experience, both on site and in the class. Given that the practicum seminar is organized as a case conference, all clinical material discussed within the seminar, whether by the instructor or by students, is to be treated strictly as confidential clinical material and accorded all of the safeguards that are associated with responsible, professional conduct. It is expected that students will be respectful of their classmates' viewpoints, as one of the objectives of this course is to learn how to clinically work with colleagues. If a student is struggling with the clinical interchange in any way, they are strongly encouraged to bring it up in class to the group, or privately with the instructor. Additionally, the instructor requests that students not wait until the end of the course to give feedback if there are ways in which they think the class experience may be improved.

#### ADA Compliance Statement

Students with disabilities who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641) TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. See website below for more information: <http://deanofstudents.utexas.edu/ssd/providing.php>

### Observance of Religious Holidays:

In conformance with University policy, I respect students' observation of religious holidays and will make an effort to work with students around observance of any religious holidays that conflict with class or class activities. It is the student's responsibility to look over the syllabus during the first week of class and determine if they foresee a problem with the ability to complete assignments when due or to be present in class. It is then the responsibility of the student to have a conversation with me within the first week or two of classes so we can determine how class obligations can be fulfilled.

### Carrying of Handguns:

Students in this class who hold a license to carry are asked to review the university policies regarding campus carry:

[Overview](#)

[Fully Policy](#)

Per her right, the instructor prohibits carrying of handguns in her personal office (i.e., SZB 262G). ***Note that this information will also be conveyed to all students verbally during the first week of class.*** This written notice is intended to reinforce the verbal notification, and is not a "legally effective" means of notification in its own right.

### Preliminary Schedule (Subject to Change at Dr. Sanchez' Discretion)

| Week | Date    | Topic/Reading  | Class Activity  |
|------|---------|--|---|
| 1    | Aug 24  | <b>Introduction; Course Overview</b><br>Orientation & planning   | Check-in:<br>What's happening at your practicum site? |
| 2    | Aug 31  | <b>Supervision &amp; the Reflective Practitioner</b><br><i>Readings:</i> La Roche & Maxie (2003). Addressing Cultural Differences in Psychotherapy (PDF); Barrera et al., (2013). Cultural Adaptations of Behavioral Health Interventions; Ivey, Microskills (PDF)                             | Discussion  |
| 3    | Sept 7  | <b>Developing Case Conceptualizations and Tx Plans</b><br><b>Cultural Case Conceptualization</b><br><i>Readings:</i> Berman Chapters 1 and 10  | Discussion: What's your theoretical orientation?      |
| 4    | Sept 14 | <b>The Complexity of Human Experience</b><br><i>Reading:</i> Berman Chapter 2  | Discussion & Case Presentation 1                      |
| 5    | Sept 21 | <b>Race and Ethnicity in Contemporary Clinical Practice</b><br><i>Readings:</i> Leary (1997). Race, Self-disclosure and "Forbidden Talk;" Race and Ethnicity in Contemporary Clinical Practice (PDF); MacLeod (2013). Social Justice at the Microlevel: Working with Clients' Prejudices (PDF) | Discussion & Case Presentation 2                      |
| 6    | Sept 28 | <b>Feminist Case Conceptualization</b><br><i>Reading:</i> Berman Chapter 6<br><i>Supplemental Reading:</i> Cochran & Rabinowitz (2003). Gender-Sensitive Recommendations for Ax and Tx of Depression in Men  | Discussion & Case Presentation 3                      |
| 7    | Oct 5   | <b>Family Systems Case Conceptualization</b>   | Discussion & Case                                     |

|    |        |   |                                   |
|----|--------|---|-----------------------------------|
|    |        | <i>Reading: Berman Chapter 9</i>  | Presentation 4                    |
| 8  | Oct 12 | <b>Dynamic Case Conceptualization</b><br><i>Reading: Berman Chapter 8</i>   | Discussion & Case Presentation 5  |
| 9  | Oct 19 | <b>Contemporary Theories: Motivational Interviewing</b><br><i>Reading: Interian et al., (2010). Adaptation of a Motivational Interviewing Intervention to Improve Antidepressant Adherence among Latinos (PDF)</i><br><i>Supplemental Materials: Haymarket Center Rapid Stabilization Program (website)</i> | Discussion & Case Presentation 6  |
| 10 | Oct 26 | <b>Emotion Focused Case Conceptualization and DBT</b><br><i>Readings: Crowell &amp; Rith (2015). Marsha Linehan and dialectical behavior therapy; Berman Chapter 7</i><br><i>Supplemental Materials: DBT Therapy Skills Handbook (PDF)</i>  | Discussion & Case Presentation 7  |
| 11 | Nov 2  | <b>Cognitive Case Conceptualization</b><br><i>Readings: Berman Chapter 5; Wilson &amp; Cottone (2013). Using Cognitive Behavior Therapy in Clinical Work with African American Children and Adolescents (PDF)</i>   | Discussion & Case Presentation 8  |
| 12 | Nov 9  | <b>Trauma Informed Care</b><br><i>Reading: Morrissey et al., (2005). Twelve-month outcomes of trauma- informed interventions for women with co-occurring disorders (PDF)</i>  | Discussion & Case Presentation 9  |
| 13 | Nov16  | <b>Contemporary Theories: Modern Attachment Theory</b><br><i>Reading: Schore &amp; Schore (2008). Modern Attachment Theory: The Central Role of Affect Regulation In Development and Treatment (PDF)</i>  | Discussion & Case Presentation 10 |
| 14 | Nov 23 | No Class (Thanksgiving Break)   |                                   |
| 15 | Nov 30 | Individualizing Treatment to Ensure Quality Care<br>Therapist self-care<br><i>Reading: Berman Chapter 13</i>  | Discussion & Case Presentation 11 |

### References for PDF Readings

Barrera, M., Castro, F. G., Strycker, L. A., & Toobert, D. J. (2013). Cultural adaptations of behavioral health interventions: A progress report. *Journal of Consulting and Clinical Psychology, 81*(2), 196-205.

Cochran, S. V., & Rabinowitz, F. E. (2003). Gender-sensitive recommendations for assessment and treatment of depression in men. *Professional Psychology: Research and Practice, 34*(2), 132-140.

Interian, A., Martinez, I., Rios, L. I., Krejci, J., & Guarnaccia, P. J. (2010). Adaptation of a motivational interviewing intervention to improve antidepressant adherence among Latinos. *Cultural Diversity and Ethnic Minority Psychology, 16*(2), 215-237.

Ivey, A. E., Ivey, M., & Zalaquett, C. P. (2013). *Intentional interviewing and counseling: Facilitating client development in a multicultural society*. Nelson Education.

La Roche, M. J., & Maxie, A. (2003). Ten considerations in addressing cultural differences in psychotherapy. *Professional Psychology: Research and Practice*, 34(2), 180-186.

MacLeod, B. P. (2013). Social Justice at the Microlevel: Working with Clients' Prejudices. *Journal of Multicultural Counseling and Development*, 41(3), 169-184.

Morrissey, J. P., Jackson, E. W., Ellis, A. R., Amaro, H., Brown, V. B., & Najavits, L. M. (2005). Twelve-month outcomes of trauma-informed interventions for women with co-occurring disorders. *Psychiatric Services*, 56(10), 1213-1222.

Schore, J. R., & Schore, A. N. (2008). Modern attachment theory: The central role of affect regulation in development and treatment. *Clinical Social Work Journal*, 36(1), 9-20.

Tinsley, H. E., Lease, S. H., & Wiersma, N. S. G. (Eds.). (2015). *Contemporary Theory and Practice in Counseling and Psychotherapy*. Sage Publications.

Wilson, C. J., & Cottone, R. R. (2013). Using cognitive behavior therapy in clinical work with African American children and adolescents: A review of the literature. *Journal of Multicultural Counseling and Development*, 41(3), 130-143.