



Psychology 760 and 762 Specialty Practicum in Clinical Psychology Ph.D I, II and III

<b>Instructor:</b>	Candace Konnert, Ph.D.. R.Psych.	<b>Lecture Location:</b>	Admin. 247B
<b>Phone:</b>	403-220-4976	<b>Lecture Days/Time:</b>	Mon 12:00-13:50 as listed below
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<b>Office Hours:</b>	By appointment		

**Course Description and Expectations:** This course is designed to provide supervised training in an approved community setting, with an emphasis on increasing the breadth and depth of the students' clinical experiences. In addition, students will receive instruction on clinical supervision.

Students will normally be on-site 1.5 – 2 days per week during the months of September through June inclusive. The expectation is that students will continue to enhance their basic skills in assessment and intervention. In addition, students should attempt to round out their training by gaining experience with diverse populations and a variety of assessment techniques and treatment modalities in order to be competitive for residency selection. Other suitable activities include: observation, case conferences, treatment team meetings, seminars, consultation, or library research relevant to a particular case. At least 25% of students' clinical hours should be direct service and one hour of supervision should be provided for every four hours of direct service. Note that Ph.D. III students may be engaged in a more specialized activity (e.g., specific types of assessment or intervention, specific populations, community consultation, crisis intervention, etc.) in order to better prepare them for the residency application process. Practicum activities should be recorded in the standard APPIC format.

In addition to their off-campus practicum training, students are required to attend a regularly scheduled, two-hour meeting that will provide didactic training on clinical supervision and case conferences. Each student will present once at the case conference, following the specified format. In addition, students are expected to do the assigned readings on supervision, and be prepared to discuss them in class.

**Required Text:** Falendar, C.A., & Shafranske, E. P. (2004). *Clinical supervision: A competency-based approach*. Washington DC: APA.

**Evaluation:** A Credit-Fail grading scheme will be used. Grade assignment is based on meeting student responsibilities throughout the course. These include:

- professional and ethical conduct at all times,
- submission of the Practicum Agreement Form, Midterm and Final Evaluations signed by the student, supervisor, and Training Site Practicum Coordinator (final evaluation only) by the deadlines specified in the confirmation letter,
- a passing grade on the practicum evaluation,
- class attendance and discussion of the reading/case presented,
- case presentation following the specified format.

Students are expected to discuss expectations and goals for the practicum with their supervisors at the outset of the placement, and to complete and submit the Practicum Agreement Form. Supervisors are expected to provide ongoing feedback to students regarding their performance and will complete two evaluation forms (midterm and final). **It is the student’s responsibility to ensure that supervisors have access to the requisite forms and are aware of program deadlines. Students should contact Dr. Konnert if the documentation will be delayed.** Supervisors will recommend the final grade to the course instructor. Students will also complete and submit an evaluation of their practicum experiences. Students are strongly encouraged to discuss their evaluations of the site and supervisor with their supervisors; however, they are not required to do so. **Forms can be found on the Dept. of Psychology website: <https://psychology.ucalgary.ca/graduate-program/program-clinical-psychology/forms-and-documents>**

### Lecture Schedule

During the first three classes we will discuss both the theoretical and practical aspects of clinical supervision so that students will be better equipped to provide supervision when they have the opportunity to do so. The overriding questions to be addressed are:

**How, as a supervisee, can I get the most out of supervision?**

**What can I do to be a better supervisor (when it’s my turn)?**

Date	Topic	Readings
Sept 24	Introduction, theories and models of supervision, the supervisory relationship	Falendar & Shafranske, Chapters 1, 4, 5 Shapira, L., & Kaga, F. (2009). Feeling anxious as a graduate student in supervision? Join the club. <i>Canadian Clinical Psychologist</i> , 19(2), 14-15.
Oct 22	What does a “competent” supervisor look like? Methods and techniques Evaluation of the supervisory process	Falendar & Shafranske, Chapters 2, 3, 8 Konnert, C., & Martin, R. (2009). <i>Transparency in clinical supervision</i> , Psymposium, 19(3), 7-10.
Nov 26	Ethical and diversity issues in supervision	Falendar & Shafranske, Chapters 6, 7, 9 Canadian Psychological Association. (2009). <i>Ethical guidelines for supervision in Psychology: Teaching, research, practice, and administration</i> . Ottawa: CPA.
Dec 3	Case conferences	

Jan 14	Case conferences	
Feb 4, 25	Case conferences	
Mar 4, 18	Case conferences	
Apr 8	Case conferences	

**Format for case presentations:**

The purpose of the case presentation is to integrate clinical practice with the empirical literature. Thus, in presenting your case, please highlight how you conceptualized the case, and how the clinical literature informed your practice.

Presentations should be 30 minutes long with 10 minutes for discussion. Students will be at a variety of practicum placements and will be involved in many different types of clinical activities. The following is a suggested format that may have to be modified, depending on your particular setting:

- 1) Describe the nature of the setting (e.g., community, inpatient, etc.). Describe your role in the setting (e.g., are you part of a multidisciplinary team?).
- 2) Discuss the referral source and presenting problem.
- 3) Discuss the type of assessment that was done. Provide relevant information regarding the client's background and any relevant assessment information (from the clinical interview, psychological testing, etc.).
- 4) Discuss your treatment goals.
- 5) Discuss your treatment strategies, including how you conceptualized the problem(s) and the treatment literature you are drawing upon. Describe evidence regarding the efficacy/effectiveness of your treatment?
- 6) Discuss your treatment plan and discuss how treatment has progressed (or not). If not, discuss presenting obstacles and your strategies for overcoming them.
- 7) Discuss your methods for monitoring treatment progress.
- 8) Discuss any legal or ethical issues that arose.
- 9) Discuss any diversity issues that arose.

**Note: To maintain confidentiality, do not use names and change any information that might reveal the identity of your client.**

**Absence from Class:** Absence due to illness must be excused in advance by the instructor; otherwise, attendance at all sessions is mandatory for the successful completion of this course. Other exceptional

circumstances should be discussed with the instructor prior to the absence, and will be handled on a case-by-case basis.

**Evacuation Assembly Point:** In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

The last day to drop this course and **still receive a tuition fee refund** is **Sep 21, 2012**. Last day for registration/change of registration is **Sep 24<sup>th</sup>, 2012**. The last day to withdraw from this course is **Apr 16, 2013**.