Fall Semester 2014: Psych 741R—Integrative Practicum
Assessment Practicum for First Year Students
Didactic Portions to be held from 9:00am to 11:00am on Thursdays
We will meet in room 227 of the TLRB for all didactic portions

Instructors
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COURSE DESCRIPTION
This course is a practice-based introduction to the practical skills of applied clinical psychology, with special emphasis on psychological assessment. You will learn how to interact with clients and other informants, conceptualize the assessment process, interview, integrate various forms of data, conceptualize cases, develop recommendations, write reports, and provide feedback. The expected skill sets will be presented sequentially and in conjunctions with Psych 611 (Psychopathology) and 622 (Assessment 1), allowing you to build over time a full repertoire of skills. You will be assigned your first cases in the Fall semester, with more difficult cases as practicum progresses through the year.

COURSE OBJECTIVES
In conjunction with the general objectives of practicum and general clinical training (see the Psychology Graduate Programs Handbook and the Practicum Handbook), this first-year practicum will especially help the student to:

- Develop professionalism in the assessment process (including interaction with clients, case management, timeliness, and ethics)
- Learn to receive referrals, pre-conceptualize cases, formulate appropriate questions and goals, design appropriate strategies of data collection, and select appropriate instruments
- Learn to interview for data collection, including use of semi-structured clinical interviews and structured diagnostic interviews
- Develop skill in placing findings within a normative context, integrating and organizing diverse information to address key questions, formulating cases (especially to move beyond mere description towards explanation of
psychological dynamics), and grounding each case in the science and theories of our discipline

- Learn to develop recommendations which are pragmatic, useful, and achievable
- Communicate effectively, through feedback to clients and referring professionals, and by writing effective, targeted, highly structured reports which emphasize excellent writing skills and project the care and helpfulness of the entire assessment process

METHODS
The course will involve a variety of learning methods. Early on there will be didactic instruction with assigned readings early, particularly on ethics, report writing, and how to interview. We will begin by meeting together, but will soon transition towards meeting more regularly in smaller supervision groups so that there can be close attention to each case. As time in the traditional class setting decreases, you will increase time in practical work and supervision (where you will discuss cases and receive feedback). Most supervision will occur with your primary supervision group. Observation of classmates and role-playing of key scenarios will become more important as you begin receiving cases. The actual handling of clinic cases will be the most critical element of the course. To promote timeliness and learning from one another, the cases will mostly be done in an “assessment clinic” format, in which clients spend an intense day or two in testing, interviewing, and other data collection. Formal reports are then written within the next few days. You will be expected to complete 2 cases in the Fall semester, with 4 additional cases over Winter and Spring semesters (total of 6 cases—two with each supervisor). As some cases may languish due to client accessibility or lack of motivation, you will be expected to request substitute cases promptly so that the expected case load can be completed by the end of the academic year. Because report writing is a particularly important and challenging skill, reports will be given close attention, with an expectation that they will be rewritten after receiving instructor feedback. You may have your reports reviewed by different course instructors, rather than just by your primary supervisor.

EVALUATION
There is a practicum rating form which gauges your development of important clinical skills. You will be rated on this at the end of each semester and at the end of Spring term. Your supervisor will review your progress at these times. In addition, your supervisor may have other feedback for you. The course grade will be based on your overall skill development, the handling of your cases, and your participation in supervision and other elements of the course.

LEARNING OUTCOMES
Learning outcomes for the course as both an assessment practicum and subsequent therapy practicum are posted on Learning Suite for you to examine.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Th – Sep 04</td>
<td>Expectations</td>
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<tr>
<td></td>
<td>• Braithwaite: first half on general expectations</td>
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<td></td>
<td>• Larson: second half on specific timelines, etc.</td>
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<tr>
<td>Th – Sep 11</td>
<td>Clinical Interviews/History Gathering</td>
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<td>• South: first half lecture and template intro.</td>
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<td>• South: second half role-play/practice</td>
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<td>Th – Sep 18</td>
<td>Ethics and Clinic Procedures</td>
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<td></td>
<td>• Larson: first half on ethics</td>
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<td>• South: second half on CMS, Consent, Tour, etc.</td>
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<tr>
<td>Th – Sep 25</td>
<td>Structured Interviews and Suicide Assessment</td>
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<td>• Braithwaite: first half lecture</td>
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<td></td>
<td>• Braithwaite: second half role-play/practice</td>
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<td>Th – Oct 02</td>
<td>Learning Disabilities and Effort Testing</td>
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<td></td>
<td>• Larson: first half lecture and test introduction</td>
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<td>• Larson: second half test practice, role play, case</td>
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<td></td>
<td>• Tests include: WRAT-4; GORT-V; CTOPP-2; Victoria; TOMM; Rey-15</td>
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<td>Th – Oct 09</td>
<td>ADHD Assessment</td>
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<td>• South: first 30 to 40 minutes lecture</td>
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<td>• Larson: second 30 to 40 minutes: tests, practice, and case</td>
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<td>• Tests include: CPT-2; DKEFS (subtests); Conner’s-III; Conner’s Adult ADHD scales; Berkeley’s ADHD scales; BRIEF</td>
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<td>• Third 30 to 40 minutes: MEET WITH INDIVIDUAL PRACTICA</td>
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<td>• Discuss scheduling and getting things going</td>
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<td>• First rotations are as follows:</td>
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<td></td>
<td>▪ Larson: Beck, Keddington, Duraccio</td>
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<td></td>
<td>▪ Braithwaite: Tays, Blackhurst, Barnett</td>
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<td>▪ South: Anderberg, Collette</td>
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<td>Th – Oct 16</td>
<td>Social Difficulties and Mood Disorders Assessment</td>
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<td>• South: first half lecture and test introduction</td>
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<td></td>
<td>• Second half—INDIVIDUAL PRACTICA MEETINGS</td>
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<td>Th – Oct 23</td>
<td>Individual Practica with Supervisor</td>
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<td>Th – Oct 30</td>
<td>Individual Practica with Supervisor</td>
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<td>Th – Nov 06</td>
<td>Individual Practica with Supervisor</td>
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<td>Th – Nov 13</td>
<td>Communicating Results</td>
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<td>• Braithwaite: Report writing and feedback sessions</td>
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<td>Topic</td>
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<td>• Braithwaite: Practice feedback sessions</td>
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<td>Th – Nov 20</td>
<td>Individual Practica with Supervisor</td>
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<td>Th – Nov 27</td>
<td>Thanksgiving Holiday--No Practicum</td>
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<td>Th – Dec 04</td>
<td>Individual Practica with Supervisor</td>
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<td>Th – Dec 11</td>
<td>Individual Practica with Supervisor</td>
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**Practicum Rotation Dates:**
You will have opportunities to work with all three assessment practicum supervisors. We will rotate supervisors two times. The first switch will be at the end of Fall semester (meaning the first week in Winter will be with the new supervisor). The second switch will occur on March 19th, 2015 (you will begin attending your new practicum on the 19th until the end of Spring term). **IMPORTANT: You need to be finished with your assessments from your previous supervisor before the rotations. That is, you should be finished with your first rotation assessments before the end of Fall, your second rotation assessments by March 19th, and your third rotation assessments by the end of Spring term.**

**University Policies**

**Honor Code**
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Sexual Harassment**
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).
**Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.