

Department of Clinical and Health Psychology
 College of Public Health and Health Professions
 University of Florida
Course Syllabus

CLP 6943 (2 credit hours)
Core Practicum in Clinical Psychology
 SUMMER 2022

Thursdays: 11:30 AM – 1:00 PM; 1:15 PM – 2:45 PM
 Location: PHHP G201; In-person only

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| <p>Kimberly A. Driscoll, Ph.D. (Lecture) Department of Clinical and Health Psychology 1225 Center Drive (HPNP); 3654A P.O. Box 100165 Gainesville, FL 32610 Phone: 352-273-6145 Email: k.driscoll@php.ufl.edu Office Hours: By appointment</p> | <p>Erika Cascio, Psy.D. (Lab) Department of Clinical and Health Psychology 1225 Center Drive (HPNP); 3140 P.O. Box 100165 Gainesville, FL 32610 Phone: 352-273-5117 Email: emellott@php.ufl.edu Office Hours: By appointment</p> |
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PURPOSE AND OUTCOME

Course Description: This course will prepare you to 1) comply with administrative procedures and policies in the UF Health Specialties Clinic; and 2) begin seeing patients as part of your Core Practicum in Assessment. Additional content will be applicable to providing outpatient intervention and properly documenting encounters related to the delivery of patient care.

Relation to Program Outcomes: Topics discussed in this course include:

Course Objectives: As a result of participating in Core Practicum in Clinical Psychology, students will be able to:

1. Administer common standardized tests used in the cognitive assessment of patients of all ages.
2. Follow UF Health Psychology Specialties Clinic policies and procedures.
3. Implement proper documentation in Epic, the electronic medical record platform of UF Health.
4. Engage in case conceptualization within a cognitive-behavioral, biopsychosocial framework.
5. Write a treatment plan based on the Episodes of Care model.
6. Conduct a comprehensive Suicide Risk Assessment and write an accompanying progress note.
7. Apply best practice principles for cultural considerations to the administration of standardized tests, test interpretation, and documentation.

Instructional Methods and Course Format

This graduate level seminar and accompanying lab is specifically designed to maximize a scientist-practitioner's application of assessment into practice and to prepare students to begin clinical work with patients in the fall semester of each year. Broadly, Dr. Driscoll will provide information regarding biopsychosocial underpinnings of issues related to pediatric psychology, and guest lecturers will provide clinical context. During the lab portion of the class, students will be provided with videos,

readings, and live instruction that will assist in teaching administration of cognitive tests across domains of ability. Each week will focus on a particular domain, where students will learn ~3 measures; the following week, each student will be randomly assigned a measure to “test out” on. While not required to demonstrate proficiency on ALL measures, students should be prepared to show proficiency on ANY of the tests within that domain. Class participation and dialogue based upon the integration of readings, videos, test instruction and videos, and lectures will be the major means of learning.

Students should be prepared to *ask relevant questions* based on all content taught in both the seminar and lab and through content that is learned independently (e.g., viewing the suicide lectures in preparation for being taught how to properly write a suicide risk assessment progress note). The goal of this course is to provide students the information & knowledge needed to be competent to begin seeing patients.

Class will meet every Thursday from 11:30 AM - 1:00 PM (Lab) and 1:15 PM - 2:45 PM (Lecture). Each class will consist of lectures, discussions of key articles, and/or student presentations.

Reading Materials

Drs. Driscoll and Cascio reserve the right to add readings as needed.

Required Texts/Articles for this Course

1. American Psychiatric Association (2022). Diagnostic and Statistical Manual for Mental Disorders, 5th Edition – Text Revision. American Psychiatric Association Publishing.
2. Ellis, S. (2022). Five Minutes A Day to an Upgraded Therapy Practice: Transtheoretical Tips to Help You Make the Most of Each Session. Routledge
3. Jongsma, A.E., Peterson, L.M., McInnis, W.P. Bruce, T.J. (2014). The Adolescent Psychotherapy Treatment Planner – 5th Edition. Wiley.
Jongsma, A.E., Peterson, L.M., McInnis, W.P. Bruce, T.J. (2014). The Child Psychotherapy Treatment Planner – 5th Edition. Wiley.
4. Jongsma, A.E., Peterson, L.M., Bruce, T.J. (2021). The Complete Adult Psychotherapy Treatment Planner – 6th Edition. Wiley.
5. Persons, J.B. (1989). Cognitive Therapy in Practice: A Case Formulation Approach. New York, NY: W.W. Norton & Company.
6. Peer-reviewed articles. Articles for this course will be provided as the course progresses on E-Learning. Articles will be made available by end of day on the Thursday before the next class session. Articles will integrate biopsychosocial underpinnings of issues related to pediatric psychology and medical comorbidities. They are selected in “real-time” to maximize the likelihood that the most updated literature on the topic will be captured.

Highly Recommended for Students in the Clinical Child/Pediatric Psychology Area

1. Sattler, J.M. (2014). Foundations of Behavioral, Social, and Clinical Assessment of Children – 7th Edition. La Mesa, CA: Jerome M. Sattler.
2. Sattler, J.M. (2020). Assessment of Children: Cognitive Foundations and Applications – Revised 6th Edition. La Mesa, CA: Jerome M. Sattler.

Helpful Websites for Case Conceptualization

1. <http://www.biomedcentral.com/1741-7015/10/111>
2. <https://onlinelibrary.wiley.com/doi/10.1002/9781444300895.ch4>
3. https://www.psychdb.com/media/teaching/selzer_r_2014_formulation_for_beginners.pdf
4. <https://accessmedicine.mhmedical.com/content.aspx?sectionid=39717883&bookid=336>
5. <https://www.psychdb.com/teaching/biopsychosocial-case-formulation#diagnosis-versus-formulation>

Course Website: All course content will be included on Microsoft Teams.

Inclusive Learning Environment: “We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinion or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” We are committed to fostering an open and inclusive classroom and laboratory environment in our College, where every student, guest instructor and contributor feels valued. If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office on Multicultural & Diversity Affairs Website: <http://www.multicultural.ufl.edu/>”

Diversity Statement: You will be treated with respect, and we welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. As such, we expect professionalism; we will not tolerate disrespectful verbal and non-verbal language. We hope that everyone will give each other the benefit of the doubt as cultural humility is “a lifelong process of self-reflection and self-critique whereby the individual not only learns about another’s culture, but one starts with an examination of her/his beliefs and cultural identities (NIH).”

Academic Requirements and Grading

Table of Assignments and Exams

| Assignment | Description/Student Responsibility | Points |
|------------------------------|--|---------------|
| Case Conceptualization | | 100 |
| Suicide Risk Assessment Note | | 100 |
| Standardized Test Check-outs | N=7 check-outs; Demonstrate $\geq 85\%$ Accuracy on Standardized Tests | 70 |
| Midterm | | 100 |
| Final Exam | | 100 |
| TOTAL POINTS | | 470 |

Per the UF website:

| Percentage or points earned in class | 93%-100% | 90%-92% | 87%-89% | 83%-86% | 80%-82% | 77%-79% | 73%-76% | 70%-72% | 67%-69% | 63%-66% | 60%-62% | Below 60% |
|---|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|------------------|
| Letter Grade equivalent | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |

| Letter Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E | WF | I | NG | S-U |
|---------------------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|----------|-----------|----------|-----------|------------|
| Grade Points | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.67 | 1.33 | 1.0 | 0.67 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations.

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned

with a B+ or higher.

Incomplete grades: An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has 1) completed a major portion of the course with a passing grade, 2) been unable to complete course requirements prior to the end of the term because of extenuating circumstances, and 3) obtained agreement from the instructor and arranged for resolution (contract) of the incomplete grade. Instructors assign incomplete grades following consultation with Department Chairs.

Office Hours and Appointments: Office hours are by appointment on an as-needed basis.

Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Integrity: Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> <http://gradschool.ufl.edu/students/introduction.html>. Please remember cheating, lying, or plagiarism, misrepresentation - in any form - is unacceptable and inexcusable behavior.

Class Attendance: It is the expectation of the faculty in Clinical and Health Psychology that **all** students attend **all** classes. It is my full expectation that you will attend every class on the syllabus and that you should plan your vacations around class. Students are expected to be present for all classes, since much material will be covered only once in class. Attendance will be taken during each class.

As a matter of mutual courtesy, please let Dr. Driscoll know when you are going to be late, when you are going to miss class, or if you need to leave early. Please try to do any of these as little as possible. **Missing class to see a patient is not permitted.** Students who have extraordinary circumstances preventing attendance or who must leave early, should explain these circumstances to Dr. Driscoll prior to the scheduled class, or as soon as possible thereafter. Dr. Driscoll will then try to accommodate reasonable requests.

Make-up Exams or Other Work: There will be no extra credit opportunities in this course. The *General policy on missed work* - It is expected that no students will miss any assignments. We will use a model consistent with deadlines related to submitting clinical billing and NIH/NSF/Foundation funding submissions: **No late submissions will be accepted.** If an assignment is submitted late or an exam cannot be taken at the specified time, a grade of 0 will be assigned. Exceptions will be made only under extreme circumstances and supporting documentation will be required (e.g., note from a physician).

Professionalism and COVID

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are encouraged to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

COVID-19 Symptoms: See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

Recording Within the Course: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Policy Related to Guests Attending Class: Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are not permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:
<http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm>

Online Faculty Course Evaluation Process: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities: If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health: Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their

web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.

- U Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Do not wait until you reach a crisis to come in and talk with Drs. Driscoll and/or Cascio. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

| Course Schedule | | | | | | |
|-----------------|------|---|--|---|------------------------|--|
| Date | Week | Topic | Lab Content | Readings | Outcome Measurement | |
| 5/12 | 1 | Course Overview, Policies and Procedures <i>LAB: Philosophy and Techniques for Self-Teaching Test Administration</i> | Dementia Rating Scale-2 nd Edition (DRS-2) | ***It is your responsibility to read chapters 1-9 from Persons by 6/16/22. ***We will spend 5-10 minutes each class review Tips from Ellis. ***Readings for lab days will be provided to you. | | |
| 5/19 | 2 | <i>LAB: Frontal Network/Executive functions</i> | Conners' Continuous Performance Test-3 rd Edition (CPT-3); Conners' Auditory Test of Attention (CATA); Wisconsin Card Sort Test (WCST); Trail Making Test (Trails A & B; DKEFS) | https://www.apa.org/pi/oema/resources/testing-assessment-monograph.pdf | Test-out: DRS-2 | |
| 5/26 | 3 | Confidentiality & Releases; Building Rapport & Promoting Engagement, Affirmation, Reflections, & Summary Statements (OARS) <i>LAB: Language Part I</i> | Boston Naming Test-2 nd Edition (BNT-2); Controlled Oral Word Association Test & Animals (COWAT); DKEFS Verbal Fluency | https://onlinelibrary.wiley.com/doi/epdf/10.1002/jclp.21829 https://rhntc.org/sites/default/files/resources/2017-10/fpntc_oars_model_2016.pdf https://www.youtube.com/watch?v=WZJpx6KTVC8 | Test-out: Attention/EF | |
| 6/2 | 4 | Overview of DSM-5-TR & Conducting Psychological Evaluations, Semi-Structured Interviews <i>LAB: Language Part II</i> | Comprehensive Test of Phonological Processing- 2 nd Edition (CTOPP-2); Clinical Evaluation of Language Fundamentals-5 th Edition (CELF-5) | Cultural Formulation Interview; https://multiculturalmentalhealth.ca/wp-content/uploads/2019/07/2013_DSM5_CFI.pdf | Test-out: Language | |

| Date | Week | Topic | Lab Content | Readings | Outcome Measurement |
|-------------|----------|--|---|---|---|
| 6/9 | 5 | Case Conceptualization & Differential Diagnoses <i>LAB: Memory Part I (Peds)</i> | Child and Adolescent Memory Profile (ChAMP) | Culture-Bound Syndromes; DSM-5-TR; https://www.sciencedirect.com/science/article/pii/S0193953X18300388 https://onlinelibrary.wiley.com/doi/epdf/10.1111/pcn.12368 | Test-out: Language |
| 6/16 | 6 | Midterm Exam | | | |
| 6/23 | 7 | SUMMER BREAK | | | |
| 6/30 | 8 | Episodes of Care, Session Agendas, Treatment Planning, Routine Outcomes Monitoring <i>LAB: Memory Part II</i> | Wechsler Memory Scale-4 th Edition (WMS-IV), Logical Memory; California Verbal Learning Test-2 nd Edition (CVLT-II) | Treatment Planning Texts https://psycnet.apa.org/fulltext/2018-40149-001.pdf | |
| 7/7 | 9 | Crisis Management/De-escalation, Involuntary Hospitalization <i>LAB: Memory Part III</i> | Wechsler Memory Scale-4 th Edition (WMS-IV), Visual Reproduction; Rey-O Complex Figure Test (RCFT) | | Test-out: Memory |
| 7/14 | 10 | Mandatory Reporting & Documentation <i>LAB: Academic Achievement</i> | Woodcock-Johnson Tests of Academic Achievement-4 th Edition (WJ-IV-Ach, core) | https://cascw.umn.edu/wp-content/uploads/2015/03/CW360-Winter2015.pdf Watch video in Teams on Mandatory Reporting in advance of class. | Test-out: Memory Case conceptualization assignment |
| 7/21 | 11 | Suicide Risk Assessment & Documentation <i>LAB: IQ (review)</i> | WAIS/WISC (core); WASI-II | https://www.sciencedirect.com/science/article/pii/S0091743521000827 Watch 3-video series in Teams on Suicide in advance of class. | Test-Out: Academic |
| 7/28 | 12 | Epic, Billing, Report Writing, Gender Pronouns, Treatment Termination | | https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6590954/ https://ufhealth.org/sexual-orientation-and-gender-identity https://www.sciencedirect.com/science/article/abs/pii/S107722907000296?via%3Dihub | Suicide Risk Assessment Note |
| 8/4 | 13 | Final Exam | | | |