

**PY692a Graduate Practicum in Clinical Psychology I:  
Cognitive-Behavioral Therapy  
University of Guam  
Fanuchånan (Fall) 2024**

---

Instructor:	Camarin G. Meno, Ph.D.	Class Time:	Th	4:00 pm – 6:50 pm
Office:	HSS 318C	Class Location:	HSS 202	
Phone:	671-735-2857	Office Hours:	M/W	12:00 pm – 2:00 pm
E-mail:	menoc1046@triton.uog.edu		Th	2:00 pm – 4:00 pm

---

**Course Description**

The Graduate Practicum in Clinical Psychology provides students with the opportunity to gain supervised experience in clinical psychology practice at Isa Psychological Services Center or through external placement in a mental health or social service agency. Students are also required to attend a weekly seminar where they receive training and supervision in a particular therapeutic modality. In the first practicum, students learn various techniques associated with cognitive-behavioral therapy and see at least one client for weekly therapy employing the cognitive-behavioral approach. Students are required to complete a minimum of 100 practicum hours over the course of the semester, plus three classroom contact hours per week focusing on clinical training and group supervision with the practicum course instructor. *Prerequisite: Consent of instructor. Corequisite: PY641.*

**Learning Objectives**

Upon completion of the course, students will have demonstrated:

- 1) Skill in the use of various techniques associated with cognitive and behavioral interventions.
- 2) Competence in the application of cognitive-behavioral theories to case formulation and conceptualization.
- 3) Competence in the application of cognitive-behavioral interventions in the treatment of a wide range of mental disorders.
- 4) Competence in the application of cognitive-behavioral interventions with diverse populations.
- 5) Competence in the preparation of case notes and written reports.
- 6) Competence in conducting oral case presentations.
- 7) Effective use of supervision to implement and enhance skills.

**Required Readings**

Beck, J. S. (2021). *Cognitive behavior therapy: Basics and beyond* (3rd ed.). The Guilford Press.

Craske, M G. & Barlow, D. H. (2022). *Mastery of your anxiety and panic: Therapist guide* (5th ed.). Oxford.

**Distribution of Practicum Hours**

Students are required to complete a minimum of 100 practicum hours in their practicum placement settings over the course of the semester, including a minimum of 30 one-hour individual therapy sessions, a minimum of one hour per week of individual supervision and consultation, approximately two hours per week of group supervision and case conference meetings, approximately one hour per week of session preparation and clinical documentation, and approximately 10 hours of other clinical activities assigned by the on-site supervisor (e.g., training workshops, outreach, home visits). In addition, students are required to attend three classroom contact hours with the course instructor per week focusing on clinical training on Thursdays from 4:00 pm – 6:50 pm.

<b>Direct client contact (<u>minimum</u> of 30 one-hour individual therapy sessions):</b>	<b>30 hours</b>
Individual supervision and consultation ( <u>minimum</u> of 1 hour per week):	15 hours
Group supervision and case conference meetings (approx. 2 hours per week):	30 hours
Session preparation and clinical documentation (approx. 1 hour per week):	15 hours
Other clinical activities assigned by on-site supervisor:	<u>10 hours</u>
<b>TOTAL:</b>	<b>100 hours</b>

### **Evaluation Methods**

Final grades will be based on the following: 1) class attendance and participation in skills training exercises and group supervision; 2) clinical case video presentation, 3) clinical supervisor's evaluation of your clinical work; 4) psychological evaluation report for your primary client (the client you are presenting in PY641); 5) CBT treatment plan for your primary client; and 6) case notes for each therapy session with your primary client, including a final case note or discharge summary if the therapy is completed during the semester. Grades will be calculated as follows:

- 20% - Class attendance and participation in skills training exercises and class discussion
- 20% - Clinical case video presentation
- 20% - Clinical supervisor's evaluation
- 20% - Psychological evaluation report (for your primary client)
- 10% - CBT treatment plan (for your primary client)
- 10% - Case notes (for each therapy session with your primary client)

Numerical scores will be converted to letter grades based on the following percentages:

A+	98 – 100%
A	93 – 97%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	70 – 76%
D	60 – 69%
F	Below 60%

**Class Attendance and Participation in Skills Training Exercises and Class Discussion:** As this is a practicum class, you are required to maintain regular class attendance and to actively participate in all skills training exercises and group supervision. In addition, I ask that you complete the assigned readings prior to coming to each class and bring the assigned texts to each class meeting. You are permitted to miss one class for illness and other emergencies as long as you provide a doctor's note or other documentation explaining the absence. However, in accordance with MSCP Program policy, students who are absent from a class for any reason will be required to complete a written review of the topic covered in that class. Students who are absent from more than one classes should consult with the course instructor for guidance on making up missed classes. Students who arrive more than 20 minutes late for class or leave more than 20 minutes early will be counted as absent for that class, in which case the MSCP Program attendance policy will apply.

**Clinical Case Video Presentation:** Throughout the semester, we will be discussing practicum clinical cases in a group supervision format. At the end of the semester, students will give a clinical case video presentation on the primary client they have selected to write about for their Psychological Evaluation Report. The clinical case video presentation will include a brief client overview and a 20-minute video demonstration of the student providing a CBT intervention. More details will be provided in class.

**Psychological Evaluation Report:** For your primary client, you are required to conduct a comprehensive psychological evaluation including an intake interview, a psychosocial history

interview, and psychological assessments. Then, please prepare a comprehensive Psychological Evaluation Report summarizing your findings. The Psychological Evaluation Report should be based on an individual adult client you have seen for at least eight (8) CBT sessions; this should also be the same client you are focusing on for your *CBT Case Formulation and Treatment Summary* for PY641. Please note that identifying information should be disguised or removed prior to submitting the Psychological Evaluation Report to the course instructor. An outline for preparing Psychological Evaluation Reports will be provided in class. **Due November 21 at the start of class.**

**Clinical Supervisor's Evaluation:** At the end of the semester, your on-site clinical supervisor will provide a written evaluation of your practicum work. Your clinical supervisor should also sign off on your practicum time sheet documenting your 100 practicum hours. **Due December 12 at the start of class.**

**CBT Treatment Plan:** For your primary client (the client you are presenting in PY641), you are required to prepare a detailed treatment plan highlighting the client's presenting problems, treatment goals, treatment objectives, and recommended therapeutic interventions. Treatment plans should be written using a cognitive-behavioral framework. Thus, the client's presenting problems should be framed in cognitive or behavioral terms; the treatment goals and objectives should be consistent with CBT perspectives on human functioning; and the therapeutic interventions should include specific CBT interventions to be implemented. Treatment plans should be prepared after first conducting a comprehensive psychological evaluation, including intake interview, psychosocial history interview, and psychological assessments. Please note that identifying information should be disguised or removed prior to submitting the Psychological Evaluation Report to the course instructor. Sample CBT treatment plans will be provided in class. **Due December 12 at the start of class.**

**Case Notes:** Case notes must be completed following each therapy session and should be submitted regularly to the on-site clinical supervisor for review and signature. For your grade in this class, you are required to submit the case notes for your primary client (the client you are presenting in PY641) to the course instructor at the end of the semester. Case notes may follow the format used by the clinical setting in which the practicum is being conducted. However, like the treatment plan, case notes should be written using a cognitive-behavioral framework, and thus should highlight specific cognitive or behavioral problems addressed in therapy, treatment goals that are consistent with CBT perspectives on human functioning, and the specific CBT interventions that were implemented. Please note that all identifying information should be removed prior to submitting your case notes to the course instructor. **Due December 12 at the start of class.**

### Class Policies

#### APA Ethical Guidelines

Students will be expected to maintain professional and ethical behavior both in class and in their practicum settings by following the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct*, as well as other APA guidelines for psychology student trainees conducting clinical practica, internship, and other training experiences.

#### Student Disclosure of Personal Information

Clinical training exercises conducted in class may involve practice therapy sessions. In these practice sessions, students in the class will be invited to play the role of the client by sharing a story from their life. While I do ask that your stories be about real events or experiences in your life, you are not required to share personal information that you do not wish to disclose. Thus, I encourage you to prepare, in advance, short stories or narratives that you would feel comfortable sharing with the class. I will give you examples in class of stories that do not require disclosing sensitive personal information. If, however, you do not wish to participate as a client in these role play exercises, you may choose to pass. Passing will not have any adverse effect on your grade.

For further discussion of “Student Disclosure of Personal Information,” please see the APA’s *Ethical Principles of Psychologists and Code of Conduct* 2017, 7.04.

### **Classroom Environment**

Our program, and I as an instructor, value diversity and inclusion. Part of how I strive to live out this value is by collaborating with you to create a classroom environment where people can write about and discuss how diversity and lived experience connect to the course material. Most if not all of our topics lend themselves to this type of connection. If you have other ideas about how I can further integrate diversity and inclusion into any aspect of this course, please let me know. It is essential that our classroom be a place where people can express their thoughts, perspectives, and experiences, knowing that they will be heard and taken seriously. Thus, I expect all students to be respectful of the varied experiences and perspectives presented by class members. You may expect the same level of respect from me.

### **Principles for a Positive Learning Environment**

**Mutual respect.** Understand that all of us come to this course with varying experiences, perspectives, and social identities. Recognize that learning is a process often involving self- growth and self-reflection. Obviously, you are free to disagree with others; however, do so with professionalism and care (e.g., no personal attacks, no sarcasm, etc.).

**Speak from somewhere and use “I”.** This refers to speaking for oneself rather than for others and using personal experience as a jump-off point for discussion. As you are comfortable, describe where you are coming from. This will minimize defensiveness among your peers and helps us to learn from each other.

**Remember you are in a social context.** Be passionate, speak from your experiences, and remember you are in a social context with people from diverse backgrounds. Be aware of how your perspective may affect those around you.

**Collaborate to grow together.** We all come from different sets of experiences and at times may unintentionally be insensitive to the perspective of others. If you feel you may have misspoken, ask us. If another classmate (or the instructor) missteps, let us know so that we can collaborate to learn from one other.

**Be a careful and curious listener.** True dialogue means that we do not know how the conversation will conclude, and we get to that conclusion together. Be willing to enter into dialogue to understand yourself and those around you better. Listen to understand rather than listening to respond.

### **Late Work Policy**

All written assignments will have a 10-minute grace period for submissions. Late work submitted after the deadline will have a 10%-point reduction for each day late, including weekends. If you submitted the assignment on time but it was somehow delivered to the instructor late, please send the instructor a screenshot of your submission to be eligible for full points.

### **Artificial Intelligence (AI) Large Language Models (LLM) Policy**

As the written work you will produce for this class involves confidential client information, the use of AI LLMs such as Chat-GPT in the writing and drafting of any written assignments in this class is prohibited. AI LLMs constitute powerful programs with the potential to profoundly impact how we communicate and work. It is important to learn how to use AI LLMs and other emergent technologies responsibly and ethically.

## **Overview of Student Learning Objectives (SLOs)**

### **PY692a Course Student Learning Outcomes (SLOs)**

Upon completion of the course, students will have demonstrated:

- 1) Skill in the use of various techniques associated with cognitive and behavioral interventions.
- 2) Competence in the application of cognitive-behavioral theories to case formulation and conceptualization.
- 3) Competence in the application of cognitive-behavioral interventions in the treatment of a wide range of mental disorders.
- 4) Competence in the application of cognitive-behavioral interventions with diverse populations.
- 5) Competence in the preparation of case notes and written reports.
- 6) Competence in conducting oral case presentations.
- 7) Effective use of supervision to implement and enhance skills.

### **MSCP Program Learning Outcomes (PLOs)**

Upon successful completion of the MSCP Program, students will demonstrate the following:

- 1) Competence in the application of a variety of clinical theories in the conceptualization of a wide range of mental health problems in adults, children, and families in the multicultural communities of Guam, Micronesia, and the Asia Pacific region.
- 2) Competence in conducting a variety of therapeutic interventions in the treatment of a wide range of mental health problems in adults, children, and families in the multicultural communities of Guam, Micronesia, and the Asia Pacific region.
- 3) Competence in conducting psychological assessments and diagnostic interviews with adults, children, and families in the multicultural communities of Guam, Micronesia, and the Asia Pacific region.
- 4) Competence in conducting clinical research examining mental health issues in the multicultural communities of Guam, Micronesia, and the Asia Pacific region.

### **Institutional Graduate Learning Outcomes (IGLOs)**

Upon completion of their degree program, graduate students will:

- 1) Demonstrate mastery of critical skills, theories, methodologies, and other content knowledge at a level that will enable them to address fundamental questions in their primary area of study;
- 2) Plan, conduct, and complete a significant research or creative project;
- 3) Exercise oral and written communication skills sufficient to publish and present work in their field;
- 4) Adhere to the ethical principles of academia and their respective disciplines in coursework, fieldwork, and other appropriate situations; and
- 5) Exemplify, through service, the value of their discipline to the academy and the community at large, interacting productively and professionally with people from diverse backgrounds.

### **Institutional Student Learning Outcomes (ISLOs)**

Some of the expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of any degree are:

- 1) Mastery of critical thinking and problem solving.
- 2) Mastery of quantitative analysis.
- 3) Effective oral and written communication.
- 4) Understanding and appreciation of culturally diverse people, ideas and values in a democratic context.
- 5) Responsible use of knowledge, natural resources, and technology.
- 6) An appreciation of the arts and sciences.
- 7) An interest in personal development and lifelong learning.

**Alignment of PY692a Course Assignments with  
PY692a Student Learning Outcomes (SLOs), MSCP Program Learning Outcomes (PLOs),  
Institutional Graduate Learning Outcomes (IGLOs),  
and Institutional Student Learning Outcomes (ISLOs)**

<b>PY692a Course Assignments</b>	<b>PY692a Student Learning Outcomes</b>	<b>MSCP Program Learning Outcomes</b>	<b>Institutional Graduate Learning Outcomes</b>	<b>Institutional Student Learning Outcomes</b>
1. Class attendance and participation	1, 2, 3, 4, 5, 6, 7	1, 2, 3	1, 3, 4	1, 3, 4, 5, 6, 7
2. Clinical case video presentation	1, 2, 3, 4, 5, 6, 7	1, 2, 3	1, 3, 4	1, 3, 4, 5, 6, 7
3. Clinical supervisor's evaluation	1, 2, 3, 4, 5, 6, 7	1, 2, 3	1, 3, 4, 5	1, 3, 4, 5, 6, 7
4. Psychological evaluation report	1, 2, 3, 4, 5, 7	1, 2, 3	1, 3, 4, 5	1, 3, 4, 5, 6, 7
5. CBT treatment plan	1, 2, 3, 4, 5, 7	1, 2, 3	1, 3, 4, 5	1, 3, 4, 5, 6, 7
6. Case notes	1, 2, 3, 4, 5, 7	1, 2, 3	1, 3, 4, 5	1, 3, 4, 5, 6, 7

## PRACTICUM SCHEDULE

*This is a proposed class schedule subject to change by the instructor. Any changes will be announced in class.*

### Part I: Introduction to the CBT Practicum & Part II: Fundamental Cognitive-Behavioral Therapy Techniques

**Week 1: Course Overview and Review of Basic Microskills**

August 15 – No Readings

**Week 2: Introduction to CBT, Cognitive Conceptualization, and the Therapeutic Relationship**

August 22 – Reading: *Cognitive Behavior Therapy: Basics and Beyond* (Chapters 1-4)

**Week 3: The Evaluation Session and the First Therapy Session**

August 29 – Reading: *Cognitive Therapy: Basics and Beyond* (Chapters 5-6)

**Week 4: Activity Scheduling and Action Plans**

September 5 – Reading: *Cognitive Therapy: Basics and Beyond* (Chapters 7-8)

**Week 5: CBT Treatment Planning and Structuring Sessions**

September 12 – Reading: *Cognitive Therapy: Basics and Beyond* (Chapters 9-11)

**Week 6: Identifying Automatic Thoughts and Emotions**

September 19 – Reading: *Cognitive Therapy: Basics and Beyond* (Chapters 12-13)

**Week 7: Evaluating and Responding to Automatic Thoughts**

September 26 – Reading: *Cognitive Therapy: Basics and Beyond* (Chapters 14-15)

**Week 8: Identifying and Modifying Intermediate and Core Beliefs**

October 3 – Reading: *Cognitive Therapy: Basics and Beyond* (Chapters 17-18)

October 10 – Fall Break (No Classes)

### Part III: CBT Techniques for Anxiety and Panic

**Week 9: The Nature of Panic Disorder and Agoraphobia**

October 17 – Reading: *Treatments That Work – Mastery of Your Anxiety and Panic* (Chapters 1-4)

**Week 10: Psychoeducation Regarding Panic and Anxiety**

October 24 – Reading: *Treatments That Work – Mastery of Your Anxiety and Panic* (Chapters 5-7)

**Week 11: Establishing a Hierarchy of Agoraphobia Situations**

October 31 – Reading: *Treatments That Work – Mastery of Your Anxiety and Panic* (Chapter 8)

**Week 12: Breathing and Thinking Skills**

November 7 – Reading: *Treatments That Work – Mastery of Your Anxiety and Panic* (Chapter 9-10)

**Week 13: Facing Physical Symptoms**

November 14 – Reading: *Treatments That Work – Mastery of Your Anxiety and Panic* (Chapter 11)

**Week 14: Facing Agoraphobia Situations**

November 21 – Reading: *Treatments That Work – Mastery of Your Anxiety and Panic* (Chapter 12)

**\*Psychological Evaluation Report due in class.**

Week 15: November 28 – Thanksgiving Day (No classes)

**Week 16: Termination and Relapse Prevention**

December 5 – Reading: *Treatments That Work – Mastery of Your Anxiety and Panic* (Chapter 15)

Reading: *Cognitive Therapy: Basics and Beyond* (Chapter 21)

Clinical Case Video Presentations: Shantei, Josiah, Haley, Zelain

## **Part IV: Course Wrap-Up**

**Final Exam Week: Course Wrap Up (4:00 pm - 5:20 pm)**

December 12 – Clinical Case Video Presentations: Bella, Veronica, Daniel

Course Wrap-Up

**Practicum time sheets, clinical supervisor's evaluation, CBT treatment plans, and case notes due at the start of class at 4:00 pm.** Students who require more time to complete their practicum hours (100 hours total required, including a minimum of 30 one-hour individual therapy sessions), supervisor's evaluation, treatment plans, or case notes, should request an "In Progress" for the course so as to provide more time for the completion of the course requirements.

### **University of Guam Policies**

#### **Communication Policy**

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University (OIT policy manual, 3.10, p. 36).

#### **Disability Support Services**

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2505/2460.

#### **EEO/ADA & Title IX Office**

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities, and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & Title IX Office, at 671-735-2244, 671-735-2971, 671-735-2244 (TTY) or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

#### **Plagiarism Policy**

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Plagiarism is a serious academic offense. As such, any student found to have committed an act of plagiarism in an MSCP course will, at the very least, fail the course. Multiple offenses, if discovered, may be referred to the Student Discipline and Appeals Committee for more severe consequences.

#### **UOG Writing Center**

If you need assistance with writing for this course, please contact UOG's Writing Center. The University of Guam's Division of English and Applied Linguistics (DEAL) Writing Center is a tutorial resource run by students for students and is funded by course fees from those enrolled in composition classes. The main goal of the Writing Center is to help students become better writers. The Writing Center is located on the second floor of the English & Communications Building in room EC204. Students may either walk-in or email writingcenter@triton.uog.edu to schedule an appointment with one of the Writing Center tutors.



Tobacco-Free/Smoke-Free Policy

UOG is a tobacco-free/smoke-free campus. Thank you for not using tobacco products on campus, for helping to fight cancer, and for helping to make UOG a healthy learning environment.

**MSCP Program Policies**MSCP Attendance Policy

As the MSCP courses provide instruction in knowledge and skills that are essential for Master's level clinical psychology research and practice, students are required to maintain regular attendance. Students who are absent from a class will be required to complete a written review of the topic covered in that class (or a similar assignment to be determined by the course instructor), due no later than the course final exam period. Students who are absent from more than two classes (or more than one class for courses that meet once per week) should consult with the course instructor for guidance on making up the missed classes.

MSCP Late Policy.

Students who arrive more than 20 minutes late for class or leave more than 20 minutes early will be counted as absent for that class, in which case the MSCP Program attendance policy will apply. Individual instructors may enforce stricter late policies, details of which will be outlined in the course syllabus.

MSCP Employment Restriction Policy

As the MSCP Program is a rigorous full-time program with intensive course requirements, clinical practica, and a Master's thesis, employment will be restricted to a maximum of 30 hours per week during Fall and Spring Semesters. In fact, it is highly recommended that students restrict their employment to approximately 20 hours per week. Students who wish to work more than 30 hours per week are required to submit a written request to the Program Chair for review and approval by the MSCP Program faculty.

MSCP Internship Policy

Students are required to complete at least one MSCP clinical intervention course (PY641, PY642, PY643, or PY644) and one MSCP graduate practicum course (PY692a, PY692b, PY692c, PY692d) prior to enrolling in PY698a *Internship in Clinical Psychology I*. In addition, students are required to complete at least three MSCP clinical intervention courses (PY641, PY642, PY643, or PY644) and three MSCP graduate practicum courses (PY692a, PY692b, PY692c, PY692d) prior to enrolling in PY698b *Internship in Clinical Psychology II*. Finally, students must have completed both PY492a *Psychology Practicum: Introduction to Individual Counseling Skills* and PY492b *Psychology Practicum: Introduction to Child, Family, and Group Counseling Skills* or their equivalent prior to enrolling in either PY698a or PY698b.