Learning Goals & Objectives:

Knowledge:
- Understanding diagnostic issues related to Axis I DSM diagnoses
- Understanding of Cognitive-Behavioral theory and research for depression and anxiety
- Understanding of Cognitive-Behavioral interventions and treatments for depression and anxiety
- Understanding of the APA code of ethics

Assessment:
- Ability to administer a structured diagnostic interview (e.g., SCID)
- Ability to administer, score and interpret relevant psychometric tests
- Ability to provide integrative feedback to clients and collaborate in developing an appropriate treatment plan

Treatment:
- Ability to develop case conceptualizations that are consistent with cognitive-behavioral theory
- Ability to plan and conduct therapy sessions using CBT
- Ability to increase independence in treatment planning and intervention with increasing skill and experience in CBT
- Ability to evaluate client progress as therapy proceeds
- Ability to develop an effective therapeutic alliance and an appropriate professional stance.
- Ability to provide services in an ethical manner
- Ability to attend to and incorporate client diversity and cultural context into case formulation and intervention

Administrative:
- Ability to integrate diagnostic interview and self-report material in an assessment report
- Ability to summarize weekly progress in a case note
- Ability to effectively summarize work with a client in a termination report

Supervision:
- Ability to conceptualize and summarize weekly sessions for supervision
- Ability to make effective use of supervision for personal development (e.g., openness to discussing difficult therapy experiences, awareness of self, willingness to try new approaches, openness to feedback, etc.)
- Ability to incorporate supervisory feedback into on-going clinical work
- Ability to integrate readings into supervision meetings and on-going work with clients

Expectations of Students

Students are expected to attend and participate in weekly group training meetings, complete all assigned readings in advance of scheduled training meetings, meet weekly for individual
supervision, prepare for sessions and supervision meetings, know and follow the APA ethics code, know and follow all clinic policies and procedures outlined in the Clinic Manual. Students are expected to register for a full load of practicum credits (4 credits per term), maintain enrollment for one academic year, and work up to carrying a caseload that provides an average of 4 hours per week of face-to-face client contact. Initially, students who are new to practicum will spend an additional 2-3 hours of training a week outside of weekly group meeting times to learn the SCID, clinic procedures, and CBT. Returning practicum students should also expect to spend some time outside of group training (1-2 hours per week) during the first few weeks assisting new trainees with clinic procedures and initial phases of client care. As students pick up cases, these outside training hours will convert to direct hours with clients.

**Required Texts & Materials**

Readings are an integral part of professional training in clinical psychology. They provide the foundational knowledge necessary to begin to practice and apply evidence-based interventions. Students will read from a variety of texts and treatment protocols relevant to the clinical services provided by the practicum. Students should acquire copies of the following materials, as they will be an important part of a resource library that enhances skill development and competency. Other resources may be added to this list in upcoming terms.


**Tentative Practicum Schedule Fall 10’**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>9/29</td>
<td>Clinic Orientation: Review of Clinic Policies and Procedures</td>
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</tbody>
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  - **UO Psychology Clinic Manual, September 2011**

| 10/6 | Assessment, Feedback, and Setting Goals |


10/20 Suicidal Crises


10/27 CBT: Initiating CBT Treatment for Depression and Panic Disorder


11/17  CBT: Behavioral Interventions—Panic Exposures


11/24  Thanksgiving Break: No Class


