

Foundations of Clinical Practice I

The University of Toledo Department of Psychology PSYC 6290/ 7290-001

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 Offered:
 Fall

 Class Location:
 UH 1610

 Class Day/Time:
 Wed 2:00 PM
 4: 40 PM

 Oredit Hours:
 3

 TAs:
 Tara Spitzen

 TA Email:
 tara.spitzen@utoledo.edu

CATALOG/ COURSE DESCRIPTION

The goal of this course is to provide an introduction to the basioETQr89 g0.00000912 0 612 792 reW* nBT/F3 11.04 Tf1 0



UNIVERSITY POLICIES

All students at the University of Toledo are expected to read, understand, and follow the academic policies that govern their attendance at the University. These policies include, but are not limited to, academic dishonesty, academic forgiveness, adding and dropping a course, grades and grading, and the missed class policy. Please use the following URL to read a comprehensive list of academic policies that pertain to you in this class and throughout your academic journey:

http://www.utoledo.edu/policies/academic/undergraduate/

If you have any questions after reading through the policies, please let the instructors know.

iscrimination on the Basis of Disability (ADA)

The University is an equal opportunity educational institution. Please read <u>icy</u> <u>Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.</u> Students can find this policy along with other university policies listed by audience on the <u>University</u> <u>Policy webpage</u> (http://www.utoledo.edu/policies/audience.html/#students).

Academic Accommodations

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Academic Dishonesty

Consistent with University Policy, academic dishonesty will not be tolerated. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor

but are not limited to: 1) Plagiarizing or representing the words, ideas or information of another person n, any

unauthorized information concerning the content of that examination; 3) Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
4) Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it; 5) Giving or receiving substantive aid during the course of an examination;
6) Commencing an examination before the stipulated time or continuing to work on an examination a4(,)11(fs/)31rrinnB⁻



place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular business hours and 419.530.3431 for 24-hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources: <u>http://www.utoledo.edu/title-ix/</u>. Policies relating to Title IX can be found at: <u>http://www.utoledo.edu/title-ix/policies.html</u>.

COURSE EXPECTATIONS AND GUIDELINES

Please arrive to class on time. If you are going to be late or miss a class, please notify the instructor in advance. Please make sure cell phones are turned off (or on vibrate) during class, and please refrain from any online activity or the use of cell phones (o b(o)luding yig asduring clas





Weekly Reading List

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Wachtel, P. L. (2011). Therapeutic communication: Knowing what to say when Chapter 10. Affirmation and Change.



Linehan, M. M. (1993). Skills training manual for treating borderline personality disorder. New York, NY: Guilford Press.

Week 10: Boundaries, limits, 16(I)-3(i)7(mi)5(ts)-3(,16(I)-3(i)dC 8reWhBT/F3 1104 10766 6571 Tm0 g0 G-0047 Tc[:)]TET



Bernal, G., Jiménez-Chafey, M. I., & Domenech Rodríguez, M. M. (2009). Cultural adaptation of treatments: A resource for considering culture in evidence-based practice. **Professional Psychology: Research and Practice**, **40**(4), 361.

Boroughs, M. S., Bedoya, C. A., O'cleirigh, C., & Safren, S. A. (2015). Toward defining, measuring, and evaluating LGBT cultural competence for psychologists. **Ginical Psychology: Science and Practice**, **22**(2), 151-171.

, W.T. (2016). Oppression, privilege, bias, prejudice, & stereotyping: Problems in the APA Code of Ethics. **Ethics & Behavior, 26**(7), 527-544.

Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The case for cultural competency in psychotherapeutic interventions. Annual review of psychology, 60, 525