

Clinical Psychology Practicum I Section 01

PSYC 224A

Fall 2025 Section 80 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 07/31/2025

Contact Information

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Office Hours:	M W 12:30-1:30 pm In-person

Course Description and Requisites

Supervised experience in the treatment of behavioral and emotional problems of individuals and families.

Prerequisite: Same as PSYC 223A.

Corequisite: PSYC 223A.

Notes: MS program priority.

Letter Graded

Classroom Protocols

Classroom/meeting Protocol

This is a graduate consultation group, so you are expected you to be attentive in meetings, participate in discussions, and limit other distractions. Please place cellphones on silent mode during meetings. If you must make or answer a call, please excuse yourself from class for such activity. Please do not browse the

web during outmeetings. Most importantly, please be respectful of your classmates' opinions, as this is a class where we address topics for which students will have differing opinions. Also, if you discuss client-related content in class, please be sure to protect that person's confidentiality. Students are asked not to share these discussions outside of class. You are expected to come to every class. If you have to miss a meeting, please let me know ahead of time. If you have to miss more than one meeting, please make an appointment with me so that we can discuss your progress in the course and the program as well as your reasons for not attending.

Program Information

Licensure Learning Outcomes (LLOs) indicate how each course meets the educational requirements as detailed by the CA Board of Behavioral Sciences. [The MS Clinical LLOs are detailed on our program website. \(https://sjsu.edu/psych/graduate-programs/masters-clinical-psych/learning-objectives.php\)](https://sjsu.edu/psych/graduate-programs/masters-clinical-psych/learning-objectives.php)

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the MS in Clinical Psychology degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the degree are:

1. Interventions and evidence-based applications

1.1 Students will be able to apply, compare, and contrast a variety of psychotherapy theories and implement at least one chosen theory or intervention with clinical case material

1.2 Students will be able to evaluate, select, and implement empirically supported clinical interventions for clinical case material and clients

2. Communication and Case presentation

2.1 Students will be able to integrate and communicate clinical case material

2.2 Students will be able to synthesize contextual and cultural variables into their understanding of and presentation of client materials

2.3 Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers

2.4 Students will be able to analyze cases other than those they are treating, applying theories, principles, and relevant empirical findings to those cases

3. Competent Assessment and Evaluation

3.1 Students will be able to evaluate, select, and implement different assessment devices and strategies for assessing client outcomes and processes of change over the course of treatment including nomothetic and idiographic approaches

4. Professional clinical practice

4.1 Students will demonstrate competency consistent with professional standards of practice in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family/couples therapy, cultural diversity and humility, risk management and safety planning,

psychopharmacology, and issues relevant to adult and child clinical populations.

5. Preparation and meeting professional licensing requirements

5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

Course Goals

Course Description

From catalog: Supervised experience in the treatment of behavioral and emotional problems of individuals and families. Notes: MS program priority. Please note, you are required to register for this class both Fall and Spring semester of your second year in the program, and you must register for 3 units each time (for a total of 6 units), per BBS requirements.

This course is directly connected to your Consultation Group meetings with you, one or two other students, and one faculty member serving as Consultant. Your course grade is based on your performance on clinically relevant assignments given throughout the semester and designed to help develop your clinical skills in practice, in writing about clients, and in presenting that information to other clinicians. You will receive a letter grade based on your ability to complete these assignments professionally and accurately.

This year-long two-semester course taken in your second year in the MS Clinical program is intended to develop your clinical knowledge and skills, and extend your theoretical and practical experience working with psychotherapy clients through small group consultation with a clinical faculty member. Special emphasis will be placed on your conceptualization and understanding of the presenting person/problem, your use of empirical and clinical research in informing assessment and treatment decisions, ethical challenges in cases, factors that impact the therapeutic relationship, and the context of the clients' concerns, including culture, socioeconomic status, resources, gender, sexual orientation, age and dis/ability.

Note that the clinical faculty member leading the consultation group is not your clinical supervisor. Your clinical supervisor of record is that person serving as your supervisor at your fieldwork agency and the person who signs off on your weekly hours logs. It is an expectation for this course that the clinical faculty member leading your consultation group contact your fieldwork supervisor to create a dialog about the parameters of giving feedback and case suggestions in the context of your cases (while recognizing who remains the supervisor of record). The clinical faculty member consulting on each case may also help troubleshoot any challenges the student may have on fieldwork including gaining appropriate and adequate hours.

The Role of your Faculty Consultant

Faculty Consultant will help students select one evidence-based treatment or protocol to go over with the students in the course each semester. This can be selected based on the students' cases being seen or other criteria. Faculty Consultants will help the students identify how to select a treatment based on its

demonstrated efficacy in the empirical literature and the case conceptualization of a specific client's problems. Faculty Consultants can also help students learn to adapt evidence-based treatment or manualized intervention flexibly to fit an individual client's needs.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will:

CLO1 - Develop case conceptualization skills and theoretically conceptualize complex human problems attending to relevant cultural, ethical, and treatment considerations

CLO2 - Utilize and be familiar with the empirical literature concerning treatments for specific disorders to develop approaches for evidence based practice

CLO3 - To apply evidence based practice principles to psychotherapy interventions in an applied setting

CLO4 - Refer to empirical literature in order to implement interventions with clients, while assessing for process and outcome variables by becoming familiar with at least two evidence based interventions for different problems

CLO5 - Respectfully receive and give feedback to peers and supervisors regarding clinical matters

CLO6 - Effectively present clinical and relevant case material orally to others.

Course Materials

Any texts or articles required will be determined by the faculty consultant given the specifics of the therapist in training and the cases being addressed.

Course Requirements and Assignments

While the nature of consultation allows a certain freedom for how assignments are distributed and goals are met, the course requires students to develop the following three skill sets:

(1) identify relevant evidence-based interventions and assessments that apply to clients and client populations as part of client advocacy, and (2) develop proficiency in the delivery of at least one evidence-based intervention, (3) refine and develop intervention skills that may range from micro skills to crisis intervention skills to understanding theoretical underpinnings of interventions, to case conceptualization of the application of treatments.

Goal 1 may be met through practicing and researching treatments that are efficacious, developing and sharing intervention summaries, developing treatment protocol outlines for work with clients, determining and researching assessment devices and approaches, determining cultural issues relevant to populations being treated, determining and contacting support networks to best assist clients being served, and other strategies for client advocacy. Assignments will include reviewing the literature, determining resources in the community, and presenting summaries of findings in document form.

Goal 2 may be met by identifying evidence based interventions that may be appropriate to the current or future client populations and receiving instruction sufficient to understand the mechanism of action, conduct that intervention, or use aspects of that treatment as they apply to individual cases. These interventions will be identified and determined in a discussion with students and taught by faculty consultants. The goal is to have at least one intervention that you feel comfortable and confident delivering. Although there is considerable discretion in what treatments are taught by faculty consultants, they should be evidence based and applicable to a case or cases discussed in consultations meetings during the semester.

Goal 3 will be met a variety of ways depending on what the faculty consultant and students determine best meet their needs. For example, there may be times with discussing and role-playing micro skills would best serve student development. Other times, discussing the mechanism behind an intervention and its application to a case may be useful. Moreover, students may develop skills both giving and receiving feedback to other trainees or to supervisors.

Specifically, Faculty Consultants (faculty instructors) will provide assignments using the structure of the second year comps to develop clinically relevant assignments. These assignments are designed to help further the student's clinical skills around issues related to ethics, legal issues, treatment development, case formulation, data and assessment gathering, and relevant contextual issues.

Active participant in weekly consultation sessions will be a requisite part of succeeding in this course. It is expected that the order of these assignments may change over the course of any one semester, but each student is expected to engage each topic as an assignment.

Definition of a Credit Hour

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.

The expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Grading Information

Grading Policy

This class is graded using a standard grading scale. Your grade will be based on your writing and presentation as it occurs during and at the end of the semester.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.