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PSYCH 7840 Syllabus

Practicum in Intellectual and Developmental Disability Psychology

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Description:

IDD psychology students are introduced to practicum experiences while closely supervised in the in-house Nisonger Clinics for 3 semesters. They are placed in the following: Interdisciplinary Developmental Clinic (FDC), School-Age Autism Developmental Clinic (SADC), and/or Transition-age Autism Developmental Clinic. This practicum is required of second year IDD students and can be available for more advanced students seeking additional practice or for those who require further skills development.

- Each Clinic case will have at most
 - 1 novice student (assisting and learning assessments)
 - 1 advanced student (conducting interview, working with novice student to administer assessments, and writing reports)
- Faculty (licensed psychologist) and/or Postdoctoral Fellows supervised by faculty will be directly involved in case, modeling assessment or observing and providing on-going feedback.

Topical Outline:

- Students will obtain follow competency before advancing:
 - ADOS
 - Consensus Coding 80% agreement on Modules 1-3
 - Fidelity in administration rated by supervisor according to UMACC Fidelity Checklist
 - Independent Administration and Interpretation
 - Developmental Assessment (Bayley, Mullen)
 - Read Manual
 - Observe Administration and assist in material management
 - Administer with assistance in materials management
 - Independent Administration and Interpretations
 - Intelligence Testing (Stanford Binet, WISC)
 - Read Manual and Interpretation guidelines
 - Observe Administration and assist in material management
 - Independent Administration and Interpretations
 - Achievement Testing (Woodcock Johnson and WIAT-III)
 - Read Manual and Interpretation guidelines
 - Observe Administration and assist in material management
 - Independent Administration and Interpretations

- Adaptive Behavior (ABAS-II, Vineland)
 - Read Manual and Interpretation guidelines
 - Independent Administration and Interpretations
- Psychopathology/Behavioral Assessments (CBCL, NCBRF, P-ChIPS etc)
 - Read Manual and Interpretation guidelines
 - Independent Administration and Interpretations
- Conduct Psychological Interview
- Provide Comprehensive Feedback to Family/Client
 - Feedback will first be with supervisor in room, then progress to remote observation
 - Trainee should be able to give feedback independently before completing practicum
- Write Comprehensive Report including recommendations
 - Reports must be completed within deadlines
 - Reports should be written at professional level
- Complete adequate case preparation
 - be able to complete case review
 - have reviewed and be familiar with tests to be administered
 - prepare all of clinic environment so that it is appropriate in appearance and in items available in room for client.

Supervision:

- Weekly 1 hour group supervision with Instructor (licensed psychologist) other graduate students and postdoctoral fellows. Group supervision will consist of 30 minutes of didactics regarding assessment and 30 minutes of case review. Students will be expected to review test or other reading material which will be discussed.
- 1:1 Supervision during assessment for Clinics via real-time observation and debriefing meeting afterward with be provided by licensed supervisor and postdoctoral fellows
- Recorded sessions for more advanced trainees that can be reviewed during weekly 1:1 supervision meetings

Grading:

Satisfactory/Unsatisfactory. Trainees will be rated quarterly on progression toward competency (see Quarterly Competency Rating Form). A mid-semester meeting will be scheduled to discuss progress. If a student fails to reach competency at the end of their rotation they will meet with the faculty to determine what additional experience is necessary prior to promotion to additional practicum sites.

All students receiving an 80% or higher will earn a grade of Satisfactory. All those below 80% will earn a grade of Unsatisfactory. Grading will be determined based on the following:

Meeting Written Deadlines (40%)

Trainees must meet the following expectations:

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1. Review the chart prior to the appointment and provide a typed chart review to the supervising psychologist prior to group supervision. Present chart, including all scored instruments during team meeting. This should all be done prior to the meeting. Attend the thirty minute “team” conference which occurs on the day of the appointment in its entirety. Trainees should already have necessary parent/teacher report forms pulled (e.g., CBCL/TRF, etc.), scored and ready to take into the intake interview.
2. Following the intake interview and testing at the first appointment, the trainee needs to have the background history section of the report and autism criteria/ADOS sections completed no later than one week after the initial appointment (e.g., if you see a Thursday PM case, your supervisor needs to see the above draft via email by 5pm the following Thursday).
3. After follow up testing, the trainee needs to have all protocols scored and available at the following week group supervision meeting. (e.g., if you test on a Thursday, you need to show your supervisor scored protocols by Tuesday group supervision the next week).
4. After follow up testing, the trainee will have a draft of the report to the supervisor within one week of testing (e.g., if you test on a Thursday, the supervisor needs the report by the following Thursday at 5pm).
5. Any subsequent edits to the report need to be completed within three business days of having received the edits (e.g., if you get a report back on a Tuesday, the supervisor needs the report back by 5pm on Friday).
 - If a trainee fails to meet any of these deadlines more than once, a performance improvement plan will be implemented and placed in the trainee’s file.
 - Students will be graded weekly on these 5 expectations, receiving 20 points each (i.e., 100 points per week).

Attendance (20%)

Attendance:

Students are expected to attend all clinics during the semester in which they are enrolled- finals week will be used to finalize any outstanding reports. Student absences will be excused for conference attendance and illness. All others excuses will be reviewed on a case-by-case basis. Personal vacations should be scheduled during Breaks, not during the quarter/semester. One unexcused absence will result in earning 80 out of 100 total attendance points. Twenty points will be deducted for each subsequent unexcused absence.

Preparation (20%):

- Students are expected to have interview template and all interview questions printed prior to the team meeting on the day of clinic.
- All planned assessments (as discussed during group supervision) should be reviewed/practiced prior to the appointment.

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- The day of the appointment, all planned assessments should be pulled (including protocols). If you are observing, a copy for you to reference should be copied prior to the appointment.
- Students are expected to be ready to talk about the previous week's client as well as the upcoming client. This includes having all protocols scored and available at supervision.
- Students will be graded weekly on these 4 expectations, which equate to 100 points per week.

Written reflection (20%)

- Students will be assigned written reflections throughout the semester, worth 10 points each. Topics will vary from observations of specific assessments, both administered by themselves and other. Once appropriate they will watch themselves on video conducting interviews, assessments and feedback and write reflections.
- All reflections are due 24 hours prior to group supervision.

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Group Supervision Schedule

- Wk 1 Review of syllabus and expectations; developing SMART goals for clinic; Review Tele-evaluation (general documents) prior to next supervision
- Wk 2 Clinical Interviewing. Please review Sattler Chapter on General Clinical Interviewing Techniques in preparation;
- Wk 3 Reflections on Clinical Interviewing; **Written Team Reflection Due** (Clinical Interview)
- Wk 4 Assessment considerations. **Revised interview template due**
- Wk 5 Providing Feedback. Review Autism Speaks Providing Feedback Toolkit
- Wk 6 Special Education and related services, and support services
- Wk 7 Mandated Reporting and Safety Planning/Risk assessment and Documentation
- Wk 8 Psychopharmacology (classes of medications)
- Wk 9 Cultural Competency
- Wk 10 Mental Health Interviewing in populations with IDD
- Wk 11 Writing Recommendations
- Wk 12 To be determined/as needed
- Wk 13 To be determined/as needed
- Wk 14 CASE REVIEW/CHECK IN

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Students will also be rated each semester in regard to clinical competency. These become part of their record and will be shared with licensing boards as requested.

QUARTERLY COMPETENCY RATING FORM-NISONGER

Select the column corresponding to the training level of the person being assessed, and rate items in that column using the following frequency scale:

- 0: Never/Rarely
- 1: Sometimes
- 2: Often
- 3: Almost Always
- 4: Always

If you have not had the opportunity to observe a behavior in question, please indicate this by circling "No Opportunity to Observe" [N/O].

Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee's current level of competence.

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professional Values and Attitudes: as evidenced in behavior and comporment that reflect the values and attitudes of psychology.

- Understands professional values; honest, responsible
- Adherence to professional values; recognizes situations that challenge adherence to professional values

1B. Deportment

- Understands how to conduct oneself in a professional manner
- Communication and physical conduct (including attire) is professionally appropriate, across different settings

1C. Accountability

- Accountable and reliable
- Accepts responsibility for own actions

1D. Concern for the Welfare of Others

- Demonstrates awareness of the need to uphold and protect the welfare of others
- Acts to understand and safeguard the welfare of others

1E. Professional Identity

- Demonstrates beginning understanding of self as professional
- Displays emerging professional identity; uses resources (e.g., supervision, literature) for professional development

2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.

2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context

- Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others
- Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation

2B. Others as Shaped by Individual and Cultural Diversity and Context

- Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings
- Applies knowledge of others as cultural beings in assessment, treatment, and consultation

2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context

- Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others
- Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others

3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines

- Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting

- Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations

3B. Awareness and Application of Ethical Decision Making

- Demonstrates awareness of the importance of applying an ethical decision model to practice
- Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma

3C. Ethical Conduct

- Displays ethical attitudes and values
- Integrates own moral principles/ethical values in professional conduct

4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

4A. Reflective Practice

- Displays basic mindfulness and self-awareness; displays basic reflectivity regarding professional practice (reflection-on-action)
- Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action

4D. Participation in Supervision Process

- Demonstrates straightforward, truthful, and respectful communication in supervisory relationship
- Effectively participates in supervision

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.

5A. Interpersonal Relationships

- Displays interpersonal skills
- Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines

5B. Affective Skills

- Displays affective skills
- Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively

5C. Expressive Skills

- Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills
- Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language

FUNCTIONAL COMPETENCIES

IV. APPLICATION

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.

- **8A. Knowledge and Application of Evidence-Based Practice**
 - Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology
 - Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences

9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

- **9B. Knowledge of Assessment Methods**
 - Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam
 - Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances
- **9C. Application of Assessment Methods**
 - Demonstrates knowledge of measurement across domains of functioning and practice settings
 - Selects appropriate assessment measures to answer diagnostic question
- **9D. Diagnosis**
 - Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity
 - Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity
- **9E. Conceptualization and Recommendations**

- Demonstrates basic knowledge of formulating diagnosis and case conceptualization
- Utilizes systematic approaches of gathering data to inform clinical decision-making
- **9F. Communication of Assessment Findings**
 - Demonstrates awareness of models of report writing and progress notes
 - Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client

10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.

- **10A. Intervention planning**
 - Displays basic understanding of the relationship between assessment and intervention
 - Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation
- **10B. Skills**
 - Displays basic helping skills
 - Displays clinical skills
- **10C. Intervention Implementation**
 - Demonstrates basic knowledge of intervention strategies
 - Implements evidence-based interventions
- **10D. Progress Evaluation**
 - Demonstrates basic knowledge of the assessment of intervention progress and outcome
 - Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures

VI. SYSTEMS

14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

- **14A. Knowledge of the Shared and Distinctive Contributions of Other Professions**
 - Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/ professionals
- **14B. Functioning in Multidisciplinary and Interdisciplinary Contexts**
 - Cooperates with others
 - Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning
- **14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes**
 - Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals

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- **14D. Respectful and Productive Relationships with Individuals from Other Professions**
 - Demonstrates awareness of the benefits of forming collaborative relationships with other professionals
 - Develops and maintains collaborative relationships and respect for other professionals

Overall Assessment of Trainee's Current Level of Competence

Please provide a brief narrative summary of your overall impression of this trainee's current level of competence. In your narrative, please be sure to address the following questions: What are the trainee's particular strengths? What are the trainee's particular weaknesses? How can he/she improve upon these? Do you believe that the trainee has reached the level of competence expected by the program at this point in training?

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