**PSY 650 WEEK 6**

**Required Resources**

Text

Gorenstein, E. E., & Comer, R. J. (2015). [*Case studies in abnormal psychology* (2nd ed.).](https://ashford.instructure.com/courses/83179/modules/items/4204670) New York, NY: Worth Publishers. Retrieved from https://redshelf.com

* The full-text version of this e-book is available through your online classroom

Articles

Cohen, K. R., Lee, C. M., & McIlwraith, R. (2012). [The psychology of advocacy and the advocacy of psychology](https://ashford.instructure.com/courses/83179/external_tools/retrieve?display=borderless&url=https%3A%2F%2Flibrary.ashford.edu%2FAccount%2FLtiLogin.aspx%3Fcustom_redirectresource%3Dhttps%3A%2F%2Flibrary.ashford.edu%2Fezproxy.aspx%3Furl%3Dhttp%253A%2F%2Fsearch.proquest.com%2Fdocview%2F1034977495%2Ffulltext%2F11296A6727BD4513PQ%2F2%3Faccountid%3D32521). *Canadian Psychology/Psychologie Canadienne, 53*(3), 151-158. doi:10.1037/a0027823

* The full-text version of this article can be accessed through the EBSCOhost database in the University of Arizona Global Campus Library. The role of advocacy within health care, academia, and private practice are explored in this article. Twelves steps are outlined in support of successful advocacy in the field of psychology. This resource is applicable to this week’s discussion.

Fox, R. E. (2008). [Advocacy: The key to the survival and growth of professional psychology](https://ashford.instructure.com/courses/83179/external_tools/retrieve?display=borderless&url=https%3A%2F%2Flibrary.ashford.edu%2FAccount%2FLtiLogin.aspx%3Fcustom_redirectresource%3Dhttps%3A%2F%2Flibrary.ashford.edu%2Fezproxy.aspx%3Furl%3Dhttp%253A%2F%2Fsearch.ebscohost.com%2Flogin.aspx%3Fdirect%3Dtrue%252526AuthType%3Dip%2Ccpid%252526custid%3Ds8856897%252526db%3Dpdh%252526AN%3D2008-17522-010%252526site%3Dehost-live). *Professional Psychology: Research and Practice, 39*(6), 633-637. doi:10.1037/0735-7028.39.6.633

* The full-text version of this article can be accessed through the EBSCOhost database in the University of Arizona Global Campus Library. The author of this article explains how to develop large-scale advocacy efforts by using a database, targeted messaging, political contributions, and trainings. This resource is applicable to this week’s discussion.

Heinowitz, A. E., Brown, K. R., Langsam, L. C., Arcidiacono, S. J., Baker, P. L., Badaan, N. H., & ... Cash, R. E. (2012). [Identifying perceived personal barriers to public policy advocacy within psychology](https://ashford.instructure.com/courses/83179/external_tools/retrieve?display=borderless&url=https%3A%2F%2Flibrary.ashford.edu%2FAccount%2FLtiLogin.aspx%3Fcustom_redirectresource%3Dhttps%3A%2F%2Flibrary.ashford.edu%2Fezproxy.aspx%3Furl%3Dhttp%253A%2F%2Fsearch.ebscohost.com%2Flogin.aspx%3Fdirect%3Dtrue%252526AuthType%3Dip%2Ccpid%252526custid%3Ds8856897%252526db%3Dpdh%252526AN%3D2012-17525-001%252526site%3Dehost-live). *Professional Psychology: Research and Practice, 43*(4), 372-378. doi:10.1037/a0029161

* The full-text version of this article can be accessed through the EBSCOhost database in the University of Arizona Global Campus Library. The authors of this peer-reviewed article examine the underrepresentation of advocates in the field of psychology through an anonymous online survey that reveals eleven barriers to taking action in public policy, social justice, and professional advocacy. This resource is applicable to the *Issues of Advocacy and Social Justice*discussion. This resource is applicable to this week’s discussion.

Hill, J. K. (2013). [Partnering with a purpose: Psychologists as advocates in organizations](https://ashford.instructure.com/courses/83179/external_tools/retrieve?display=borderless&url=https%3A%2F%2Flibrary.ashford.edu%2FAccount%2FLtiLogin.aspx%3Fcustom_redirectresource%3Dhttps%3A%2F%2Flibrary.ashford.edu%2Fezproxy.aspx%3Furl%3Dhttp%253A%2F%2Fsearch.ebscohost.com%2Flogin.aspx%3Fdirect%3Dtrue%252526AuthType%3Dip%2Ccpid%252526custid%3Ds8856897%252526db%3Dpdh%252526AN%3D2013-25315-001%252526site%3Dehost-live). *Professional Psychology: Research and Practice, 44*(4), 187-192. doi:10.1037/a0033120

* The full-text version of this article can be accessed through the EBSCOhost database in the University of Arizona Global Campus Library. Strategies for collaborating and partnering with organizations are outlined within this article, including how to hone communication skills and serve as a content expert on key service issues. The absence of advocacy within professional training models is also examined. This resource is applicable to this week’s discussion.

Lewis, J. A., Ratts, M. J., Paladino, D. A., & Toporek, R. L. (2011). [Social justice counseling and advocacy: Developing new leadership roles and competencies](https://ashford.instructure.com/courses/83179/external_tools/retrieve?display=borderless&url=https%3A%2F%2Flibrary.ashford.edu%2FAccount%2FLtiLogin.aspx%3Fcustom_redirectresource%3Dhttps%3A%2F%2Flibrary.ashford.edu%2Fezproxy.aspx%3Furl%3Dhttp%253A%2F%2Fsearch.ebscohost.com%2Flogin.aspx%3Fdirect%3Dtrue%252526AuthType%3Dip%2Ccpid%252526custid%3Ds8856897%252526db%3Da9h%252526AN%3D77572698%252526site%3Dehost-live). *Journal for Social Action in Counseling & Psychology, 3*(1), 5-16. Retrieved from http://jsacp.tumblr.com/

* The authors of this article explore the shift from an individual-focused model towards a social justice perspective. Advocacy competencies and strategies for supporting clients at the systems level are outlined. This resource is applicable to this week’s discussion.

**Recommended Resources**

As part of your ongoing studies this week, you are encouraged to interact with one another in the [University of Arizona Global Campus Online Psychology Club  (Links to an external site.)](https://owa2010.bridgepointeducation.com/owa/redir.aspx?C=ld0OdGsKT0OOHP_GYG2776kH94ATR9EI3F2NgskX0IWQGEydOoCkrYZacSTJybe6W4TsQ-zYJmE.&URL=http%3a%2f%2fwww.linkedin.com%2fgroups%2fAshford-University-Online-Psychology-Club-5132531)via LinkedIn. This community of learning will allow youto create supportive networks for like-minded scholarship and to work through difficult course concepts in a mutually respectful environment. Please take a moment to explore [the community  (Links to an external site.)](https://owa2010.bridgepointeducation.com/owa/redir.aspx?C=ld0OdGsKT0OOHP_GYG2776kH94ATR9EI3F2NgskX0IWQGEydOoCkrYZacSTJybe6W4TsQ-zYJmE.&URL=http%3a%2f%2fwww.linkedin.com%2fgroups%2fAshford-University-Online-Psychology-Club-5132531)and see what your colleagues are discussing.

Please note: If you do not already have a LinkedIn account, you will need to create one before joining.

Texts

Ingram, B. L. (2016). [*Case formulation and treatment planning. In APA handbook of clinical psychology: Applications and methods*](https://ashford.instructure.com/courses/83179/external_tools/retrieve?display=borderless&url=https%3A%2F%2Flibrary.ashford.edu%2FAccount%2FLtiLogin.aspx%3Fcustom_redirectresource%3Dhttps%3A%2F%2Flibrary.ashford.edu%2Fezproxy.aspx%3Furl%3Dhttp%253A%2F%2Fsearch.ebscohost.com%2Flogin.aspx%3Fdirect%3Dtrue%252526AuthType%3Dip%2Ccpid%252526custid%3Ds8856897%252526db%3Dpzh%252526AN%3D2015-46203-012%252526site%3Dehost-live). Vol. 3. (pp. 233–249). Washington, DC: American Psychological Association. https://doi-org.proxy-library.ashford.edu/10.1037/14861-012

* [Chapter 12: Case Formulation and Treatment Planning](https://ashford.instructure.com/courses/83179/files/15254996/download?wrap=1)[download](https://ashford.instructure.com/courses/83179/files/15254996/download?download_frd=1)
  + The full-text version of this e-book can be accessed through the ebrary database in the University of Arizona Global Campus Library and is available to read online. Please be aware that checking this item out of the library may prevent other users from accessing it. This e-book illustrates various models of clinical interviewing and includes examples of intake reports, mental status exams, and treatment plans using case studies.

Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2014). [*The complete adult psychotherapy treatment planner*](https://ashford.instructure.com/courses/83179/external_tools/retrieve?display=borderless&url=https%3A%2F%2Flibrary.ashford.edu%2FAccount%2FLtiLogin.aspx%3Fcustom_redirectresource%3Dhttps%3A%2F%2Flibrary.ashford.edu%2Fezproxy.aspx%3Furl%3Dhttp%253A%2F%2Fsite.ebrary.com%2Flib%2Fashford%2Fdetail.action%3FdocID%3D10829266)(5th ed.). Hoboken, NJ: John Wiley & Sons.

* Cognitive Deficits (pp. 116-128)
* Eating Disorders and Obesity (pp.147-160)
* Impulse Control Disorder (pp. 209-219)
  + The full-text version of this e-book can be accessed through the ebrary database in the University of Arizona Global Campus Library and is available to read online. Please be aware that checking this item out of the library may prevent other users from accessing it.