

7944: COUNSELING PRACTICUM (Spring 2019)

Instructors: Laurie B. Mintz, Ph.D.
220 Psychology Building
Email: mintzl@ufl.edu (best way to reach me generally except in emergency, text or call my cell)
(352) 273-2172 (office phone)
(572) 808-3828 (cell)
Office Hours: Tuesdays 1:00 – 2:15 and By appointment

Class Meetings: Thursdays 10:00 a.m. – 12:00 p.m. Group Supervision

Goals and Requirements: The goal of this practicum is to continue to facilitate the development of both your skills and confidence as a counselor/therapist. More specifically, this practicum is aimed at increasing **skills and confidence** in: (a) assessment of client concerns; (b) conceptualization; (c) treatment planning; and (d) providing a range of effective counseling interventions. Other goals are to: (1) increase your comfort and skills in making good use of supervision; (2) increase your awareness and skills with respect to diversity; and (3) increase your awareness and skills in using yourself and your reactions as a tool in therapy. In addition, emphasis will be put on the following topics: (1) providing positive and constructive therapy-related and interpersonal feedback to your peers and accepting such feedback from peers and the instructor with openness and non-defensiveness; and (2) developing your theoretical orientation and learning intervention techniques from a variety of orientations (i.e., building your “tool box”). In order to accomplish these goals, the following is required of each student in the practicum:

1. Counsel clients and engage in all direct services agreed to in your practicum contract, including:
 - a. 50 client contact hours.
 - b. All sessions must be video-taped.
2. Attend and actively and engage in seminars, one-to-one supervision, supervision of group therapy if applicable, and any other agreed upon activity (e.g., outreach) as per your contract. Prepare for supervision as directed by your supervisor.
3. Attend and actively engage in group supervision. Specifically: (a) be prepared at the start of each class session to raise issues for discussion, which can include issues related to therapy in general, your client work, yourself (e.g., self-care), or the dynamics in the group; (b) if discussing a case, bring a video tape/clip to share; (c) be an active participant in class discussions. Additionally, everyone should always come prepared with a video clip to share (i.e., if there is no topic for discussion, we will simply watch tapes).

Note: Group supervision should only be missed in extenuating circumstances such as illness. In this case, please email, call, or text the instructor prior to class. If in doubt, discuss with instructor as far in advance as possible.

5. Observe your peers three times during the semester (3 different counselors). Give constructive feedback to this counselor. **See day-by-day schedule for dates due.** An observation is defined as watching an entire tape of a session and feedback is defined as written communication regarding what you perceived to be the strengths and areas for improvement. Note: in case of an abundance of constructive feedback, please meet with your peer in person.
6. Turn in the Weekly Summary each class period. Important: Do not put any identifying client information on this form!

7. Watch one of your own videotapes each week. Watch and listen carefully and identify three strengths and one area for improvement for each session and report these in your Weekly Summary.
8. Present your theoretical orientation to the class; see attached for format of write up and presentation.
9. Adhere to the CWC administrative policies, Practicum Training Manual, and recommendations for professional behavior.
10. Complete all “paperwork” required by the CWC. Specifically:
 - Keep track of your hours using the Caseload Log.
 - All sessions must be later accompanied by a progress note written in Titanium. It should be timely – within 48 hours of the session.
 - Non-counseling contacts should be kept up to date in Titanium.
 - All confidential documents that will not be going in the client folder (Titanium file) should be shredded.
 - Complete forms assigned to you on Canvas (e.g., HIPPA, FERPA, Confidentiality Agreement, etc.)
 - Complete all required evaluation forms. As per program policy, not turning in evaluation forms will result in an Incomplete grade for the course.
11. Attend a mid-semester and final semester meeting with your supervisor, instructors, and others as appropriate and outlined in the Practicum Training Manual. The mid-semester meetings will be held during class times on **February 21** and the final meetings will be held during class time on **April 18**.
12. Read any readings that are assigned throughout the course of the semester (i.e., discussion and case-driven readings) and demonstrate that you have read these assignments by being an active participant in discussions of them.
13. Engage in outside reading and consultation related to the concerns of your clients, in order to increase the effectiveness of your interventions.
14. Have an active student malpractice policy.
15. Keep track of your hours/activities, and as per program policy, complete the Practicum Hours Documentation Form and have it signed by your supervisor. One copy will be retained by the CWC, one copy should be retained for your own records, and a third copy should be provided to the Training Director (either by you or the CWC practicum coordinator) by the end of Finals week each semester. (Additionally, note that you can also choose to log your hours with MyPsychTrack (myspsychtrack.com), a paid web-based application that allows practicum, internship and postdoctoral trainees to track their training hours. Hours entered into MyPsychTrack can be exported to the AAPI Online).
A word of advice: It is very important that you keep good records of your hours, as you will need these for internship, licensure, and/or job applications.
16. All students are required to be available during Finals week to complete required CWC paperwork. (If, however, there are extenuating circumstances, please discuss this with the instructor and practicum coordinator well in advance).
17. The Practicum is graded using letter grades (A, B, I, E). An “A” indicates the student has completed requirements and met expectations of the practicum, demonstrated competency, and achieved expected number of client contact hours, supervision, and participation in training activities. A “B” indicates the student demonstrated competency in some of the expected counseling skills and professional behaviors, but

significant weaknesses were observed. A grade of “I” indicates the student has demonstrated competency in counseling skills and professional behavior expected but failed to complete the expected number of client contact hours or other required training activities (final grade is withheld pending completion of requirements). A grade of “E” indicates the student failed to meet expectations of the practicum.

In making judgments regarding competency, the instructor will rely upon her clinical judgment, derived from being a practicing, licensed psychologist and practicum instructor for over 25 years. In making such clinical judgments, the instructor will take into account videos showed in class, case discussions in class, additional videos viewed by the instructor as needed, and interactions with both herself and the students in class. Of utmost importance, the instructor will rely heavily on the judgment and evaluations of the clinical supervisor, including but not limited to those obtained in meetings she may hold with supervisors and feedback provided in their written evaluation forms. (Nevertheless, in cases of disagreement, the instructor’s assessment shall prevail).

In cases of concern about a competency deficiency or problematic behavior, the procedures outlined in the UF CWC Training Manual will be followed.

Additionally, as specified in the Counseling Psychology Program Student Handbook, if a supervisor of students enrolled in PCO 7944 (Practicum at the UF CWC) raises a concern about a student’s competency, initiates their own internal remediation procedures, or recommends a grade other than “A,” the area faculty will be promptly apprised of the situation by the Area/Training Director. The faculty may also choose to request a meeting with the PCO 7944 supervisor, practicum coordinator, or any other relevant training staff. The counseling faculty may choose, with a 2/3 majority vote of the Counseling Psychology core area faculty, to place the student on probation or to await the results of any internal procedures in place at the Practicum site. Note, however, that the assignment of a grade of “E” for PCO 7944 will automatically result in the student being placed on probation.

Similarly, as stated in the Handbook, if in accordance with the University of Florida CWC Practicum Training Manual, if a student is terminated from PCO 7944, they will be placed on probation. (However, if the reason for termination involves a violation of the APA Ethics code, department policy will first be followed)

Note: All of the requirements are to be taken seriously. Not fulfilling a requirement could result in failing the course. See the instructor if you anticipate having a problem or are having a problem with any of these requirements.

18. Accommodations for Students with Disabilities: Students requesting accommodation must first register with the Disability Resource Center. The Disability Resource Center provides the student with the necessary documentation that the student must give to the instructor in order to request accommodation.

Note: All of the requirements are to be taken seriously. Not fulfilling a requirement could result in failing the course. See the instructor if you anticipate having a problem or are having a problem with any of these requirements.

*Continue to be Courageous and Take Risks.
Help Make It Safe for Others to Take Risks.*

Learn and Enjoy!

Class Dates and Presentations

Subject to Change

January

- 10 Syllabus: Fill in Presentations Slots
- 17 TBD: Goals due (i.e., is this a useful thing to do and share with the class or did we already do at wrap-up sufficiently?)
- 24 ***First Peer Observation completed***
- 31 Theory Presentation: _____

February

- 7 Theory Presentation: _____
- 14 ***Second Peer Observation completed***
- 21 Mid-semester Evaluations during class period today
- 28 Theory Presentation: _____

March

- 7 Spring Break – Enjoy!
- 14 ***Third Peer Observation completed***
- 21 Theory Presentation: _____
- 28 Theory Presentation: _____

April

- 4 Theory Presentation: _____
- 11 Class Wrap Up and Celebration (or discuss an off campus event this day or another time)
- 18 Final Evaluations

WEEKLY SUMMARY

Name: _____ From _____ to _____ (specify day and date)

1. *Caseload*

Client (do not provide any identifying data)	Appt scheduled? (yes/no)	Appt kept? (yes/no)	If no, reason (no show/ cancel)
#1			
#2			
#3			
#4			
#5			
#6			
#7			
#8			
#9			
#10			

2. *Self-Critique*: Tape of _____ listened to.
(client ID as per above)

Three Strengths:

One Area to improve:

3. *Peer Observation*:

Provided to _____ Feedback given? Yes No

Received from _____ Feedback received? Yes No

4. *Individual Skill Enhancement*: List any outside readings or consultation obtained.

FORMAT FOR THEORETICAL ORIENTATION PRESENTATION

Please answer questions #1 - #5 in written format as succinctly as possible and come to class prepared to answer in #6 in demonstration format

1. How do you view human nature?
2. What do you see as the sources of people's psychological problems?
3. How do you believe people make changes in therapy? (i.e., What about therapy results in change?)
4. Given your answers to the above questions, Please describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. You may use de-identified case material to illustrate your points if you choose. *(Note: This question is directly from Internship Application; try to answer this in 500 words to mimic APPIC application)*
5. Do you need to make any adjustments to your orientation depending on the client's ethnicity, race, class, religion, disability status, and other diversity-related factors?
6. Demonstrate one technique associated with this orientation for the class.