

## **7944: COUNSELING PRACTICUM (Fall 2019)**

**Instructors:** Laurie B. Mintz, Ph.D.  
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Office Hours: Tuesdays 12:30 – 1:30 and by appointment

**Class Meetings:** Thursdays  
9:00 a.m. – 9:45 a.m. Procedure Q & A with Dr. Shinlay Rivera, PhD, LMHC  
10:00 a.m. – 12:00 p.m. Group Supervision

**Goals and Requirements:** The first goal of this practicum is 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 two topics: (1) developing your theoretical orientation and learning intervention techniques from a variety of orientations (i.e., building your “tool box”), and (2) gaining a deep understanding of what it means to operate in a professional manner, and doing so in all of your interactions in the CWC and in class (and beyond). In order to accomplish these goals, the following is required of each student in the practicum:

1. Develop a set of goals for the semester. These goals are due by **September 6**. These goals will help guide the instructor and your supervisor in assisting you to grow as a developing counselor/therapist/professional. These goals should be shared with your supervisor and/or developed in consultation with your supervisor.
2. Counsel clients and engage in all direct services agreed to in your practicum contract, including:
  - a. 40 client contact hours.
  - b. All sessions must be video-taped.
3. 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.
4. 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. Bring up one of your cases for discussion at least four times during the semester (with a video clip to show all four times). You may bring up four different cases or the same case each of the four times, depending on your need for help and feedback.
6. 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 session or tape of a session and feedback is defined as written and oral communication regarding what you perceived to be the strengths and areas for improvement.
7. Turn in the Weekly Summary each class period. Important: Do not put any identifying client information on this form! (*To Be Discussed in Class: Preference for turning in paper in class or emailing prior to class*).
8. 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.
9. Present one case formally during the semester. This case presentation must include a video recording. The format for the written summary is attached. (Note: next semester instead of a case presentation, you will present your theoretical orientation or you and your instructor, Dr. Amanda Lawson Ross<sup>1</sup>, will agree on a more interpersonally focused assignment, depending on student and class needs. The format for the theoretical orientation presentation attached so you can begin to think about it in advance).
10. Adhere to the CWC administrative policies, Practicum Training Manual, and recommendations for professional behavior.
11. 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.
12. 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 **October 10** and the final meetings will be held during class time on **December 5**.
13. 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.
14. Engage in outside reading and consultation related to the concerns of your clients, in order to increase the effectiveness of your interventions.
15. Have an active student malpractice policy.
16. Keep track of your hours/activities, and as per program policy, complete the Practicum Hours

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<sup>1</sup> This statement has been coordinated with Dr. Lawson-Ross, although again, depending on her preferences and class needs, this is subject to change.

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.*

17. 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).
18. 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 almost 30 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<sup>2</sup>. (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.

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<sup>2</sup> Please see the written evaluation form to be used in practicum which can be found in the CP Handbook. To receive a grade of A in practicum, it is generally expected that you will receive ratings of “3” on all relevant competencies by the end of the semester.

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.

19. **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.

*Be Courageous  
and Take Risks.  
Help Make It Safe  
For Others to Take  
Risks.  
Learn and Enjoy!*

## Class Dates and Presentations

*Subject to Change*

### **August:**

29 Syllabus, requirements & creating safe space

### **September:**

5 ***Goals Due (also share with your supervisor)***

12

19 Case Presentation: \_\_\_\_\_ (Note: 7 times listed and only 6 presentations; class choice to eliminate 9/19 or 11/14 date, or any other date listed depending on schedule of due dates in other classes)

26 ***First Peer Observation completed***

Case Presentation: \_\_\_\_\_

### **October:**

3 Case Presentation: \_\_\_\_\_

10 Mid-semester Evaluations during class period today

17 Laurie out of town. To be discussed as a group: cancel class, substitute supervisor, content presentation or any other choice

24 ***First Peer Observation completed***

Case Presentation: \_\_\_\_\_

31 Case Presentation: \_\_\_\_\_

### **November:**

7 Case Presentation \_\_\_\_\_

14 Case Presentation: \_\_\_\_\_

21 ***Third Peer Observation completed***

Class wrap-up (or class as usual and set meeting for December during Finals)

28 No Class (Happy Thanksgiving!)

### **December:**

5 Final Evaluations during class period today

## 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.

## ***SUGGESTED FORMAT FOR A CASE HISTORY***

### ***DATA:***

A brief statement giving the presenting problem(s), source of referral, and symptoms. Follow with pertinent data classified under subheadings, such as those listed below. Only known and verified facts taken from records or obtained firsthand should be included. As much as possible, include verbatim material from interviews. No inferences are to be made at this point.

- A. **Present Status:** Identifying material such as name, age, year in school or work, race/ethnicity and client's self-presentation and within interview behavior.
- B. **Family & Home Background:** Structure, origin, interrelations of members as described by client, social, economic, and cultural status of family.
- C. **Health & Physical Hx:** Include any serious illness, injury, operations, physical defects, physiological maturity, and apparent ability to meet physical demands of the environment.
- D. **Social Hx:** As indicated by the nature and extent of activities; group and individual hobbies and recreation; number and kind of friends and acquaintances; relationships with friends and significant others (where appropriate); sexual history. May include a description of the client's typical day.
- E. **Education Hx:** Review pertinent educational, vocational, and training experiences.
- F. **Work Hx:** Part-time and full-time occupational experiences, level of interest, and satisfaction.
- G. **Plans & Goals:** Vocational and educational; life goals; nature and apparent commitment to goals, relevant interests, special abilities and aptitudes.
- H. **Test Results:** Where appropriate, either that given in counseling or as reported by the client (noted as such).

### ***ANALYSIS:***

Summarize, organize, and analyze the data diagnostically in such a manner as to reveal the client's assets, liabilities, adjustments, and maladjustments. How does the client appear to you through your eyes? Include working hypotheses to be used throughout counseling. Identify the essential natures of both presenting and any underlying problems (e.g., educational, health, financial), as well as their possible causes. What DSM-5 diagnosis best describes the client's concerns?

### ***TREATMENT PLAN:***

A summary of proposed treatment including proposed interventions, along with a cost/benefit analysis of any proposed interventions. Include a prognosis (probable outcome) and referral plans, if any. Be sure to include and discuss any ethical dilemmas and considerations in this section (and refer to APA Ethics Code as appropriate). Also, within this treatment plan, include a "Statement of Beneficence and Nonmaleficence" Specifically, indicate how your treatment of this client is in line with Principle A Beneficence and Nonmaleficence of the APA (2003) code of ethics with 2010 Amendments.

### ***QUESTIONS FOR PRACTICUM:***

Note anything specific you would like help with or would like the class to focus on.

***Note: Limit to two pages***

### 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.