COUNSELING PRACTICUM (Spring 2020)

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(352) 871-1770 (cell) – Email, texts, or calls are all fine ways to reach me.
Office Hours: after class and by appointment

Class Meetings: Thursdays
9:00 a.m. – 9:45 a.m. Procedure Q & A with Dr. Shinlay Rivera, PhD,
LMHC/topical seminar
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 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

Required Reading
Maybe You Should Talk to Someone by Lori Gottlieb
https://www.amazon.com/Maybe-You-Should-Talk-Someone-ebook/dp/B07BZ4F75T
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 **January 16th**. These goals will help guide the instructor and your supervisor in assisting you to grow as a developing therapist and 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 engage** in seminars, one-on-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 during the semester (with a video clip to show all four times). **Someone will share video each week.** You may bring up different cases or the same case each time, depending on your need for help and feedback. Sign up will occur during the first class of the semester.

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 your theoretical orientation.** More information will be provided prior to assignment due date.

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 **February 20th** and the final meetings will be held during class time on **April 16**.

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 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 (mypsychtrack.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 supervisor. 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.

**Disability Accommodations**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting [disability.ufl.edu/students/get-started](http://disability.ufl.edu/students/get-started). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
Faculty can expect to receive a student’s accommodation letter within the first 3 weeks of classes; however, if a student registers with the DRC later in the semester faculty are still obligated to facilitate accommodations. Neither faculty nor administrators may independently deny a request for accommodation that is approved by the Disability Resource Center. I strive to make this course accessible to students with diverse needs, strengths, and abilities. Please talk with me about any concerns you may have regarding accessibility and this course.

**Religious Observances**
Please compare your calendars to the schedule. Any student having a conflict in the schedule or feeling that missing a class due to religious observance will disadvantage them should contact me as soon as possible so that we can make any necessary arrangements!

**Customer Satisfaction**
I appreciate and value your feedback so that I can continue to improve upon this course and my teaching skills. You can complete the evaluation online at [https://evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu/results/](https://evaluations.ufl.edu/results/).

**COUNSELING PSYCHOLOGY PROGRAM SOCIAL JUSTICE STATEMENT**
Our commitment to diversity and social justice means that we will strive to attend to issues of power, privilege, and oppression in this course. In these efforts, we are guided by feminist and multicultural principles summarized by Goodman et al. (2004) as a useful compass for social justice work in counseling psychology. These principles are:

1. Ongoing self-examination, including vigilance regarding power dynamics and the assumptions and values underlying our views, goals, and commitments.

2. Sharing power, including transparency about power differences, engaging in collaborative processes when appropriate, and fostering the power of marginalized individuals and groups.

3. Amplifying and attending to the voices and experiences of groups and individuals with relatively less power.

4. Consciousness raising by attending to how individual or group difficulties may be shaped by political, societal, institutional, interpersonal, and other contextual power dynamics.

5. Focusing on people’s strengths and engaging these strengths to address challenges, including working toward social change.

6. Promoting self-determination with the people we work with by developing tools that are informed by the needs and experiences of the constituent communities.

We acknowledge that the vision and principles articulated above are not achieved completely by any individual or training experience. Rather, this vision and the principles
guide our shared responsibility for ongoing efforts to enact our commitment to diversity and social justice in our professional work, and specifically this course.

**University Honesty Policy:**
"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." This applies, but is not limited, to cheating and plagiarism.

If you do a paper for this class, write it in your own words. Very occasionally you may wish to use the exact words of a source (published or unpublished); in this case, be sure that you use quotation marks to indicate the quoted material and also be sure to cite the source accurately in the text of the paper and reference list. In psychology, writing quotations should be used sparingly.

It is possible to plagiarize a source, even if no full sentences are copied word-for-word. If you make minor wording changes, but keep the organization, sentence structure and/or words of a source, you are plagiarizing. If you take ideas from a source, but don't indicate where the ideas came from with an accurate reference, you are technically guilty of plagiarism.

In writing papers, please be careful. Reference your sources and write in your own words. According to the Academic Dishonesty guide and the University's Student code of Conduct, "Plagiarism, cheating, or other forms of academic dishonesty" may lead to grade penalty, "formal disciplinary probation, suspension, or dismissal."

**University Grading Policy:**
The policy can be accessed at:

**Provision of changes to the syllabus:**
The included schedule, policies, and assignments are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and class participants.

**Software Use**
All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

**Student Privacy**
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:
http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

**Campus Resources:**
*Health and Wellness*
U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or http://www.police.ufl.edu/.

Academic Resources
E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.


Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. https://teachingcenter.ufl.edu/.


Campus Student Complaints:


Sexual Harassment
Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF’s sexual harassment policy which can be found here: https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers,
supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF’s Title IX coordinator. For more information about UF’s Title IX office see: https://titleix.ufl.edu/. You can also complete a Sexual Harassment Report online (Title IX) at: https://titleix.ufl.edu/title-ix-reporting-form/.
### Class Dates and Presentations

*Subject to Change*

**January:**
9  Syllabus, requirements & creating safe space
16  *Goals Due (also share with your supervisor)*
23  Share 15-minute section of video: ________________
30  Share 15-minute section of video: ________________

**February:**
6  *First Peer Observation completed*
   Theoretical Orientation presentation: ________________
   Share 15-minute section of video: ________________
13  Theoretical Orientation presentation: ________________
   Share 15-minute section of video: ________________
20  Mid-semester Evaluations during class period today
27  Amanda out of town. To be discussed as a group: cancel class, substitute supervisor, content presentation or any other choice

**March:**
5  Spring Break  *Second Peer Observation completed*
12  Theoretical Orientation presentation: ________________
   Share 15-minute section of video: ________________
19  Theoretical Orientation presentation: ________________
   Share 15-minute section of video: ________________
26  Theoretical Orientation presentation: ________________
   Share 15-minute section of video: ________________

**April:**
2  Theoretical Orientation presentation: ________________
   Share 15-minute section of video: ________________
9  *Third Peer Observation completed*
   Class Wrap-Up
16  Final Evaluations during class period today
WEEKLY SUMMARY

Name: ____________________________  From _______ to _______ (specify day and date)

1.  **Caseload**

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<th>Client (do not provide any identifying data)</th>
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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.