

# **PRACTICUM MANUAL**

for

**COUNSELING PSYCHOLOGY**

**GRADUATE PROGRAMS**

**DEPARTMENT OF PSYCHOLOGY**

**TEXAS WOMAN'S UNIVERSITY**

**ACADEMIC YEARS**

**2009-2010**

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\*As circumstances warrant, **master’s level students may be considered for doctoral facilities**. This is determined on a semester-to-semester basis. Consult the Practicum Coordinator for information.

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Texas Woman's University  
Counseling Psychology Program

## INTRODUCTION

The purpose of the Practicum Manual is to tell you everything you need to know about practicum training in Counseling Psychology at TWU. It is hoped that it will answer any questions you have, but no resource is perfect. Faculty members are always available for the points that are missed. Please feel free to critique this manual and help improve it every year. Revised manuals are typically published each summer.

Many students have found the following book helpful for information about ethical and legal issues, supervision, working with diversity, progress notes and record keeping, stress in the helping professions and self-care, risks and coping with aggression in clients:

Baird, B (2005). *The internship, practicum, and field placement handbook: A guide for the helping professions* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Coordinator of Practicum Training

## **Texas Woman's University Counseling Psychology Program**

### **Practicum Placement Requirements for Master's and Doctoral Level Students**

A practicum is designed to provide supervised training experiences for the student undertaking professional involvement in the field of counseling / psychotherapy. It is imperative that, upon completion of graduate studies, students possess the basic knowledge and competencies necessary for effective counseling / psychotherapy. For this reason, rigorous guidelines and evaluation criteria are established to provide maximum direction for and evaluation of each student. These procedures provide the opportunity for students to assess their skills and upgrade them accordingly. They also provide a means to organize and systematize practicum assignments and experiences, maximizing the benefits accrued from practicum requirements. It is hoped that students completing graduate studies at TWU will enter the field of psychology as professional, competent, and contributing practitioners.

#### **Eligibility Requirements**

Before a student will be considered eligible for a practicum placement, she or he must have completed the following courses:

1. PSY 5554 Theories and Practice of Counseling and Psychotherapy
2. PSY 5674 Theory and Practice of Family Psychology
3. PSY 5513 Advanced Psychopathology
4. PSY 6833 Ethics in Psychology (may enroll concurrently with 1<sup>st</sup> practicum)

In addition, program policy mandates that all doctoral students must successfully complete a thesis or thesis equivalent prior to earning 60 hours of doctoral coursework. In the event that the student does not complete the thesis/thesis equivalent within 60 credit hours, the student will not be permitted to enroll in any courses (including practicum) other than the thesis/thesis equivalent course. *In order to be referred for practicum placement, any student in danger of exceeding the 60-hour requirement during the semester practicum is requested must have completed the thesis/thesis equivalent by the practicum application deadline.* After being identified as potentially exceeding the 60-hour mark, the student's faculty adviser must notify the Practicum Coordinator of the student's eligibility and place documentation in the student's file by the appropriate deadline in order to be considered for placement.

#### **Procedure for Placement**

1. Practicum request deadlines will be strictly enforced. Unless severe extenuating circumstances (e.g., death in family, hospitalization, etc.) can be documented, no late forms will be accepted.
  - Summer: 1<sup>st</sup> Friday in February
  - Fall: 1<sup>st</sup> Friday in April
  - Spring: 1<sup>st</sup> Friday in October

2. Students requesting practicum placement for the first time must attend a **MANDATORY** practicum placement orientation. Orientations will be presented by the practicum coordinator and will occur once every fall semester and once every spring semester. The dates for these orientations will be posted on the graduate student listserv.
3. There are two types of practicum request forms: Green for *new* placements, Pink for *continuing* placements. Both new and continuing placement forms are due at the same time (see above deadlines). Although interviews are obviously unnecessary for continuing students, they should nevertheless turn in the pink form to confirm their continuation and inform their site supervisors of their intentions. Both these forms are available in the window display case across from the departmental secretary's office on the seventh floor of CFO.
4. Along with the practicum request forms, students requesting new placements must submit a copy of a current vita to the Practicum Coordinator. Students will submit their vitae and any other application materials directly to the practicum agency for consideration in the selection process. Students continuing at their site need to complete and turn in their pink request forms by the same deadlines but do not need to turn in vitas with their form.
5. Procedures for students requesting NEW placements:
  - a. Students complete and turn in the appropriate request form by the deadline, ranking in order of preference a minimum of 3 sites. All efforts will be made to match the student with one of these choices. A number of factors must be taken into consideration, including the following: the number of openings the site has available, the number of students requesting the site, number of years in the program, number of previous and remaining required practica, etc.
  - b. Therefore, students should **NOT** contact sites to set up interviews until referred by the Practicum Coordinator to a prospective site. However, students may contact sites by *phone* (not in person) to request additional information about the site (e.g., client population, required hours, supervision times, semester commitment, etc).
  - c. Site supervisors/administrators are informed of potential student matches and when they agree to interview a student, they are told to expect students to contact them within one week.
  - d. Students are expected to contact the site supervisor/administrator *within 2 weeks* after being referred to set up an interview. Be advised that if you do not follow through with this contact, you may lose the opportunity for placement at this site as they may fill their positions.

- e. It is the student's responsibility to then contact the training site to arrange for an interview and take with them any materials required by the site. You should prepare for the site interview by finding out as much about the site as you can and knowing what you would like to get out of your experience there. The site supervisor/administrator has the option of refusing your request for placement. If this happens, contact the Practicum Coordinator immediately so that another potential match can be arranged.
6. Please understand that unless the site turns down your application, you will be expected to complete your practicum at the matched site, abiding by all site requirements. Therefore, it is very important to consult with available resources BEFORE ranking your sites. Potential resources include the agency descriptions found in the practicum manual, students who have recently completed practica at the site, a phone call to the site supervisor/administrator, and site surveys and evaluations available from the Practicum Coordinator.
  7. As much as possible, one of the students' top requests will be honored. However, as previously mentioned, placement is contingent upon slot availability, prior commitments to other students, status in your academic program, and whether you are a Master's or Doctoral student. Please note that sites capable of providing doctoral level supervision are limited and therefore doctoral students will have priority at these sites. Master's students are required to list at least two Master's level sites in their rankings.
  8. Placements should be finalized as soon as possible after the deadlines indicated above. For any site having a deadline prior to that of the practicum manual (e.g., UTD Counseling Center, Timberlawn), a student should submit her/his materials in advance of the agency deadlines, and the Practicum Coordinator will refer the student for an interview in accordance with those deadlines.
  9. Students will be placed in facilities already approved by the Core Faculty. Students who are interested in doing practicum work at a mental health facility not listed in the practicum manual may investigate that site to ascertain whether (a) the site would be interested in having TWU students work there, (b) whether they can meet TWU requirements (i.e., licensed supervisors, minimum of 2 hours supervision, ability to videotape client sessions, ability to provide student with minimum 175 clock hours – 75 hours of which are direct service, etc.). If the results of this investigation are positive, the student may then present a proposal to the Practicum Coordinator requesting approval of the facility for practicum placement. This proposal will then be investigated by the Practicum Coordinator and if appropriate will be presented to the Counseling Psychology Core Faculty for approval. Students should expect a *minimum* of one full semester for this review process to be completed.

### **Ongoing Practicum Requirements:**

1. *TWU Supervision:* Students must enroll in PSY 5923/6923 every semester they are placed at a practicum site. This course is a 3-hour class designed to provide group supervision and opportunities for peer consultation. A minimum of four practicum semesters is required to complete the degree. Supervision of students is provided by the TWU faculty member in charge of the practicum course. Students will complete all requirements designated by their practicum instructor, e.g., video-tape reviews, formal case presentation, transcription, etc.
2. *First Time Practicum Placement:* These students are provided additional one-on-one supervision by a designated faculty or an advanced doctoral student. (see p. 30 for further details)
3. *Agency Supervision:* Agencies are required to provide a minimum of two (2) hours of agency supervision per week. This must include at least one hour of individual (one-on-one) supervision. The second hour may consist of one hour of individual or group supervision (Multi-disciplinary consultation meetings qualify for group supervision if the student is allowed to discuss her/his cases on an on-going basis). This supervision is to be provided by qualified individuals with a minimum of a Master's level degree. Doctoral students must have doctoral level supervisors.
4. *Student Safety:* When TWU students are conducting therapy, there must be a supervisory-level staff member on site at all times. If home visits are required, another staff member must accompany the practicum student.
5. *Hour Requirement:* Students must complete on site a minimum of 175 clock hours per practicum enrollment. Most students will exceed 175 hours. This includes client contact, supervision, paperwork, and other related practicum duties. At least 75 hours are expected to be direct service to clients. A conversion table of specific activities and allowable hours is provided in this manual. First semester students may waive 15 of the direct service hours by observing other staff members provide direct services. If the student has failed to complete the minimum required hours, a grade of incomplete (or "in progress") will be assigned and the student must initiate the requisite forms prior to final exam week. Students may not apply hours accrued prior to the semester in which a practicum is taken towards the 175 hours required during that practicum except between a continuous 2-semester placement after all requirements for the first semester are met. Because some internship programs are beginning to require as much as 1000 practicum hours, doctoral students are strongly encouraged to aim for 250 clock hours (100 direct service) per practicum or to plan on taking one or two additional practica to obtain additional experience.
6. *Recording Sessions:* As part of the supervisory process, students are expected to video record counseling / psychotherapy sessions with client permission so that both agency and university supervisors may view samples of the students' work. It is also important that students review their own videos as part of their personal and

professional growth as therapists. This is particularly crucial for 1<sup>st</sup> and 2<sup>nd</sup> semester practicum students. The ethical obligations of confidentiality and safe-keeping of records are strongly impressed upon students. All tapes are treated with utmost confidentiality and played only in appropriate settings for supervisors and other students who are bound by confidentiality agreements. All clients who are recorded must sign a video consent form. A sample TWU Consent Form and guidelines for taping and confidentiality are included in this manual. Some agencies may have a form of their own that they would prefer students to use.

7. *Agency requirements:* A student completing practicum requirements at a facility assumes the responsibilities and obligations expected of other members of that facility, including:
  - a. Abiding by the rules and regulations established at the facility.
  - b. Arranging schedules with the facility supervisor and adhering to that schedule.
  - c. Meeting all appointments at the times arranged with clients.
  - d. Keeping all required records as determined by the facility.
  - e. Attending all meetings relating to practicum as determined by facility.
  
8. *Two semester placement:* If a site requires a two-semester commitment, you will be expected to abide by this requirement. If extenuating circumstances make continuing the placement an excessive burden, students are expected to consult with their TWU and agency supervisors, then petition in writing and receive permission from the core faculty for release from this requirement BEFORE officially notifying the site of their intent to leave. Failure to follow this procedure will result in disciplinary action.
  
9. *Log Sheet:* Students will keep a Log Sheet, which is available in the Psychology department office (or you may copy the sample located in this manual). These logs are to be kept current and must be turned in to the faculty supervisor at the completion of the practicum to be kept as part of the student's file. Log entries relating to duties at the practicum facility must correspond to records maintained at that facility and agency supervisors will be provided with guidelines for determining student hours. Log Sheets will be approved and signed by agency supervisors at the end of the semester placement. This Log Sheet will include client contacts, time spent with clients, detailed comments for future reference, administrative duties, supervision, staff meetings, etc. Students are advised to keep photocopies of these sheets in their own personal records. Your copies will help you when you apply for future jobs, internship, or licensure.
  
10. *Evaluation:* A written evaluation by the agency supervisor will be provided to the student at the end of each semester in which a practicum was completed. The agency supervisor (as well as the practicum class professor) will complete a copy of the *Evaluation of Practicum Student Competencies* form. Students will be rated on key benchmarks related to professionalism, reflective practice, relationships,

diversity, ethics, assessment, intervention, etc. Students will also complete a written evaluation of the practicum agency and site supervisor. Copies of the evaluations are included in this manual or can be obtained from the Practicum Supervisor. The evaluations must be turned in to the faculty supervisor with the log sheet at the end of each semester.

11. *Child Counseling*: Students receive training for and are encouraged to gain experience counseling individuals, couples, families, and adult groups. Students are also permitted to treat individual children when individually supervised and trained by a qualified child counselor on site AND if individual children make up no more than 25% of their caseload (this does not apply to families with children). Students are strongly encouraged to enroll in Psy 6673, Psychotherapy for Children, and Psy 6423, Psychopathology of Childhood and Adolescence, before conducting individual therapy with children (this may become a requirement in the future). These courses may be combined with other relevant courses as a child/adolescent minor. Students who have taken both of these courses may request permission from their TWU supervisor to exceed the 25% limit if there is a qualified child therapy supervisor on site.
12. *Liability Insurance*: Students are automatically billed for and receive liability coverage when they register for PSY 5923/6923, Practicum Supervision. Bill Beatty Insurance provides blanket coverage for these students and should send copies of the insurance policy to identified agencies for documentation purposes. In addition, some practicum sites require the Practicum Coordinator to sign a form confirming the students' insurance coverage. Please contact the TWU Practicum Coordinator if you do receive a request for insurance documentation.

## PROGRAM DEADLINES FOR PRACTICUM PLACEMENT

<u>Semester of Placement</u>	<u>Activity</u>
<b><u>FALL</u>   <u>SPRING</u>   <u>SUMMER</u></b>	
<u>First Friday in:</u> April *    October    February	Submit current vita and practicum placement request form to Counseling Psychology Practicum Coordinator. These forms are available in the window display case across from the departmental secretary's office.
<u>Second or third week in:</u> April    October    February	Practicum Coordinator will contact agencies to confirm availability of practicum slots. Students will be contacted by email to be referred to a site for an interview. Students should contact the agencies to which they have been referred and schedule an interview, which is necessary in order to finalize the placement.
<u>Last week in:</u> April    October    February	First interviews will normally be completed by this time. Final arrangements may take longer.

\* Some deadlines vary and are earlier in the spring for a fall semester placement (e.g., UTD Counseling Center, Timberlawn)

## VITA

There is no standardized format for the vitae that are sent to the agencies. The specific data and form are left to the student's discretion.

Minimally, the vita will include name, address, telephone number, some personal descriptive data, educational history, work history, psychology-related experiences, and prior practicum placements. The purpose of the vita is to give the agency supervisor some idea of who the student is before the placement interview. All vitae will, of course, be neatly typed. Bullet lists are typically more helpful and readable than an extensive narrative. If you would like feedback on your vita, please feel free to meet with the practicum coordinator.

## DEFINITIONS AND DECISION RULES FOR CLASSIFYING TIME SPENT AT PRACTICUM SITES

Students are required to spend a **minimum** total of **175** clock hours in practicum-related activities during a long semester. At least **75** of these hours must be in **direct service** to clients (i.e. assessment and/or treatment). A **minimum** of **60** hours of the 175 will be spent in supervision by TWU faculty and on-site staff supervisors. The remaining hours will typically involve administrative duties, additional clinical contact, supervision, professional workshops or other comparable training experiences.

Some practicum sites have had difficulty generating sufficient clients and consequently some students have had difficulty achieving the minimum number of direct contact hours. Also, the training experiences at some sites increasingly include team consultation components or other variations of direct service and supervision. Accordingly, the following guidelines, decision rules and/or conversion formulas for classifying training experiences for practicum logs have been approved.

<u>Type of Training</u> <u>Activity</u>	<u># Hours</u> <u>Spent in Activity</u> =	<u># Hours</u> <u>Direct Service</u> or	<u># Hours</u> <u>Supervision</u>
A. Direct Therapy	1	1	0
B. Co-Therapy	1	1	0
C. Psychoeducation (i.e. facilitating parenting group)	1	1	0
D. Live observation of other student doing therapy with <b>supervisor present</b> and with consultation <b>during</b> session in which you <b>actively</b> participate (i.e. "team" treatment).	2	1	1
E. Live observation of site supervisor or other student doing therapy with supervisor observing	1	0	1
F. Viewing tapes of master therapists	2	0	1
G. Individual or group supervision with site supervisor or TWU faculty supervisor	1	0	1
H. Team consultation	1	0	1
I. Other training-oriented experience (Check with TWU faculty supervisor.) (10% of training hours may be obtained by attendance at workshops or conferences)			

Other activities not included in the above list may be considered and classified as administrative time on practicum logs. Consult with your TWU supervisor.

## RECORD KEEPING

Each practicum agency will have its own style and format of record keeping. Students are expected to keep adequate, accurate files on all clients seen for both the agency records and for supervision purposes. The following statement, taken from the Manual on Accreditation of the American Association for Marriage and Family Therapy, describes the content needed:

**Records:** Systematic, confidential recordkeeping is essential for teaching marriage and family therapy and for evaluating the services provided. This includes data pertaining to the intake process; appropriate biographical information on clients; source of referral; presenting problems; records of all examinations and tests, staffings and assignments, consultations, and case conferences; and significant description of the course of the therapy process, including events, client progress, fees paid, termination or referral, and a summary of the case at the time of closure.

There are legal and ethical requirements for accurate record keeping. Please see Baird (2005) for further information on this topic. Also please visit the APA website for information on record keeping: <http://www.apa.org/practice/recordkeeping.html>.

## PRACTICUM LOG

The practicum log is the student's record of all practicum work performed in the practicum agency and at the university for the semester. It is a critical accounting for and verification of the student's time. Ideally, log entries are made daily. Minimally, they will be made weekly. If students are lax on log entries, details will soon be forgotten and time credit lost.

All of a student's practicum time is accounted for on the log sheets. This includes client contacts, administrative duties, supervision, staff meetings, training, etc. At the bottom of each page are spaces to tally the different types of hours spent.

A sample log sheet is presented in this manual. Information needed includes date, number of hours spent on the activity, client(s)' initials (if describing direct service time) or number of clients present if describing a group, place, supervisor, and remarks. Be sure client confidentiality is protected. Take the remarks section seriously and describe the activity (be it counseling, group, supervision, or administrative time) in detail. That way, later on, there will be no question about how the time was spent.

A sample summary sheet is presented following the sample log sheet. At the end of the semester, fill out the summary, total practicum hours, sign the sheet, and have the agency supervisor sign it. Staple summary sheet and log sheets together and give them to the university practicum supervisor for the permanent departmental files. It is advisable for students to photocopy their personal practicum files for their own use. In the future, when various credentialing and professional membership applications ask for practicum training and supervision hours, the numbers and descriptive data will be readily available.

Greater attention needs to be given to the work done with ethnic clients from special populations. This is partially achieved through documentation of which clients are culturally diverse and any training you may receive on these special populations. The log provides an entry for noting client ethnicity. The remarks section can also be used to document any additional training or resources provided in this area.



STUDENT PRACTICUM LOG  
SUMMARY SHEET

Name of Student \_\_\_\_\_

Semester \_\_\_\_\_

Agency Placement \_\_\_\_\_

Agency Supervisor \_\_\_\_\_

University Supervisor \_\_\_\_\_

Practicum Hours:

Direct Service \_\_\_\_\_

Supervision \_\_\_\_\_

Administrative \_\_\_\_\_

Total for the Semester \_\_\_\_\_

Signatures:

\_\_\_\_\_ Student

\_\_\_\_\_ Agency  
Supervisor

## TAPING AND CONFIDENTIALITY

Guidelines for confidentiality follow those developed by both the American Psychological Association. Principle 4 from the 2002 Ethical Standards of Psychologists is reproduced below. A full copy is available at <http://www.apa.org/ethics/code.html>.

### **4. Privacy And Confidentiality**

#### **4.01 Maintaining Confidentiality**

Psychologists have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. (See also Standard [2.05, Delegation of Work to Others](#).)

#### **4.02 Discussing the Limits of Confidentiality**

(a) Psychologists discuss with persons (including, to the extent feasible, persons who are legally incapable of giving informed consent and their legal representatives) and organizations with whom they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the information generated through their psychological activities. (See also Standard [3.10, Informed Consent](#).)

(b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

(c) Psychologists who offer services, products, or information via electronic transmission inform clients/patients of the risks to privacy and limits of confidentiality.

#### **4.03 Recording**

Before recording the voices or images of individuals to whom they provide services, psychologists obtain permission from all such persons or their legal representatives. (See also Standards [8.03, Informed Consent for Recording Voices and Images in Research](#); [8.05, Dispensing With Informed Consent for Research](#); and [8.07, Deception in Research](#).)

#### **4.04 Minimizing Intrusions on Privacy**

(a) Psychologists include in written and oral reports and consultations, only information germane to the purpose for which the communication is made.

(b) Psychologists discuss confidential information obtained in their work only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

#### **4.05 Disclosures**

(a) Psychologists may disclose confidential information with the appropriate consent of the organizational client, the individual client/patient, or another legally authorized person on behalf of the client/patient unless prohibited by law.

(b) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose such as to (1) provide needed professional services; (2) obtain appropriate professional consultations; (3) protect the client/patient, psychologist, or others from harm; or (4) obtain payment for services from a client/patient, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose. (See also Standard [6.04e, Fees and Financial Arrangements](#).)

#### **4.06 Consultations**

When consulting with colleagues, (1) psychologists do not disclose confidential information that reasonably could lead to the identification of a client/patient, research participant, or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided, and (2) they disclose information only to the extent necessary to achieve the purposes of the consultation. (See also Standard [4.01, Maintaining Confidentiality](#).)

#### **4.07 Use of Confidential Information for Didactic or Other Purposes**

Psychologists do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their clients/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless (1) they take reasonable steps to disguise the person or organization, (2) the person or organization has consented in writing, or (3) there is legal authorization for doing so.

TEXAS WOMAN’S UNIVERSITY  
Consent for Recording of Counseling Sessions

I, the undersigned, do hereby consent to the recording of my voice and/or image by \_\_\_\_\_, acting on this date under the authority of the Texas Woman’s University. I understand that the material being recorded may be made available only for educational and supervisory purposes, and I do hereby consent to such use.

I hereby release the Texas Woman’s University and the undersigned party acting under the authority of the Texas Woman’s University from any and all claims arising out of such taking and recording for supervision purposes only as is authorized by the Texas Woman’s University.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Guardian or Nearest Relative  
if Participant is a Minor

\_\_\_\_\_  
Date

\* \* \* \* \*

The above consent form was read, discussed, and signed in my presence. In my opinion, the person signing said consent form did so freely and with full knowledge and understanding of its contents.

\_\_\_\_\_  
Authorized Representative of the  
Texas Woman’s University

\_\_\_\_\_  
Date

## EVALUATION

Frequent feedback is an important part of professional growth. It is expected that both agency and university supervisors will give students frequent informal feedback on their progress and that at least twice during the semester (mid-term and at the end) the feedback process will be formalized. The only written feedback that the department requires of the agency supervisor is the Evaluation of Practicum Student Competencies form included in this manual. It is expected that the student and the agency supervisor will discuss the evaluation form before it is sent to the university supervisor.

Additionally, at the end of the semester the student will evaluate the practicum agency and site supervisor using the Practicum Site/Supervisor Evaluation Form included in this manual. A good time for the student and agency supervisor to share this information would be at the final feedback session in which the supervisor's evaluation of the student is discussed. The Practicum Site/Supervisor Evaluation Form is then turned in to the university supervisor and filed in the Psychology Department.

**EVALUATION OF PRACTICUM STUDENT COMPETENCIES**  
**Counseling Psychology Program – Texas Woman’s University**

Name of Supervisee/Student: \_\_\_\_\_

Name of Supervisor/Instructor: \_\_\_\_\_

Semester of Supervision/Practicum: \_\_\_\_\_

Name of Agency/Class: \_\_\_\_\_

**Introduction:** The Evaluation of *Practicum Student Competencies* form is designed to provide feedback on counseling-related skills and behaviors from both practicum site supervisors and practicum class instructors. Please rate trainee on each item using the following scale:

<b>1</b>	Student <b><i>needs marked improvement</i></b> to continue acceptable progress; may require remediation before continuing community placement.
<b>2</b>	Student’s performance is <b><i>minimally satisfactory</i></b> for her/his level of development and needs improvement.
<b>3</b>	Student’s performance is <b><i>commensurate</i></b> with her/his level of development.
<b>4</b>	Student demonstrates <b><i>above average</i></b> skill, ability, or knowledge for her/his level of development.
<b>5</b>	Student is at or <b><i>near professional level</i></b> of development.
<b>N/A</b>	Not applicable or not enough information to rate.

The supervisee/student and the supervisor/instructor should both receive copies of this form after it has been signed by both parties. The original should be turned in to the student’s TWU faculty supervisor for placement in their academic file.

**I. PROFESSIONALISM**

1. \_\_\_ Displays awareness of counseling psychology’s focus on context, normal development, and strengths.
2. \_\_\_ Displays professional demeanor and language.
3. \_\_\_ Displays compassion and respect in interpersonal interactions.
4. \_\_\_ Demonstrates integrity by adhering to professional values.
5. \_\_\_ Shows appropriate respect for authority.
6. \_\_\_ Demonstrates effort to effectively resolve conflict.
7. \_\_\_ Completes case documentation accurately.

**Mean Score for Professionalism Section** \_\_\_\_\_

**II. REFLECTIVE PRACTICE/SELF ASSESSMENT & CARE**

**A. Reflective Practice**

8. \_\_\_ Reflects on practice and mindfully recognizes impact of self on others.

9. \_\_\_ Understands impact of therapy relationship on self.
10. \_\_\_ Understands own impact on client in therapy relationship.
11. \_\_\_ Maintains appropriate therapist-client boundaries.
12. \_\_\_ Is willing to admit mistakes with minimal defensiveness.
13. \_\_\_ Uses persons other than supervisor for skill development.
14. \_\_\_ Provides helpful feedback and critique to others.
15. \_\_\_ Is sensitive to the needs and strengths of peers.
16. \_\_\_ Is willing to be assertive with supervisor and peers.

**B. *Self-Assessment & Self-Care***

17. \_\_\_ Demonstrates awareness of clinical competencies and identifies areas for growth.
18. \_\_\_ Critiques and analyzes own interview/sessions accurately and appropriately.
19. \_\_\_ Recognizes own limitations in treating a particular client.
20. \_\_\_ Takes appropriate care of self and is aware of own needs.

**Mean Score for Reflective Practice Section** \_\_\_\_\_

**III. RELATIONSHIPS**

**A. *Interpersonal Relationships***

21. \_\_\_ Forms and maintains productive and respectful relationships with peers or colleagues.
22. \_\_\_ Forms and maintains productive and respectful relationships with supervisors or instructors.
23. \_\_\_ Demonstrates cooperative discourse (e.g., refrains from interrupting, does not dominate, contributes actively).
24. \_\_\_ Conveys counseling atmosphere of trust and safety.
25. \_\_\_ Demonstrates acceptance of the client.
26. \_\_\_ Expresses warmth and caring with clients.
27. \_\_\_ Shows a non-judgmental orientation toward clients.

**B. *Affective Skills***

28. \_\_\_ Exhibits appropriate verbal regulation of emotion (i.e., expression and containment).
29. \_\_\_ Exhibits appropriate nonverbal regulation of emotion (i.e., expression and containment).

**C. *Expressive Skills***

30. \_\_\_ Communicates clearly using verbal skills.
31. \_\_\_ Nonverbal communication matches verbal content.
32. \_\_\_ Communicates clearly using written skills.
33. \_\_\_ Awareness of and sensitivity to clients' nonverbal behavior.
34. \_\_\_ Understands client's feelings and communicates this understanding to the client.

**Mean Score for Relationships Section** \_\_\_\_\_

#### IV. INDIVIDUAL & CULTURAL DIVERSITY

- 35. \_\_\_ Understands one's own cultural identity and personal attitudes toward diverse others.
- 36. \_\_\_ Recognizes the way culture shapes others' identity and behavior.
- 37. \_\_\_ Utilizes language that demonstrates sensitivity to culture, gender, and sexual orientation.
- 38. \_\_\_ Directly addresses issues of difference between therapist and clients along salient dimensions.
- 39. \_\_\_ Therapeutically processes issues of cultural difference and diversity.
- 40. \_\_\_ Asks questions or offers suggestions that help client think about how contextual issues may impact presenting concerns.

**Mean Score for Diversity Section** \_\_\_\_\_

#### V. ETHICAL & LEGAL STANDARDS

- 41. \_\_\_ Demonstrates knowledge and awareness of appropriate ethical codes and state laws.
- 42. \_\_\_ Identifies potential ethical concerns and legal issues.
- 43. \_\_\_ Adapts behavior in accordance with ethical codes and state laws.

**Mean Score for Ethics & Legal Section** \_\_\_\_\_

#### VI. ASSESSMENT

##### *A. Evaluation & Diagnosis*

- 44. \_\_\_ Selects appropriate assessment measures for cases at practice site.
- 45. \_\_\_ Identifies areas of client functioning where further assessment is needed.
- 46. \_\_\_ Provides appropriate feedback to clients based on assessment measures.
- 47. \_\_\_ Applies concepts of normal/abnormal behavior to case formulation and diagnosis within a developmental context.
- 48. \_\_\_ Applies concepts of normal/abnormal behavior to case formulation and diagnosis within the context of diversity.
- 49. \_\_\_ Writes assessment reports and progress notes effectively.

##### *B. Conceptualization*

- 50. \_\_\_ Ties together seemingly discrete and isolated components of client's behavior.
- 51. \_\_\_ Generates hypotheses concerning client behavior and dynamics.
- 52. \_\_\_ Provides rationale for conceptualization based on psychological theory and research.
- 53. \_\_\_ Provides rationale for conceptualization based on client data.
- 54. \_\_\_ Formulates appropriate interventions based on conceptualization.
- 55. \_\_\_ Attends to systemic issues in case conceptualization.

**Mean Score for Assessment Section** \_\_\_\_\_

## VII. INTERVENTION

### *A. Intervention Planning*

- 56. \_\_\_ Demonstrates knowledge of interventions and explanations for their use in practice based on evidence.
- 57. \_\_\_ Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation.
- 58. \_\_\_ Evaluates treatment progress and modifies treatment planning as indicated.

### *B. Basic Counseling Skills*

- 59. \_\_\_ Is able to track client work.
- 60. \_\_\_ Acts purposefully and with intentionality.
- 61. \_\_\_ Uses appropriate and therapeutic open-ended questions.
- 62. \_\_\_ Uses closed questions appropriately for the purposes of diagnosis and assessment.
- 63. \_\_\_ Can paraphrase and summarize content.
- 64. \_\_\_ Accurately reflects feeling.
- 65. \_\_\_ Encourages client to be specific and concrete.
- 66. \_\_\_ Does not talk over or interrupt clients inappropriately.
- 67. \_\_\_ Clarifies client content when appropriate.
- 68. \_\_\_ Handles silence and uses it effectively in treatment.
- 69. \_\_\_ Establishes appropriate goals.
- 70. \_\_\_ Explores resolution of similar problems.
- 71. \_\_\_ Able to separate process from content.
- 72. \_\_\_ Encourages client to accept responsibility in relationship.

### *C. Intervention Implementation*

- 73. \_\_\_ Demonstrates the ability to effectively implement therapeutic treatment interventions.
- 74. \_\_\_ Implements interventions one at a time and stays with interventions once initiated.
- 75. \_\_\_ Exercises therapeutic control in session.
- 76. \_\_\_ Works with depth of affect.
- 77. \_\_\_ Confronts appropriately and in the moment.
- 78. \_\_\_ Demonstrates appropriate use of self in session.
- 79. \_\_\_ Uses therapeutic process effectively.
- 80. \_\_\_ Recognizes client resistance.
- 81. \_\_\_ Handles client resistance appropriately and effectively.
- 82. \_\_\_ Is able to comfortably discuss sensitive issues with clients (e.g., sexuality, transference/countertransference).
- 83. \_\_\_ Provides crisis management interventions, as appropriate.

### *D. Systemic Interventions*

- 84. \_\_\_ Develops and tests hypotheses using systemic principles.
- 85. \_\_\_ Makes contact and attends to all family members.
- 86. \_\_\_ Helps family/couple establish appropriate boundaries.
- 87. \_\_\_ Attends to covert family/couple conflicts, alliances, and coalitions.

88. \_\_\_ Attends to systemic interactions in intervention.

**Mean Score for Intervention Section** \_\_\_\_\_

### **VIII. SUPERVISION**

89. \_\_\_ Demonstrates knowledge of the supervision process including one's own roles and responsibilities as trainee.
90. \_\_\_ Uses supervision process to reflect on areas of strength and those needing improvement.
91. \_\_\_ Demonstrates willingness to admit errors and accept feedback.
92. \_\_\_ Willing to be observed and evaluated by supervisor.
93. \_\_\_ Integrates feedback from supervisor into performance.

**Mean Score for Supervision Section** \_\_\_\_\_

### **IX. OTHER AREAS OF COMPETENCY**

#### **A. *Scientific Knowledge and Methods***

94. \_\_\_ Values and applies scientific methods to professional practice.

#### **B. *Interdisciplinary Systems***

95. \_\_\_ Appreciates expertise and professional roles of others.
96. \_\_\_ Makes appropriate referrals and works effectively with professionals from other specialties.

#### **C. *Consultation***

97. \_\_\_ Able to provide consultation in the form of professional guidance.

#### **D. *Teaching***

98. \_\_\_ Able to provide psychoeducation and outreach to support developmental or preventative efforts.

#### **E. *Management-Administration***

99. \_\_\_ Functions effectively within professional settings by complying with policies and participating in management structure.

#### **F. *Advocacy***

100. \_\_\_ Assists clients in development of self-advocacy plans.

**Mean Score for Other Areas Section** \_\_\_\_\_

**TOTAL MEAN SCORE FOR ALL SECTIONS** \_\_\_\_\_

Summary of Supervisee/Student's Strengths:

Summary of Supervisee/Student's Growth Areas:

Signature of Supervisor/Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Supervisee/Student: \_\_\_\_\_ Date: \_\_\_\_\_

(Form Revised August 2009 - JBH)

**TEXAS WOMAN'S UNIVERSITY**  
**Department of Psychology and Philosophy**  
**Counseling Psychology Program**  
**Practicum Site / Supervisor Evaluation Form**

**Agency:** \_\_\_\_\_

**Supervisor & Title:** \_\_\_\_\_

**Current Date:** \_\_\_\_\_

**Placement Semester/Year:** \_\_\_\_\_

Instructions: Use the following rating scale to rate the agency as a training site.

1	2	3	4	5
Unsatisfactory	Needs improvement	Adequate	Good	Excellent

**AGENCY RATINGS:**

- \_\_\_ 1. Agency orientation to administrative processes (e.g., agency's mission & policies, required paperwork, etc.)
- \_\_\_ 2. Initial training regarding clinical processes (e.g., clinical populations to serve, theoretical emphasis, therapeutic options, etc.)
- \_\_\_ 3. Opportunity to work with diverse populations and a variety of client issues
- \_\_\_ 4. Exposure to a variety of theoretical orientations to clinical practice
- \_\_\_ 5. Allows students to explore a variety of theoretical approaches & interventions
- \_\_\_ 6. Meets individual supervision needs
- \_\_\_ 7. Meets group supervision needs
- \_\_\_ 8. Fosters professional growth (e.g., gain clinical knowledge and skills)
- \_\_\_ 9. Fosters personal growth as counselor (e.g., self-confidence, autonomy, exploration of personal biases, etc.)
- \_\_\_ 10. Provides guidelines for professional conduct & adherence to ethical standards
- \_\_\_ 11. Staff modeling of professional conduct and ethical standards
- \_\_\_ 12. Treatment of practicum students by professional staff
- \_\_\_ 13. Physical work space provided for practicum students
- \_\_\_ 14. Emotional climate of agency as a whole
- \_\_\_ 15. Emotional climate of specific workgroup (e.g., group supervision)
- \_\_\_ 16. Equipment adequacy and availability (e.g., videotape recorder)
- \_\_\_ 17. Access to extra consultation regarding client concerns
- \_\_\_ 18. Availability of in-service training throughout practicum

*Please use reverse side for additional comments.*

**Texas Woman's University  
Supervisor Evaluation Form**

**Name of Agency:** \_\_\_\_\_

**Name of Supervisee:** \_\_\_\_\_

**Name of Supervisor and Title:** \_\_\_\_\_

**Semester:** \_\_\_\_\_ **Academic Program:** \_\_\_\_\_

Using the following 5-point rating scale, please rate your supervisor on each of the dimensions listed below:

	1	2	3	4	
5	Unsatisfactory	Needs improvement	Adequate	Good	Excellent

- \_\_\_\_\_ 1. Aids in establishing and maintaining the focus of supervision.
- \_\_\_\_\_ 2. Aids in setting appropriate professional and training goals, tasks, and experiences for this practicum.
- \_\_\_\_\_ 3. Is dependable (prompt for meeting, consultation).
- \_\_\_\_\_ 4. Promotes productive use of our supervisory time.
- \_\_\_\_\_ 5. Values supervision and expresses interest in the process.
- \_\_\_\_\_ 6. Works at hearing and understanding my concerns; has respect for my opinion and input.
- \_\_\_\_\_ 7. Has respect for personal individual differences between supervisor and supervisee.
- \_\_\_\_\_ 8. Is self-disclosing and shares his/her own experiences, feelings and values.
- \_\_\_\_\_ 9. Works on establishing a climate of trust.
- \_\_\_\_\_ 10. Works toward conflict resolution between self and supervisee in constructive ways.
- \_\_\_\_\_ 11. Is willing to examine supervisor-supervisee relationship in a non-threatening manner.
- \_\_\_\_\_ 12. Gives continuous and relevant feedback about my strengths in a supportive and well reasoned manner.
- \_\_\_\_\_ 13. Gives continuous and relevant feedback about my weakness in a supportive and well reasoned manner.
- \_\_\_\_\_ 14. Gives continuous and relevant feedback about my semester goals.
- \_\_\_\_\_ 15. Interest in my professional and personal growth as a counselor.
- \_\_\_\_\_ 16. Demonstrates awareness of and sensitivity to my professional/developmental level; fosters an appropriate level of autonomy (i.e. was not too intrusive or too "hands-off").
- \_\_\_\_\_ 17. Willingness to allow experimentation with a variety of theoretical approaches and counseling techniques.
- \_\_\_\_\_ 18. Articulates his/her own theoretical position in a clear, consistent fashion.
- \_\_\_\_\_ 19. Discusses theory and application; facilitates development of my own theoretical position.
- \_\_\_\_\_ 20. Explores various therapeutic processes and their uses (i.e. confrontation, support, timing).
- \_\_\_\_\_ 21. Discusses and supports experimentation with a variety of theory based techniques.
- \_\_\_\_\_ 22. Has knowledge of, uses and recommends appropriate references that help in my clinical work.

- \_\_\_\_\_ 23. Is knowledgeable about and promotes awareness of ethical issues.
- \_\_\_\_\_ 24. Knows community resources and helps me refer appropriately.
- \_\_\_\_\_ 25. Demonstrates an awareness of the potential impact of human biases (e.g., races, sex-role, class) in the counseling/therapy process and shows an ability to help me recognize and deal with these biases.
- \_\_\_\_\_ 26. Was accessible for extra consultation and/or emergency supervision.

**Global Evaluation of Supervisor**

Please summarize your perceptions of your supervisor in the following areas:

- A. Specific strengths as a supervisor
- B. Specific limitations as a supervisor
- C. Recommendations for growth as a supervisor

Please include any other evaluation information you feel is relevant for your supervisor to know about his/her supervisory style.

\_\_\_\_\_  
Supervisee's Signature

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**POLICY STATEMENT FOR THE DISTINCTION BETWEEN PRACTICUM  
AND FIELD EXPERIENCE**

(revised Spring 2009)

Sign up for **Supervised Practicum (5/6923)** if you are:

Participating in an unpaid, organized practicum and planning to fulfill the normal practicum requirements: (1) 175 hours on site, of which 75 are direct service hours (60 hours for first semester practicum students); and (2) two hours of supervision per week on site, one of which must be individual supervision.

Sign up for **Supervised Field Placement (PSY 6991)** if you are:

1. Working in the field as a crisis line counselor, HIV testing counselor, LPC, LMFT, psychological associate, or any similar position providing counseling or psychological services.

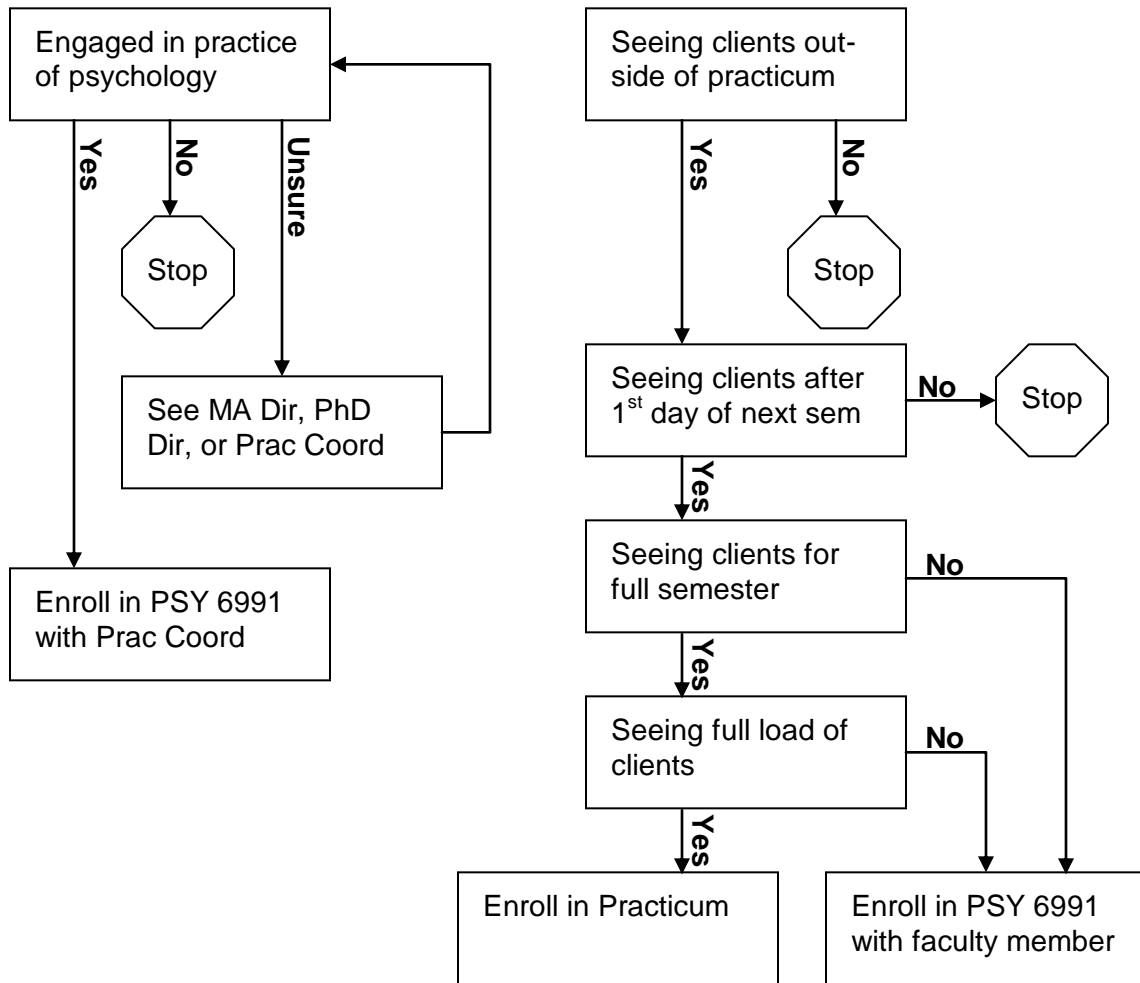
- or -

2. You are seeing clients at a practicum site (a) for 4 hours per week or less; or (b) are providing services for half a semester or less. Both of these situations would result in significantly fewer than 75 direct service hours. This situation happens most frequently when students are continuing at a practicum site where they have completed a regular practicum the previous semester but also may occur under other circumstances. If you receive 6991 credit at a practicum site, you must receive one hour of supervision per week from an on-site supervisor.

If you are signed up for field placement, you will be required to meet at least once during the semester with a faculty member and turn in the Site Supervisor Report for Field Experience form at the end of the semester (by Friday of finals week) in order to get academic credit for the semester. If you are doing therapy for your field placement, you should turn in the report form to the practicum coordinator. If you are doing assessment for your field placement, you should turn in the report form to the assessment coordinator.

Definitions of what constitutes the practice of counseling and the practice of psychotherapy can be found in the Graduate Student Handbooks for the M.A. and Doctoral programs.

The distinction between practicum and field experience is graphically depicted in the figure on the next page.



## **POLICY STATEMENT FOR FIRST-SEMESTER PRACTICUM STUDENTS**

The primary purpose of practicum training is to develop the skill level of the trainee. To improve our ability to meet this goal and enhance the quality of the clinical training in our graduate programs, the following policy is offered regarding the training experiences of first-semester practicum students. The purpose of this statement is twofold: (1) to formalize our expectations regarding first-semester practicum training; and (2) to communicate these expectations to practicum students, training agencies, and other interested parties.

First, it may be necessary to define "first-semester practicum student." This designation may apply to first-semester practicum students at either the master's or doctoral level. An exception to this designation would include first-semester practicum students who have prior clinical experience with the population served by the agency.

Special attention for students newly entering practicum training seems warranted in several ways. Many students express feeling "thrown to the wolves" in their early therapeutic work. A nurturing, supportive environment is essential to help quell their fears of "what do I do?" It is further suggested that students be introduced to the counseling situation by observing their supervisors or more advanced peers. This observation period would familiarize the student with the particular clientele served by the agency as well as providing a model for entry-level (and beyond) counseling skills. To accommodate this observation period, the formal TWU requirement of 75 hours of direct clinical contact would be reduced to 60 hours for first-semester practicum students, thus allowing 15 hours of observation.

Additionally, it seems that students will be most successful in their clinical experiences if they are given the opportunity to work with a client population which is commensurate with their level of skills. The training literature supports the idea that beginning counselors can best acquire basic counseling skills when working with a fairly easy population. Therefore, uncooperative clients are to be avoided by first-semester students. Rough criteria for defining this difficult population would include involuntary clients, chronically suicidal clients, sexually-abused clients, and severely disturbed clients. Clearly a client's willingness and motivation to participate in therapy can mitigate these factors. For example, some clients may have a history of sexual and/or physical abuse yet show a fairly good ability to form a therapeutic relationship and actively engage in the change process. It is recommended that supervisors screen the list of clients for their appropriateness before making assignments to first-semester students.

Related to the issue of client difficulty, a "shame-free" mechanism is needed so that students can refer clients if their cases become unmanageable. This policy would ensure that clients are not ill-handled as well as teach students to stay within their levels of competency in their roles as clinicians. Taken together, these procedures would allow the students' level of competence to dictate which clients he or she will see which is clearly in keeping with professional guidelines for practice.

First semester practicum students will schedule individual supervision with their faculty supervisor typically on an every other week basis, unless otherwise stipulated by the faculty supervisor. Other guidelines are also suggested for site supervisors who are assigned to first-semester practicum students. It is in the student's best interest for their

supervisors to be generally available on-site and have enough flexibility in their schedules to provide more than one hour per week of supervision if needed.

The principal goal of practicum training is to enhance the counseling skills of students as they deliver psychological services to the community. This policy attempts to delineate the special needs of first-semester students and make recommendations regarding how they may be met. Again, the importance of a nurturing, supportive training environment cannot be overstated as well as sensitivity to the unique needs of each student.

### **POLICY for WAIVER of ONE PRACTICUM**

Some of our students enter their graduate training programs with extensive amounts of counseling experience behind them. In these cases, it is possible that a student could have one semester of practicum waived in lieu of this extended clinical experience. However, the following standards must be met:

1. The student must have at least 5 years of full-time (defined as a minimum of 35 hours per week) counseling experience.
2. This experience must have been supervised by a licensed psychologist on a weekly basis, meeting individually for on-site face-to-face supervision. The topic of supervision was primarily on therapy cases and related clinical issues.
3. The student did not pay to receive the supervision.
4. The student should obtain a letter of support from the supervising psychologist to be submitted to the faculty.

If these criteria are met, the student may petition the Counseling Psychology Core Faculty. This petitioning may be done after the completion of at least the first practicum. The faculty may request further documentation of one's competencies by providing videotapes, etc., before approval will be considered. Similarly, a student with a master's degree containing extensive practicum experience may also petition to waive one practicum semester after the completion of at least the first practicum at TWU. It should also be noted that no more than one of the required practica can be waived.

**POLICY STATEMENT REGARDING UNSUPERVISED INDEPENDENT PRACTICE BY  
STUDENTS IN THE DEPARTMENT OF PSYCHOLOGY**

The faculty of the Department of Psychology and the University administration see the role of the department in part as one of attempting to provide high quality instruction and preparation in theory and research along with foundation skills in assessment, evaluation, consultation, and therapeutic intervention with individuals functioning in a variety of human systems.

The foregoing role conceptualization is consistent with and reflects current policy of such organizations and professional groups as the American Psychological Association, Texas State Board of Examiners of Psychologists, American Association for Marital and Family Therapy, American Counseling Association, the Texas State Board of Examiners of Professional Counselors, Texas State Board of Examiners of Marriage and Family Therapists, and the American Association for Sex Educators, Counselors and Therapists. In order to assume full professional standing in the community, the trainee is expected to have:

1. A thorough on-going preparation in his/her field and in the specific area(s) of expected practice.
2. Clinical supervision that is integrated into the academic program of study and supervision that is provided by well-trained, certified or licensed professionals.
3. Appropriate post-degree professional experience in the area of one's academic training.

The expectation of the faculty, the APA, TSBEP, ACA, TSBEPC, AAMFT, TSBEMFT, and AASECT is that following receipt of the graduate degree usually held by entering professionals in the field, the alumnus will seek post-degree supervision for whatever period is requisite for entry into independent professional practice in the area(s) of training and competence. Independent practice is prohibited until students have attained their entry level degrees and post-degree supervision is completed.

Finally, the faculty supports the ethical standards for professional practice set forth by each of these professional groups. Therefore, the faculty views the student as trained to provide only those professional services that reflect his/her specific areas of professional preparation--and only then under the supervision of a fully credentialed faculty or other qualified professional person. Because the faculty reserves the right to expect professional behavior of the student that is consistent with accepted professional practice, students who are in violation of ethical standards of our profession will be accountable to the full faculty who are representatives of the profession. The APA guidelines on ethics will serve as the faculty guide in investigating professional/personal behavior of students who provide psychological services to the public.

## **STATEMENT ON THE IMPORTANCE OF PERSONAL THERAPY TO THE DEVELOPMENT OF COUNSELORS/PSYCHOTHERAPISTS**

In addition to the didactic and skills training components of developing a professional therapist, Loganbill and colleagues (1982) note "there is one adjunct to training that needs to be mentioned. We believe that personal therapy can be an effective means of assisting the young professional in the process of becoming therapeutic. Perhaps more than for any other professionals, it is vital that fully functioning psychotherapists and supervisors know themselves well and be able to use themselves. This view reflects the general thrust of this model which, instead of being aimed at training a therapist with a myriad of skills and techniques to do therapy, is aimed at helping the supervisee to become therapeutic with others."

"Sometimes an introspective nature, coupled with significant relationships with others, will eventually result in the maturity and personal depth necessary to be therapeutic with others. Often this natural process is too slow or inadequate for some supervisees. In these cases, the process of personal therapy can eliminate some remedial blockages in this process for certain developing therapists, and can significantly deepen and accelerate this process for others."

"It is our belief that people who are really effective generally go through a process of letting go of the belief that everything is all right with them. As Robinson (1978) states, what happens is that individuals must become conscious of conflict within themselves as the very basis for helping others."

"The process of experiencing personal therapy gives the potential or practicing therapist a better grasp of what the change process is all about. Furthermore, an

experience of being on the other side of the desk most likely will increase the empathy that the therapist has with the client. The therapist knows the process is often excruciatingly painful and also knows the joy that can accompany growth. Tact, timing, separation, transference, and dependence--all take on new and deeper meanings after being experienced in one's own therapy. Therapists also have a better sense of what they themselves mean to their own clients after having experienced a similar alliance. Finally, and perhaps most importantly, therapists who are cognizant of the intricacies of their own personal issues are in a better position to distinguish between what is happening with the client and what is happening within themselves. If therapy is largely a process of learning to differentiate, then this can only make the therapist far more effective in interpreting the client's behavior toward the therapist. This awareness of one's own personal issues hopefully will avoid distortion and acting out of one's sexual/narcissistic/aggressive needs with the client. For these reasons, we conclude that personal therapy should be encouraged and regarded as enriching and desirable within counseling psychology programs" (pp. 6-7).

The faculty of the Counseling Psychology programs of the Department of Psychology and Philosophy of Texas Woman's University strongly encourage all students in these programs to make personal therapy an integral part of their graduate training experience. Moreover, if this therapy is undertaken, it should be with someone not associated with the student's academic program.

Loganbill, C., Hardy, E., & Delworth, U. (1982). Supervision: A conceptual model. *The Counseling Psychologist, 10*, 3-42.

Robinson, V. (1978). *The development of a professional self*. New York: AMS Press.

## **ADDITIONAL INFORMATION FOR DOCTORAL STUDENTS**

The doctoral program in Counseling Psychology emphasizes family, gender issues, and diversity. To ensure that these themes are reflected in the field training that doctoral students receive as well as in didactic coursework, the following sequence of practicum training is required: As fits most traditional models of Counseling Psychology training, doctoral students must complete their first two semesters of practicum training at a college or university counseling center, most likely the Counseling Center at Texas Woman's University. The TWU Counseling Center provides an immersion in a traditional Counseling Psychology setting. The TWU Counseling Center also offers rich experiences in gender issues and cultural diversity. The third and fourth semesters are routinely completed in family settings. Students with intensive backgrounds in either a counseling center or family treatment setting may petition the Counseling Psychology Core Faculty to request a waiver of this requirement. A fifth semester of training is optional, and the student may obtain further experience in individual or family settings, assessment, crisis management, or supervision. It is strongly recommended that doctoral students aim for 250 clock-hours for each of the four practica or take additional practica in order to gain a total of 1000 hours before applying for internship.

Two commonly elected fifth practica are the assessment or supervisory practica. The assessment practicum is generally offered once a year and typically involves extensive assessment work at the Federal Medical Center, Carswell. The supervision practicum is conducted under the auspices of a faculty member who is supervising a practicum section. Typically a supervisory practicum involves both experiential and didactic components: (1) the student supervises 1-2 master's students in her practicum section and meets bi-monthly with the faculty supervisor on an individual basis to receive supervision-of-supervision; and (2) the student does extensive reading on the supervisory process and writes an integrated theory paper. The requirements for completion of this fifth practicum may vary depending on the faculty supervisor chosen.

## **POLICY STATEMENT REGARDING SAFETY**

Some of our practicum students have voiced concerns regarding their physical safety at practicum sites. In this increasingly violent world, we believe it is critical that special precautions are enacted to ensure the safety of our students. Thus, we want to reiterate our expectations to all concerned to promote the full security of our students in their field placement settings.

Part of the sense of safety that students experience comes from having an agency staff member being physically present when sessions are conducted both during the day and in evening hours. Someone of supervisory authority, though not necessarily the student's direct supervisor, needs to be on site at all times to provide emergency back-up, thus ensuring the welfare of clients and students, as well as protection of the agency in terms of liability. Therefore, we believe that students should not see clients without an on-site supervisor present. Of course this may not be possible with agencies which require students to conduct home visits. Prudent judgment may warrant that students go out to clients' homes in pairs to maximize their safety in high-risk areas.

The nature of clinical work occasionally involves interactions with volatile and potentially dangerous persons. There may be some situations in which the student senses a risk. We support our students' judgment regarding their assessment of risk and support their decision to exit the situation quickly if necessary. Some practicum settings may be implementing other methods to minimize crisis situations. If so, we fully support their attention to this critical issue. We welcome all suggestions in this regard.

## POLICY REGARDING INCOMPLETES

Students are frequently uncertain about what procedures to follow when they are unable to complete the hours required to receive practicum credit. After informing the practicum supervisor, an "Application for Grade of Incomplete" should be submitted. A decision must be made regarding whether the student needs to enroll in a 1-hour independent study (PSY 5911 or 6911) or a practicum section (PSY 5923 or 6923) to receive supervision while completing the hours. This decision is typically made on a case-by-case basis in consultation with the faculty member who is currently supervising the student or would be supervising the student. A general guideline suggests that if making up the uncompleted hours would require over a month but less than a semester, the student should sign up for 5911 (or 6911). If it is expected that an entire semester is needed to complete the hours, the student should sign up for 5923 (or 6923); however, the additional semester needed to complete the hours required in a previous practicum will NOT count as one of the four required practica. If less than a month is required, then the university supervisor and student may decide that no additional supervision or course registration is required.

A related issue frequently emerges when students are training in an agency that requires a two-semester commitment. Hours accrued subsequent to the first semester may be applied to the second semester as long as two criteria are met: (1) the hours necessary for completion of the first practicum have been met; and (2) the first semester has officially ended. Hours accrued **between semesters** may be counted toward those necessary for completion of the second semester as long as the above two criteria are met. For example, hours accrued later in December and early in January may be applied toward the spring semester.

A final issue that occasionally comes up in these matters concerns who "owns" the client. There are frequently times when students complete their practica while their clients are in need of continuing psychological services. In these circumstances, students have no duty of care to continue seeing the client. The client belongs to the agency. As such, it is the agency's responsibility to see that the client's needs for services continue to be met.

A further word of caution is warranted. In **no case** may a student in training see a client unless her/his malpractice insurance is current. Insurance coverage is provided by a blanket policy that includes all students enrolled in a practicum course. A potential problem might occur if the agency wants the practicum student to begin seeing clients before the fall semester begins or if a student is completing the required hours for the summer semester on the first day of September. In either case, the student should check with the practicum coordinator before seeing clients.

## **TWU AND TEXAS STATE POLICY STATEMENT ON PAID PRACTICUM**

It is the policy of the counseling psychology core faculty that a student may not receive practicum credit for a placement that is being paid. The reasons are twofold: (1) Primarily, paid practica would set up a conflict of interest in which the agency's needs for service delivery would compete with the training needs of the student. As such, the student's training experience could be compromised. (2) Secondly, a paid practicum seems inadvisable, because it would provide special treatment to some students and not others. Such disparate treatment would not seem fair.

Several of our agencies hire their practicum students after they formally complete their practicum training. This situation is very appropriate. We are happy that our agencies are pleased with the performance of our students and equally happy that our students are able to use their skills in gainful employment.

*HOWEVER*, Texas state law mandates that the practice of psychology (e.g., intake, assessment, counseling) should be limited to licensed professionals or students in training. A clear link between student practice of psychology and educational training must be demonstrated. Therefore, any students employed in the practice of psychology must be enrolled in either a three-hour practicum course or in a one-hour field experience course with the practicum coordinator. Failure to do so may result in future legal action by the state of Texas to prevent or remove licensure. Contact the practicum coordinator for more information about this requirement.

## **APPROVED PRACTICUM FACILITIES**

The following pages contain descriptions of a variety of practicum facilities. Read them carefully and consult with faculty and other students to aid in deciding which agencies best meet your training needs. The Practicum Coordinator also has a notebook containing agency survey responses and copies of previous students' evaluations of training agencies available for students to peruse. Each semester students will rank order placement preferences on the practicum placement request form, and every effort will be made to meet students' preferences. Please note, however, that the number of agencies capable of providing doctoral supervision is limited and therefore doctoral students will have priority placement at the designated doctoral sites. When ranking sites on the practicum placement request form, Master's students must list at least two sites that are NOT doctoral sites. In addition, the manual contains practicum sites that provide clinical training primarily with children. Students must petition the Core Faculty at least one month before the application deadline for permission to be placed at these sites (prior experience and coursework will be taken account in the decision to grant or deny the petition). Also note that there are some sites that accept applicants for fall only (e.g., Salesmanship Club, TWU and UTD Counseling Centers, TWU Career Center).

**DOCTORAL LEVEL**

**PRACTICUM SITES**

# Baylor Institute for Rehabilitation

## Neuropsychology Service

### PRACTICUM OPPORTUNITIES

**Baylor Institute for Rehabilitation (BIR)** Neuropsychology Service provides exciting opportunities for graduate students to obtain clinical practicum experience. Our 120-bed rehabilitation facility is part of the Baylor University Medical Center campus near downtown Dallas and serves a wide variety of patient populations, including:

- Traumatic brain injury
- Spinal cord injury
- Stroke and other neurological disorders
- Amputation and orthopedic replacement

Treatment occurs in a multi-disciplinary environment focused on regaining independence through comprehensive rehabilitation. Treatment teams consist of psychiatrists (physicians specializing in physical medicine and rehabilitation), speech, physical, occupational, and recreation therapists, rehabilitation nurses, and neuropsychologists/psychologists.

Practicum students gain unique training experiences at BIR on a variety of rehabilitation teams (traumatic brain injury, spinal cord injury, Day Neuro outpatient) including:

- Screening of psychological and neurocognitive issues
- Psychological and neuropsychological testing and assessment
- Individual therapy (cognitive remediation, psychotherapy, adjustment issues)
- Group and Family therapy:
- Re-orientation post traumatic brain injury
- Family therapy for coping and adjustment
- Psychoeducational topics related to psychology and rehabilitation
- Weekly face-to-face individual supervision
- Weekly didactic meetings led by the Neuropsychology Department (& other Baylor campus departments)
- Research opportunities

Our Neuropsychology Service staff:

- 3 Ph.D. Psychologists/Neuropsychologists
- 5 Masters Level Psychological Associates/Professional Counselors
- 2 Doctoral Interns (from UT Southwestern Medical Center, Clinical Psychology program)

**We ask Practicum students to serve:**

- **2 consecutive semesters**
- **A minimum of 16 hours/week**
- **Days are flexible, depending on students' other work or program commitments**

**FOR MORE INFORMATION, CONTACT:**

**Stephen Chock, Ph.D.**  
**(214) 820-9384**

[stephenc@BaylorHealth.edu](mailto:stephenc@BaylorHealth.edu)

**TO APPLY, PLEASE SEND A RESUME AND COVER LETTER**

Name of Site: **Counseling Institute of Texas**  
 Bank of America Building  
 Address of Site: 705 West Ave. B., Suite 306  
 Garland, Tx Zip Code: 75040

Contact Person: Cathy Dye

Telephone: 972-494-0160 Fax: 972-494-0431

Email: [CITexas@aol.com](mailto:CITexas@aol.com) (office email, not private)

Credentials: LMFT, LMSW-ACP, LPC, psychologists, registered sex offender treatment providers

**Populations Served/Types of Services Offered to Clients:**

A community counseling center servicing the greater metroplex and surrounding counties. It is a not for profit agency helping children, adolescents, and adults cope with marital problems, adolescent issues, family problems, divorce, blended families, school truancy and drop-out prevention, physical and sexual abuse, depression, suicide and a variety of other issues. Programs: individual and family therapy; marital and family therapy, school truancy counseling, sexual abuse therapy, sexual abuse prevention programs, sex offender treatment, play therapy, bilingual counseling, working with judicial system (court experience), research. Issues include but are not limited to: school truancy, marital problems, divorce, child abuse, sexual abuse of children and adults, sex offenders, drug and alcohol abuse, depression, probation referrals, etc.

**Are Summer Placements for school counseling students available?:** NA

**Typical Student Activities:**

Practicum:

Individual, marriage and family, group psychotherapy; working with judicial system;  
 Co-therapy training experiences

Internship:

Same as above

**Times/days students may collect hours at the site:**

Monday through Thursday, 9:00 am to 9:00 pm, Friday, 9:00 am to 5:00 pm, Saturday, 9:00 am to 4:00 pm; summer work available.

**Specific or particular requirements of counselor-trainees by the site:**

Prefer students with prior practicum experience or relevant experience. Two semester commitment & 14 hours per week required; group supervision required on Tuesday's from 3:00 to 5:00. Students may begin in June and September only.

**Supervision: What types of supervision would be available?**

Live and video supervision; co-therapy training experiences, 1 hour per week minimum individual supervision, case presentations, case reviews.

**Is audio and/or video taping allowed?** Yes

**Dallas County Community Supervision and Corrections Department (CSCD)  
Comprehensive Assessment and Treatment Services (CATS)**

**PRACTICUM DESCRIPTION**

Dallas County Community Supervision and Corrections Department (CSCD) is an adult probation agency under the Texas Department of Justice serving over 50,000 probationers. The Comprehensive Assessment and Treatment Services (CATS) is a division of CSCD. CATS create approximately 7000 forensic evaluations each year and provide 72,000 hours of counseling and psychotherapy. CATS' services are focused on assessing probationers for mental health and/or substance abuse problems, making recommendations to the courts through written evaluations, providing mental health and substance abuse treatment, and/or making referrals to the community. CATS provides in-house substance abuse/mental health services through outpatient treatment (group and individual therapy). Most CATS services are limited to indigent probationers. Practicum students will have the opportunity to work with the entire CATS staff and have additional contact with and working relationships with probation officers and judges.

The primary emphasis of CATS is to provide assessment and treatment services designed to assist probationers in achieving a better quality of life and completing their period of probation successfully. CATS will accept practicum applications from Master's degree or Doctoral degree students. The professional staff includes six doctoral-level practitioners, 20+ masters-level practitioners, and social workers. Licenses held include Licensed Psychologist, Licensed Professional Counselor, Psychological Associate, Licensed Clinical Social Worker, and Licensed Chemical Dependency Counselor (LCDC).

A practicum at CATS requires a two-semester commitment. A two-semester rotation can start at the beginning of any semester (Fall, Spring or Summer). It can include two semesters of counseling focus (group, individual, and couples) or the first semester with a counseling focus and the second semester with an assessment focus. Students completing a 5<sup>th</sup> practicum (assessment only) are allowed to reduce their commitment to a one-semester placement. The atmosphere of CATS lends itself to an open door policy and trainees have the opportunity to consult with all members of the CATS staff and employees of CSCD. Hours are flexible; evenings are not required but optional. A criminal background check is required to work in this forensic setting. Video taping equipment (camcorder/tripod) is not provided by CATS.

**Services provided by CATS include:**

Individual, couples, and group counseling

Forensic Assessments

Psychological Testing

Consulting

Referrals

Weekly team staffing for specialty drug courts, prostitution court (Star Court), dual diagnosis court (Atlas)

Communication with probation officers, courts, and judges

**Proposed Weekly Schedule (approximately 20 hours per week)**

Direct Client Contact \*10 hours (average)

Training and Group supervision 3

Individual supervision \*\*1

Administrative 4-5

Meetings: varies by week

\*Direct client contact includes individual therapy, intakes, assessment and group therapy (co-facilitator).

\*\*Supervision will be conducted by individuals with doctoral degrees who are supervised by licensed psychologist, Dr. Vic Rosenblatt

**Sample List of Didactic Topics for Practicum Students**

Crisis intervention  
Differential diagnoses  
Working with the criminal offender  
Diversity issues (social class, poverty, gender, race, sexual orientation)  
Axis II d/o  
Community resources  
Motivational Interviewing skills  
Criteria for levels of care/treatment  
Vicarious trauma/burn out prevention  
Group counseling skills  
New pharmacological treatments  
i.e., Suboxone (assists in opioid dependence)

**Application Procedure**

A complete application includes:

- A current Vita describing your educational/employment experiences + 3 professional references
- Cover letter stating your interest and confirmation of your completion of prerequisite coursework that includes: ethics, prepracticum counseling skills and theories of counseling.
- Email application to Counseling Supervisor, Dr. Faye Reimers at [freimers@dallascounty.org](mailto:freimers@dallascounty.org) or fax or mail to the contact information listed below.

**Comprehensive Assessment and Treatment Services**

Attention: Faye Reimers  
Frank Crowley Courts Building  
133 N. Industrial Boulevard, 9th Floor  
Dallas, Texas 75207

(214) 653-2862 Front Desk  
(214) 653-2874 Fax  
(469) 385-4040 Faye Reimers direct number

CATS provide assessment and treatment services at the Frank Crowley Courthouse and 7 CSCD satellite offices located throughout the greater Dallas area.

## Denton County Friends of the Family Adult Counseling Services Intern

***Friends of the Family is a non-profit agency serving those affected by relationship violence and/or sexual assault in Denton County. We provide shelter, counseling, education, and prevention to those in need.***

**Preferred Majors:** Pursuing a Master's or doctoral degree in a) clinical psychology, b) counseling psychology, c) family sciences, or d) (if allowed) social work

**Hours:** prefer two-semester commitment. Average of 8 client contact hours per week, 1 hour individual supervision per week, 2.5 hours clinical meetings, exposure with crisis intervention through phone crisis-line.per semester (168 hours).

**Reports to:** assigned staff clinical supervisor

**Job Description:** Provide individual counseling/therapy for adults who have been victims of relationship violence and/or sexual assault; lead or co-lead therapeutic support groups as needed; provide telephone and/or in-person crisis intervention; provide advocacy, consultation, referrals, and service coordination for clients as needed; participate in weekly individual supervision, interdisciplinary team meeting, and programmatic team meeting; complete required file documentation, logs, statistics, and records; participate in Relationship Violence Advocacy Team. Other duties as assigned.

### **Job Requirements:**

- a) coursework in basic counseling skills, psychopathology;
- b) course work in group dynamics and multicultural counseling preferred, not required;
- c) certification of readiness for practicum by faculty;
- d) malpractice insurance;
- e) good oral and written communication skills;
- f) excellent interpersonal skills;
- g) interest in relationship violence, sexual assault, women's issues, trauma, or other related topics;
- h) openness to feedback and process of supervision;
- i) commitment to professional, ethical behavior;
- j) commitment to growth and learning; and
- k) ability to function both independently and as part of a team.

### **Training Requirements:**

- Application
- Background Check
- Intern Orientation (2 days)
- View Ethics Video/ Mastery Quiz
- View Lenore Walker Video

### **Benefits:**

- a) solidify basic individual counseling skills;
- b) solidify basic crisis intervention skills;
- c) increase understanding of effects of trauma in general and of relationship violence and sexual assault in particular;
- d) increase advanced counseling skills and learn techniques particular to working with adult survivors;
- e) increase multicultural counseling skills;
- f) increase understanding of social issues contributing to interpersonal violence, psychological distress, and healing;
- g) increase knowledge of local referral sources and ability to coordinate services with other providers;
- h) increase understanding of general legal issues faced by victims of relationship violence and sexual assault and counselors who work in the field;
- i) learn to work with and contribute to a team environment; and
- j) begin consolidating professional identity.

**Please contact:**  
Melissa Smith  
Volunteer Services Coordinator  
[volunteer@dcof.org](mailto:volunteer@dcof.org)  
940-387-5131 x231  
[www.dcof.com](http://www.dcof.com)

## Child and Adolescent Counseling Intern

***Friends of the Family is a non-profit agency serving those affected by relationship violence and/or sexual assault in Denton County. We provide shelter, counseling, education, and prevention to those in need.***

**Preferred Majors:** Pursuing a Master's or doctoral degree in a) clinical psychology, b) counseling psychology, c) family sciences, or d) (if allowed) social work

**Hours:** prefer two-semester commitment. Average of 8 client contact hours per week, 1 hour individual supervision per week, 2.5 hours clinical meetings, 2 weeks on-call per semester (168 hours)

**Reports to:** assigned staff clinical supervisor

**Job Description:** Provide play therapy for children 12 and under and talk therapy for children ages 12 - 17, who have been victims of relationship violence and/or sexual assault; lead or co-lead therapeutic support groups as needed; provide telephone and/or in-person crisis intervention; provide advocacy, consultation, referrals, and service coordination for clients as needed; participate in weekly individual supervision, interdisciplinary team meeting, and programmatic team meeting; complete required file documentation, logs, statistics, and records; participate in Relationship Violence Advocacy Team. Other duties as assigned. a) coursework in basic counseling skills, psychopathology;

### **Job Requirements:**

- a) coursework in basic counseling skills, psychopathology, play therapy;
- b) course work in group dynamics and multicultural counseling preferred, not required;
- c) certification of readiness for practicum by faculty;
- d) malpractice insurance;
- e) good oral and written communication skills;
- f) excellent interpersonal skills;
- g) interest in relationship violence, sexual assault, women's issues, trauma, or other related topics;
- h) openness to feedback and process of supervision;
- i) commitment to professional, ethical behavior;
- j) commitment to growth and learning; and
- k) ability to function both independently and as part of a team.

### **Training Requirements:**

- Application
- Background Check
- Intern Orientation (2 days)
- View Ethics Video/ Mastery Quiz
- View Cookies, Choices & Kids Video

### **Benefits:**

- a) solidify basic individual counseling skills;
- b) solidify basic crisis intervention skills;
- c) increase understanding of effects of trauma in general and of relationship violence and sexual assault in particular;
- d) increase advanced counseling skills and learn techniques particular to working with children;
- e) increase multicultural counseling skills;
- f) increase understanding of social issues contributing to interpersonal violence, psychological distress, and healing;
- g) increase knowledge of local referral sources and ability to coordinate services with other providers;
- h) increase understanding of general legal issues faced by victims of relationship violence and sexual assault and counselors who work in the field;
- i) learn to work with and contribute to a team environment; and
- j) begin consolidating professional identity.
- k) Learn about daily activities associate with counseling, CPS interactions, and court requirements.
- l) Refine both play/activity therapy skills and/or adolescent talk/activity therapy skills.

### **Please contact:**

Melissa Smith  
 Volunteer Services Coordinator  
[volunteer@dcof.org](mailto:volunteer@dcof.org)  
 940-387-5131 x231  
[www.dcof.com](http://www.dcof.com)

## Violence Intervention and Prevention Counseling Intern

***Friends of the Family is a non-profit agency serving those affected by relationship violence and/or sexual assault in Denton County. We provide shelter, counseling, education, and prevention to those in need.***

**Preferred Majors:** pursuing a master's or doctoral degree in: psychology, counseling and development, counselor education, social work, or related field

**Hours:** 10+ hours per week perhaps including one to two evenings

**Reports to:** Director of Violence Intervention and Prevention Program

**Job Description:** Provide individual and group counseling for perpetrators of domestic violence. Contribute appropriate information to group sessions. Provide advocacy and crisis intervention for victims of sexual assault via being on-call for the Sexual Assault Advocacy Team, providing hospital accompaniment, and completing follow-up calls. Attend individual and group supervision and complete all related documentation.

### **Training Requirements:**

Application

Background Check

Intern Orientation (2 day)

-View Ethics Video/ Mastery Quiz

### **Job Requirements:**

- a) coursework in basic counseling skills, psychopathology, play therapy;
- b) course work in group dynamics and multicultural counseling preferred, not required;
- c) certification of readiness for practicum by faculty;
- d) malpractice insurance;
- e) good oral and written communication skills;
- f) excellent interpersonal skills;
- g) interest in relationship violence, sexual assault, women's issues, trauma, or other related topics;
- h) openness to feedback and process of supervision;
- i) commitment to professional, ethical behavior;
- j) commitment to growth and learning; and
- k) ability to function both independently and as part of a team.
- l) Respect for clients and open to interacting with persons who have been abusive to others.

### **Benefits:**

- a) solidify basic individual counseling skills;
- b) solidify basic crisis intervention skills;
- c) increase understanding of effects of trauma in general and of relationship violence and sexual assault in particular;
- d) increase advanced counseling skills and learn techniques particular to working with perpetrators;
- e) increase multicultural counseling skills;
- f) increase understanding of social issues contributing to interpersonal violence, psychological distress, and healing;
- g) increase knowledge of local referral sources and ability to coordinate services with other providers;
- h) increase understanding of general legal issues faced by victims and perpetrators of relationship violence and sexual assault and counselors who work in the field;
- i) learn to work with and contribute to a team environment; and
- j) begin consolidating professional identity.

### **Please contact:**

Melissa Smith

Volunteer Services Coordinator

[volunteer@dcfof.org](mailto:volunteer@dcfof.org)

940-387-5131 x231

[www.dcfof.com](http://www.dcfof.com)

## Federal Medical Center, Carswell

The Federal Medical Center, Carswell, located on NAS Fort Worth JRB, consists of four interrelated facilities, all of which house **female** Federal Offenders referred from all parts of the United States:

- a 450 bed Medical Referral Center which includes 150 mental health beds and a 68 bed Residential Drug Treatment Unit,
- a 250 bed Minimum Security Prison Camp,
- a 700 bed General Correctional Unit, and a 24 bed High Security Unit.

The Federal Medical Center, Carswell, treats both acute and chronically ill women with a wide variety of physical and mental problems. The population is diverse:

- ages range from 18 years to 66+ years
- 10% are not US citizens
- racial composition
  - 63.7% caucasian
  - 31.5% black
  - 4.8% other
- ethnicity - 22.2% Hispanic
- criminal convictions include
  - 61% drug offenses
  - 8.5% extortion, bribery, fraud
  - 5.4% property offenses
  - 6% robbery
  - 19.1% other

## Clinical Training Staff

Robert E. Gregg, Chief Psychologist,  
Ph.D., Clinical, 1976, University of Texas  
Southwestern Medical Center

Diana del Rio, Staff Psychologist & Acting  
Director of Clinical Training, Psy.D., Clinical,  
2002, Baylor University

Kristy Dromgoole, Mental Health Psychologist,  
Ph.D., Counseling, 1997, Texas Tech  
University

Trent Evans, Forensic Psychologist,  
Ph.D., Clinical, 1999, University of Texas  
Southwestern Medical Center

Leslie Faris, Clinical Health Psychologist,  
Ph.D., Clinical, 2000, California School of  
Professional Psychology

Theresa Johnson, Drug Abuse Treatment  
Coordinator, Ph.D., Counseling, 1994,  
Oklahoma State University

James A. Shadduck, Forensic Psychologist,  
Ph.D., Clinical, 1989, University of Texas  
Southwestern Medical Center

Kit Hoffman, Staff Psychologist, Ph.D.,  
Counseling, 2003, University of Notre Dame

Sandra Lang, Staff Psychologist,  
Ph.D., Clinical, 1994, Caribbean Center for  
Advanced Studies

# Clinical Training Experiences



Psychology Services  
Federal Medical Center, Carswell  
Fort Worth, Texas

Federal Bureau of Prisons  
U. S. Department of Justice

## General Information

Psychology Services provides evaluation and treatment services to assist inmates in the adjustment to incarceration and stressful life events, in altering maladaptive behavior patterns, and in coping with mild to severe mental health problems.

FMC Carswell offers students the opportunity to gain additional practicum experience in conducting psychological assessments, brief counseling, crisis intervention, and individual and group therapy. With the diverse populations and the medical and mental health missions, there are great opportunities for training and exposure to a wide variety of disorders and treatments.

Interested students need to carry Professional liability insurance and make a commitment of 16 hours per week for 9 months. Depending on interest and availability, students will be assigned to a psychologist responsible for one of the following experience areas.

### Forensic Evaluation Service

Psychologists provide consultation and expert testimony to the Federal Courts concerning issues of mental illness and criminal behavior. Evaluations include Competency, Responsibility and Dangerousness, as well as Need for Treatment and Diminished Capacity.

### Mental Health Program

Psychologists have primary responsibility for developing and implementing treatment programs for psychiatric inpatients and outpatients. They conduct forensic evaluations in areas such as competency to stand trial and mental state at the time of the offense. They also work in conjunction with psychiatric services in treating restoration of competency cases. They provide evaluative and consultative services and are members of the interdisciplinary treatment team. Students can expect to interact with a diverse population in which most of the Axis I and II mental health disorders are present. Students receive supervised experience in interviewing, psychological assessment, and group and individual psychotherapy.

### Clinical Health Psychology

Psychologists serve as consultants to the medical staff concerning the emotional aspects of physical illnesses and the behavioral management of difficult and non-compliant patients. They are responsible for providing non-medical treatment of physical illnesses and the promotion of wellness. The Psychology Services Department has state of the art biofeedback and brain mapping equipment.

### Correctional Psychology

Psychologists are consultants to the correctional staff concerning mental health issues and the behavioral management of inmates. They are responsible for suicide prevention, conflict avoidance, and crisis intervention. They screen all newly arrived inmates and provide adjustment counseling, assessment services, and psychotherapy as needed. They are also responsible for developing programs to assist inmates in rehabilitating themselves and for maintaining the three Psychology Tracks, which are sets of groups addressing abuse(trauma), wellness, and values.

### Substance Abuse Treatment

The majority of Federal inmates have been convicted of drug-related crimes and most have some history of drug abuse. Inmates are strongly encouraged to become involved in a variety of recovery experiences for which psychologists maintain program responsibility. Programs include a 500-hour Residential Drug Abuse Treatment unit, a 40-hour Drug Education class, AA, NA, and Alanon groups, structured group counseling, and psychotherapy. Psychological assessments for the dual-diagnosed participants in these programs are routinely conducted.

### Contact Information

Interested students should contact:  
 Diana del Rio, Psy.D.  
 telephone: 817 782 4258  
 email: ddelrio@bop.gov

## **About Galaxy Counseling Center**

Galaxy Counseling Center is a non-profit community mental health center serving Dallas and the surrounding counties. We provide high quality, low-cost counseling and testing services to children, adults, and families.

Galaxy is also part of the Greater Southwest Consortium in Professional Psychology. Our staff is comprised of Psychologists, LPCs, LPCIs, practicum students, and interns. In addition to an individual supervisor, each student receives separate supervision in play therapy, assessment, and group therapy.

Galaxy is a United Way Affiliate.

## **Training at Galaxy Counseling Center**

Galaxy is committed to providing a comprehensive training program for masters and doctoral students from local and regional Universities. Students have the opportunity to work with a wide variety of clients in the following ways:

Individual counseling  
Couples counseling  
Family counseling  
Play therapy  
Activity therapy  
Group therapy (anger management, truancy intervention, and sexual abuse recovery)  
Psychological testing  
Community outreach

**VISIT OUR WEBSITE!**

[www.galaxycounseling.org](http://www.galaxycounseling.org)

## How to Apply

Please review the following requirements for the therapy training program:

A minimum 2 semester commitment  
 Coursework in family therapy, diagnosis & treatment, human development, counseling theories, and ethics  
 Availability to work evenings and Saturdays  
 Minimum 8-10 client contact hours per week  
 Wednesday mornings and afternoons are required clinical training & group supervision hours  
 Advanced practicum students preferred

Please review the following requirements for the assessment training program

A 1-2 semester commitment  
 2. Coursework in assessment (intellectual, objective & projective personality, clinically supervised report writing) and diagnosis  
 10-20 hour commitment per week  
 Attendance at Wednesday assessment group supervision is mandatory  
 Advanced practicum students preferred  
 List of tests with which you are proficient and the number of administrations

Send a copy of your resume (including references) to:

Dr. Janice Melester, Training Director

Galaxy Counseling Center

1025 S. Jupiter Road

Garland, TX 75042

[jmelester@galaxycounseling.org](mailto:jmelester@galaxycounseling.org)

Please specify the semester you would like to begin.

### Application Deadlines

Summer: March 31<sup>st</sup>

Fall: June 1<sup>st</sup>

Spring: November 1<sup>st</sup>

## **IRVING FAMILY ADVOCACY CENTER**

The agency began operations in 1980 as Irving Youth/Family Counseling Services. Its primary concern was juveniles who were delinquent or potentially at risk for destructive behaviors. Over the years services have expanded and now include counseling to all family members. Counseling services offered include play therapy, individual counseling, adolescent and adult groups, marital and family therapy. Education programs include first and subsequent offender programs, parent education in English and Spanish, and domestic violence programs. Additionally, through a collaborative effort with the Irving Independent Schools we provide programs and groups in a school setting. Irving's diverse population provides an opportunity to use language skills and gain knowledge and experience working with clients of other cultures.

In January of 2002 the agency went into a new facility. Other agencies are also housed in the new building. Included in this building are the domestic violence unit and sex crimes unit of the Irving Police Department, Child Protective Services personnel, and Family Outreach. Each group attempts to work together to ensure that the victims of crime are provided services in one location. This cooperative effort plus an increased visibility in the community has resulted in greater number of clients referred to the agency for counseling, education and support.

The new facility that includes 11,000 sq. ft. of counseling, education space has many features that may appeal to students. There are 17 counseling rooms including 8 taping rooms and two spaces with one-way mirrors for observation and live supervision. Computers and phones designated for student's use are provided.

### **Experiences**

The staff of IFAC is thoroughly committed to providing practicum students with quality experiences in family, marital, individual and group counseling and expects an equal commitment from all interns. The staff makes every effort to facilitate growth and skill acquisition through training seminars and through individual and group supervision.

### **Agency Requirements**

Prospective interns are expected to have completed courses covering an introduction to counseling, a clinical training course, abnormal psychology, and counseling theories. Furthermore, the university internship coordinator must recommend a student for placement at the Advocacy Center. A personal interview with the agency director or clinical supervisor is required. Background checks will be performed on all acceptable interns prior to making a formal offer of acceptance and any criminal record will eliminate a student from further consideration. Interns will be required to sign a general release of liability for the City of Irving for personal injury arising out of duties at the Advocacy Center.

### **Responsibilities**

All students are expected to verbally contract to a minimum of two consecutive semesters at the agency unless other arrangements (mini-practica, independent studies, etc.) are made with the

agency director in advance. Semesters with specialization (domestic violence or sexual assault training) can be arranged. Full-time students are required to give approximately 15 hours per week for two semesters. These hours will include:

1. Two hours in a mandatory agency staffing/training session on Fridays from 10:00 a.m. to 12:00 p.m. This requirement may be waived in special circumstances with agency director approval.
2. One to two hour(s) of direct supervision per week
3. Eight hours of direct counseling per week including one hour of crisis counseling
4. Two to three hours of preparation and paperwork

Between semesters, during holidays and before finally leaving the agency, students are ethically responsible (in consultation with staff) for taking care of the treatment, or appropriate termination of their clients which may require them to see a client for a short while after the semester ends.

### **Agency Hours**

The agency is open for business from 8:00 a.m. to 9:00 p.m. Monday through Thursday and 8 a.m. to 5:00 p.m. on Friday.

### **Location**

Irving Family Advocacy Center  
600 W. Pioneer  
Irving, Texas 75061

### **Contacts:**

Sandra Duncan, Director  
972-721-6530  
Richard Scott, Clinical Supervisor  
972-721-6535

Agency Telephone: 972-721-6521

**North Texas Job Corps Center**  
P O Box 8003  
McKinney, Texas 75070-8003

The Job Corps is a federal program administered by the Department of Labor. There are Job Corps Centers located in every state with each center being managed by a contracted corporation. The Job Corps program is designed to give socially and economically disadvantaged youth a chance to get a GED/High School Diploma, a driver's license, and to learn a trade. The trades include carpentry, computers, printing, culinary arts, plumbing, health occupations, clerical, hotel/motel, brick laying, landscaping, etc. North Texas is a residential center in which students reside on campus for six months to two years. Students range in age from 16-24 years.

Students who come to the center are a unique and challenging population. They generally come from profoundly impoverished backgrounds and intensely dysfunctional family situations. Physical and sexual abuse are common as is past abuse of alcohol and/or drugs. Some students have criminal histories and have been involved with gangs.

The psychologist is on center 28 hours per week (all day Monday and Friday as well as Tuesday, Wednesday, and Thursday mornings). Most of his time is spent in direct service to the students handling such issues and suicidal threats, self-injury, depression, social conflict, etc. Some time is also spent in indirect service and staff training.

A practicum student receives a unique and intense training experience. Initially, individual students in crisis will be seen in conjunction with the center psychologist with the practicum student observing. Next, the practicum student will interview students directly with the psychologist present. Finally, the practicum student will deal with students in crisis alone, with the psychologist providing supervision. Opportunities for individual therapy and participating in various groups are also available. Practicum students at NTJC, function as a contributing member of a multidisciplinary team.

Student staffings are conducted with the resident counselors on Mondays at noon (practicum student will attend and present appropriate cases). Practicum student will need to be on site for a minimum of 12 hours per week.

Contact: Kevin Steede, Ph.D.  
Tel: (972) 5477770  
Fax: (972) 547-7701

Mission Of Promise House:

*Recognizing the promise of all youth, the mission of Promise House is to promote the stabilization and live development of children, youth and families in crisis.*

*Our mission is served through youth residential care, comprehensive prevention/intervention and treatment services, as well as advocacy in community.*

PROMISE HOUSE, INC. 224 West Page  
Dallas, Texas 75208

**Promise House, Inc.**

PROMISE HOUSE was founded in 1984 as an outreach program of Lovers Lane United Methodist Church and is now an independent 501 (c)(3) non-profit organization. It is a stabilizing force for troubled youths, while offering discipline, education and therapeutic counseling that helps them toward building a positive future. Residency is governed by a voluntary board of directors and licensed by the Texas Department of Health and Human Services.

Promise House believes that the family is the primary unit in our society to care for children and is dedicated to this principle. Promise House's main goal is to provide quality care and treatment to enable children and youth to leave our care and grow up in a permanent, family setting. Only when the family is capable of meeting its obligation to the child is a placement plan, temporary or permanent, pursued. Promise House provides a variety of services (listed below) youth and families. Services are oriented towards stabilization and facilitating development in clients. A continuum of care is provided assuring that the youth family is able to receive the services most appropriate to their needs.

Youths and families come to Promise House from a variety of sources, including school guidance counselors, Child Protective Services, juvenile authorities, groups, other agencies, and the community at large.

EMERGENCY SHELTER is a short-term, crisis intervention facility for up to 20 youths, ages 10 to 17 who are runaway or otherwise homeless. As the only free in Dallas County, Promise House gives these youths a safe 30-day alternative to the streets. The shelter provides various therapeutic and supportive services with conflict for the children, youths and families.

EDUCATION Program gives at-risk students the individual attention they need to succeed! The residents of Promise House are given an individual plan which ~ home study assignments from public schools or GED preparation. When appropriate, students attend a DISD campus. The YOUTH WITH PROMISE Program ~ an intervention/prevention program for non-residential youth.

FAMILY COUNSELING Program provides low or no cost family therapy and counseling groups. All services are offered in English and Spanish.

LIFESTYLES Transitional Living Program for homeless youth ages 16 to 21. This program is a collaborative effort with two other agencies with Promise House as the lead agency. These agencies link their services to provide a broad continuum of residential care, job and life skills training, and therapy for up to 18

The program also uses apartments in the community for the later phases of services.. The apartments include teen parents and their children that successfully ate in The Wesley Inn.

YOUTH WITH PROMISE Day Intervention Program is for Dallas youth, ages 13 to 17, who are at risk' of substance abuse or delinquent behavior. In addition to the 8 week Day Intervention Education program, these youth receive outpatient family counseling, support/education groups, and case management a. A summer enrichment program is offered during students' usual summer vacation. The youth participate in various educational and alternative activities, receive substance abuse education. All these services are offered in Spanish and English.

WESLEY INN, is a transitional living program for homeless pregnant or parenting teens who will receive the following services: short term housing, emergency id supplies, intensive case management, crisis intervention therapy, parent education, and other supportive services to assist young parents to live independently t welfare.

SECOND CHANCE PROGRAM offers residential and non-residential services to homeless pregnant and/or parenting adolescents, ages 13-18, The program emergency housing, counseling, parenting skills education, assistance with pre-natal care, completion of educational objectives, job training, assistance with care, etc.. It Utilizes the Promise House group home (Wesley Inn) and foster homes in the community to provide residential care for the teens needing a safe, we environment. The non-residential components of the program provides the above stated services, excluding housing, to parenting teens (mothers and s 13 -18).

VOLUNTEERS IN ACTION supports the staff with all of the above programs by bringing their own special talents which include: child care, group facilitators, assistance meals and recreational activities.

PARENT EDUCATION program is provided to address parenting issues in a positive and nurturing manner. Classes for parents are offered continually both in 3h and Spanish at Promise House.

TIME OUT FOR PREVENTION SERVICES (TOPS) provides drug and alcohol education, screening, alternative activities, ROPES challenge activities and parent 3Gon for various social service programs providing services to runaway and homeless youth of the Dallas/Fort Worth Metroplex.

P.O.S.T. Project, ( providing outreach services to street teens) project provides street outreach services to homeless and runaway youth ages 10-20. The primary of this program is to get these youth off of the street and into a safe environment where they can begin to get their lives back together. Many of these youth are at risk for sexual abuse while on the street. Many of them also are already victims of emotional, physical and sexual abuse which drove them to the streets.

In addition to the various financial assistance from companies, organizations, foundation grants, individuals and material (in-kind) support in terms of food, =hold items, clothes, educational supplies, computer equipment, furnishings, appliances, specialized services and more; Promise House is also appreciative of support from the US Department of Health and Human Services - Administration for Children, Youth and Families; US Department of Housing and Urban Development; State of Texas Department of Protective and Regulatory Services; and the State of Texas Commission on Alcohol and Drug Abuse. Their efforts have en how a simple investment of time and money pays off in restored families and kids who fulfill their real promise.

People who are eligible to participate must not be discriminated against because of race, color, national origin, sexual orientation, gender, age, disability, on or political belief. If you feel you have been discriminated against you may write to: Director of Civil Rights; Texas Department of Human Services; M.C. E-609; West 51 Street; Austin, Texas.

■ ■ ■

## PRACTICUM / INTERNSHIP APPLICATION

PROMISE HOUSE, INC.  
 224 W. PAGE  
 DALLAS, TX 75208

214-941-8578 X 241 Alex Appiah

NAME: \_\_\_\_\_

ADDR: \_\_\_\_\_

TELE: \_\_\_\_\_

I am applying for.  Practicum  Internship

For Summer  Fall  Spring  (Year)

UNIVERSITY ATTENDING: \_\_\_\_\_

MFT COURSES TAKEN: \_\_\_\_\_

\_\_\_\_\_

COUNSELING COURSES TAKEN: \_\_\_\_\_

\_\_\_\_\_

I EXPECT TO GRADUATE (month) \_\_\_\_\_ (year) \_\_\_\_\_

How many hours per semester of direct client contact are required for your practicum/internship experience? \_\_\_\_\_

Are you available for all-day training on Thursdays (1 p.m. - 8:30 p.m.)

This includes three hours of direct client contact in the evening.

Yes  No

Are you available for group supervision on Tuesdays from 1:00 - 2:00p.m.?

Yes  No

Family Therapy  
106 East Tenth Street  
Dallas, Texas 75203  
214.915.4700  
214.915.4746 fax

Family Works Center  
8705 Harry Hines Blvd.  
Dallas, Texas 75220  
214.916.4000  
214.916.4001 fax

J. Erik Jonsson  
Community School  
106 East Tenth Street  
Dallas, Texas 75203  
214.915.1890  
214.915.1863 fax

Institute for Excellence  
in Urban Education  
106 East Tenth Street  
Dallas, Texas 75203  
214.915.4700  
214.946.7140 fax

Research and  
Evaluation  
106 East Tenth Street  
Dallas, Texas 75203  
214.915.4700  
214.946.7140 fax

The Rounton Institute  
106 East Tenth Street  
Dallas, Texas 75203  
214.915.4766  
214.946.7140 fax

Youth Camp  
821 Private Road 6650  
Hawkins, Texas 75765  
903.789.2500  
903.789.4859 fax

Visit us online:  
[salesmanshipclub.org](http://salesmanshipclub.org)



## PRACTICUM TRAINING PROGRAM 2009-2010

### *Training Requirements*

The 2009-2010 training program is designed for current graduate students seeking intensive practice and supervision in family therapy. It is particularly well-suited for students whose career goals are to become licensed as professional counselors, marriage and family therapists, or clinical social workers.

Supervision will be provided by experienced, licensed mental health professionals. However, students requiring supervision by a licensed psychologist cannot currently be accommodated.

A minimum of two semesters training, running from September to May, is required regardless of university program requirements. For students requiring 3 semesters, training will run from June through May.

Trainees are expected to be on site for a minimum of 16 hours a week. From September to May, 2010, Wednesday attendance from 12:00-8:00 pm for didactic training and clinical team is mandatory. The remaining hours will be developed in consultation with a supervisor.

### *Philosophy*

The training program emphasizes competency-based models of therapy based upon systems theory, social constructionism, and multi-cultural perspectives. The training experience is best suited to those who enjoy reading, self-directed study, and risk-taking in exposing one's work and ideas to colleagues. Applicants familiar with family therapy models and bilingual applicants are preferred.

### *Application Deadlines*

#### Summer applicants:

Applications due: **March 16, 2009**  
Interviews: **March 26, 2009**  
Start Date: **June 1, 2009**

#### Fall applicants:

Applications due: **June 1, 2009**  
Interviews: **June 25, 2009**  
Start date: **Sept. 9, 2009**

To request an application, please contact:

**Judy Swint, Ph.D.**  
**214-915-4790**  
[Jswint@salesmanshipclub.org](mailto:Jswint@salesmanshipclub.org)

Applicants who have been accepted into the training program will be notified by April 2 (Summer applicants) or July 3 (Fall applicants).

## Child Adolescent Services At Terrell State Hospital

On Child/Adolescent Services of Terrell State Hospital the clients come first. In an effort to provide the safest and most therapeutic environment possible, Child/Adolescent Services holds to the philosophy that each of our clients is an individual with unique attributes and characteristics which demand a multidisciplinary team approach to comprehensive assessments in individualized treatment programming. The most therapeutic approach to treatment is one that addresses as many aspects of the client as possible, focusing on individual strengths and accomplishments even more than his/her weaknesses and failures. Reward and praise are much stronger tools in changing behavior than punishment.

Child Adolescent Services (CAS) consists of three adolescent wards and the Children's Cottage. Each ward is design for normal capacity of 12 clients, but can expand to accommodate up to 15 individuals. A treatment team approach is utilized with each team consisting of a Psychiatrist, Psychologist, Social Worker, Nursing staff and a Rehab. Representative. Staff assigned to the CAS program receive special training in working with adolescents and dealing with adolescent issues and behaviors.

The clients admitted to the program encompass the myriad of DSM-IV diagnoses for children and adolescents. While many admissions come to the program with behavioral problems, a single diagnosis of Conduct Disorder or Oppositional Defiant Disorder does not meet criteria for admission; an additional psychiatric condition must also be diagnosed. Within the CAS program are specialized tracks, which focus on working with individuals with Pervasive Developmental Disorders and Severe Behavior Problems (i.e. the Adolescent Specialty Program).

A biopsychosocial philosophy of treatment is utilized to address the following four steps to meet consumer needs:

1. Information, the basic building block in any change processes;
2. Skills, the tools for applying the information in a productive and effective;
3. Responsibility, the motivating factor in applying skills appropriately; and
4. Freedom, the opportunity to exercise responsibility in everyday life.

Emotional and behavioral problems of children and adolescents can be viewed as holistic problems comprised of physical, emotional, cultural, and social influences, and style of life patterns - rather than a single problem or symptom. Current theoretical understandings suggest that such problems are biopsychosocial in nature, having multi-determinants. While etiological factors may include biological and learning influences, emotional and behavioral symptoms can be viewed as functional behaviors, which represent an attempt to adapt to intra-personal and/or environmental stress. Symptoms and

behaviors may also represent a suggestive perception of helplessness of absence of inner resources to deal with stress, discomfort, anxiety, and negative mood states.

Change of behavior problems is believed to be a personal responsibility, and the individual is assumed to be capable of taking an active role in the change process. The individual may be unaware (through defense mechanisms such as repression and denial) of the manner of which problems and self-management of behavior may be linked to other aspect of his/her life. Because of limited awareness, the child may experience a limited sense of self-efficacy of choice in altering an inner or outer life style. The belief that one is a victim of circumstances of that one is helpless reinforces attitudes that may have provoked the problem behaviors.

The CAS Program is a behaviorally oriented program designed to address and modify maladaptive behaviors of children and adolescents. The program concentrates on those treatments that have been demonstrated empirically to be effective in addressing negative behaviors. The emphasis is on reinforcement of positive behaviors and those behaviors that interface with antisocial behavior. It is based on the therapeutic principle that rewarding positive behaviors results in more permanent behavior changes than does consequenting negative behaviors alone. By concentrating on the reduction of noncompliant behaviors first, the more serious behaviors are dramatically reduced. In addition, replacement behaviors are taught through skills training, and psychological conflicts are dealt with in individual and group therapies. Family involvement in treatment is emphasized in order to address the reality that returning these youths to the environment in which the problems developed is likely result in the same problems, unless changes occur. Parent education and family therapy are provided and new behaviors are practiced on supervised visits and passes. Involvement of the family is encouraged in all phases of treatment planning, treatment, and aftercare planning.

The program is symptom based and utilizes a variety of interventions to address both the behaviors and the psychiatric symptoms. Each client is assigned to therapeutic topic groups and classes based on their need and presenting issues. Behavior Therapy techniques consistent with TSH Behavior Therapy Manual are used to directly address the aberrant behaviors. In addition ward milieu, social learning modules, and if indicated other therapies (e.g. individual, family, play, music, etc.) would be employed.

Contact person:  
Dorothy Floyd, Ph.D.

P.O. Box 70  
Terrell, TX 75160

(972) 551 - 8095

## Texas Woman's University Counseling Center PRACTICUM PROGRAM

### THE AGENCY

TWU's Counseling Center provides psychological counseling to a diverse student body. A variety of services are provided to help students achieve their educational goals, to learn the process of problem solving and decision making, to develop the capacity for satisfying relationships, and to make full use of their potential for continued growth beyond their educational experience. It is the only campus agency designated to provide psychological services to students. The TWUCC tends to see clients who come from a variety of diverse cultural backgrounds (e.g., age, race/ethnicity, sexual orientation, religion) and many clients have trauma histories (e.g., sexual abuse, physical abuse, neglect).

### THE TRAINING

As a practicum site, the Counseling Center trains graduate level practicum students to apply basic counseling skills working with individual clients. Practicum students do not see couples or groups while at the center. Students also learn to conceptualize from a number of different theoretical orientations and to use a variety of therapeutic techniques within a brief-therapy model of treatment. The Counseling Center accepts four (4) practicum students for Fall through Spring placements. Preference is given to doctoral students enrolled in the TWU Counseling Psychology program, but applications from master's level students and from students from other area graduate psychology programs are also accepted. Enrollment in TWU's Counseling Psychology doctoral program does not guarantee acceptance for practicum placement.

We understand that practicum students arrive for training with varied levels of experience and expertise in providing psychotherapy. For this reason, we consider each practicum student's developmental level as we plan the training experience. The needs of individual clients as well as the experience level of the practicum students are considered when making therapist assignments. We work to provide practicum students a wide range of presenting problems and monitor each person's readiness for particular clinical issues. The TWU Counseling Center staff honor individual differences of the students with whom we work. We, therefore, provide on-going training about issues of individual and cultural differences. Supervisors attend to gender, race/ethnicity, social class, sexual orientation, age, ablebodiedness, spiritual/religious orientation, etc., and how each of these factors influences client concerns, the therapeutic process and trainee development.

The TWU training program is based on the conviction that professional and personal developments are mutually inclusive processes. There is recognition that practicum experience is a critical aspect of one's training as a psychologist. Thus the philosophy of the training program is developmental and focuses on learning and skill building through experience and understanding. The training staff is committed to providing an opportunity for trainees to learn and work in an applied setting as a practitioner with a scientific foundation. Furthermore, the training staff works together to accomplish these goals and provides ***professional as well as personal feedback*** to each other and trainees.

The training program adheres to the belief that supervision is a valuable and indispensable tool for all trainees and staff. Regardless of the specific work activity, we believe that self-awareness is a critical component of ongoing professional growth. Due to our belief that the therapeutic alliance is a central component of any helping relationship, it is our expectation that practicum students will recognize, improve, and employ those personal qualities that will enhance their work with clients, peers, other center staff, and the university community. Opportunities for personal exploration and self-reflection that impact professional development inevitably occur throughout the training year. Training staff provide ongoing feedback to promote the integration of personal and professional development.

The practicum program functions in a manner consistent with the American Psychological Association's 2002 Revised Ethical Standard 7.04 (Student Disclosure of Personal Information). When appropriate, practicum students are encouraged, but not required, to explore historical influences and personal qualities and how these may either help or hinder psychological interventions and professional interactions. Supervisors are committed to creating a safe, trusting, and respectful environment in order to facilitate this exploration. Supervision is never viewed as psychotherapy, but rather promotion of the practicum student's overall professional development. Training staff, however, have the option to recommend, but not require, outside therapy to individuals who they feel could benefit from in-depth exploration of personal issues which appear to negatively impact one's professional development.

Applicants are required to make a two-semester (Fall and Spring) commitment for 15 hours per week (spread over at least three days). The hours are broken down to include **nine hours of direct client contact, one hour of individual supervision, two hours of group supervision, two hours of professional issues seminar, and one hour of administrative time**. Practicum students receive supervision from Counseling Center senior staff and/or psychology interns. Group supervision is conducted in the weekly Practicum Seminar during which clinically-oriented didactic material is presented, agency requirements are reviewed, and supervision of video segments of sessions is provided. Professional Issues Seminar involves clinical presentations by invited speakers on topics pertinent to issues of human diversity and the professional practice of psychology.

Weekly responsibilities for Fall and Spring practicum are as follows:

9 hours	Direct client contact	
2 hours	Practicum Seminar/Group Supervision	(Wednesday, 9am-11am)
2 hours	Professional issues Seminar	(Friday, 10am-12pm)
1 hour	Individual Supervision	
1 hour	Administrative time	
<hr/>		
15 hours	Total each week	

#### Other Requirements

1. Confirmation from the department of the student's readiness for the practicum placement.
2. A completed course in ethics or completion of an ethics course by the end of the first semester.
3. Attend a mandatory orientation meeting (2 days) approximately one week prior to the beginning of the fall semester.
4. Commitment to work one evening (Monday through Wednesday) until 7:00PM.
5. Digital video recording is required for all practicum students for all sessions.
6. Proof of professional liability insurance prior to the start of the practicum.

Ⓢ Please read more about our **TRAINING PHILOSOPHY** at the counseling center website in the internship application. <http://www.twu.edu/o-sl/counseling/APA992.html>

**Contact:** Denise Lucero-Miller, Ph.D., 940-898-3801

## The Timberlawn Trauma Program

4600 Samuell Blvd., Dallas, TX 75228

The Timberlawn Trauma Program is an intensive treatment program designed to provide treatment for adult patients who are survivors of trauma (either from childhood or more recent history), and are suffering from symptoms that are more severe than can be effectively treated on an outpatient basis. The most common DSM-IV diagnoses given are Dissociative Identity Disorder (formerly MPD), Dissociative Disorder Not Otherwise Specified, Dissociative Amnesia, Psychogenic Gague, Post-traumatic Stress Disorder, and Borderline Personality Disorder. In addition, most of the patients treated in the Trauma Program also suffer from an accompanying severe depression.

The program, as directed by Dr. Colin Ross, is comprised of a combination of group therapy (6 hours per week), individual therapy (3 to 4 hours per week), and pharmacotherapy. Every attempt is made for the latter to be an adjunct to the treatment program, not the treatment itself. Dr. Ross, through extensive research, has concluded that psychotherapy is the most effective means of treating this population, which up to now have been labeled as “hard to treat”.

Within the above groups several theoretical approaches are utilized, with cognitive, interactional, experiential, and didactic group experiences. The program is all inclusive in that patients are expected to take part in the program as a whole, rather than choosing which group experiences s/he would like. With the variety of approaches available to the patient, the experience of the treatment team has been that the needs of the whole person are much more likely to be met by participation in all therapy experiences.

Treatment team consists of 3 hospital therapists, 2 psychiatrists, 3 Ph.D. psychologists, LPC interns, master’s-level practicum students. Interns and practicum students are generally expected to be available at least 20 (preferably 30) hours per week in order to get the maximum benefit from their stay in the program. All are required to provide proof of liability insurance, a copy of the license (if applicable), or school documentation for practicum students. In addition, anyone operating in the hospital in a professional capacity is expected to attend a full day orientation class, provide current proof of CPR training, a one day class in managing aggressive behavior (the hospital provides this training free of charge), and a negative urine drug screen and TB test. Finally, those interested in participating in the program are seen in a personal interview,

All practicum students and interns are supervised by trained staff; however, accountability rests with the hospital. Each intern and practicum student is expected to know and abide by hospital policies and procedures.

In addition to opportunities for extensive clinical experience, The Ross institute for Psychological Trauma which oversees the clinical operation of the Trauma Program, is continually conducting research, providing the intern and practicum student with the opportunity for involvement in this kind of work as well. Some recent discussions about research activities include outcome studies with our treatment modality, and psychological studies dealing with the effects of trauma on brain development and the possible changed brought about through therapy.

Students interested in obtaining more information about the program, may call Judy Keith at (214)381-7181, or visit the Ross Institute web page at “ [www.rossinst.com](http://www.rossinst.com)”.

# The Timberlawn Trauma Program

for Psychological Trauma and Extensive Comorbidity

Directed by Colin A. Ross, M.D.

The Timberlawn Trauma Program was created to provide quality treatment and education in the area of trauma and extensive comorbidity. Comorbidity is defined as an extensive history of multiple symptoms and diagnoses. The Trauma Program does not utilize regressive treatment modalities such as focusing on the retrieval of repressed memories. The treatment team members work collaboratively emphasizing acute stabilization, improved functioning and self management for the chronic, high utilization patient with extensive comorbidity.

The program is under the direction Colin A. Ross, M.D., an internationally renowned clinician, researcher and author. The program is based on Dr. Ross' "Trauma Model". This model emphasizes the effects of trauma as multiple symptoms expressed by multiple diagnoses. The unresolved trauma and the resulting attachment conflicts are the common themes throughout these various diagnoses.

## Program Philosophy and Treatment

The Trauma Program focuses on the effects of trauma and unresolved attachment issues. The treatment goal is to help individuals improve their adult functioning by helping them to stabilize and continue their recovery with new tools learned in the hospital setting. This is achieved by utilizing the structure and processes of the Trauma Model within cognitive-behavioral, experiential, and didactic therapies.

The Trauma Model recognizes that human personality is not a unity, but instead is composed of different elements or ego states that jointly shape individual thought and behavior. In normal human development, experiences are assimilated and integrated as the building blocks of personality. Severe, chronic, unresolved trauma and attachment conflicts interrupt this process. As a result, the mind maintains an unhealthy fragmentation of thought, feeling, memory and perception. This fragmentation is manifested as personality disorders and extensive comorbidity.

Cognitive therapies allow patients to identify conflicts and unlearn specific cognitive distortions related to attachment conflicts, trauma and identity. Experiential modalities foster the development of self-awareness and trauma processing on a vertical level with an emphasis on affect regulation. Didactic therapies emphasize the importance of education about trauma and its effects, including comorbidity. Each patient is provided with four hours a week of individual therapy. Additionally, psychotropic medication is prescribed as needed. The program's emphasis is not diagnosis-specific, but instead focuses on the symptoms treated, which are described in the following section.

The Timberlawn Trauma Program includes acute inpatient, partial, and support group services. The average length of stay is two weeks for the inpatient program and two weeks for the partial program. The trauma program utilizes a multidisciplinary focus to insure an integrated approach that facilitates increased ego strength, stabilization and growth.

The Timberlawn Trauma Program is committed to preparing clients for re-integration into society. While in the program, the patients are expected to be responsible for their behaviors and committed to treatment.

## Symptoms Treated

Research findings indicate that trauma and unresolved attachment issues affect normal human development and functioning. These maladaptive symptoms are the program admission criteria. They are the following: suicidal

ideation, homicidal ideation, self-destructive and addictive behaviors, and inability to function as manifested by regressed, chaotic, and unorganized behavior.

If a patient is actively using drugs or alcohol, cross programming is available with our Addictionologist, Carl Young, M.D., on the Dual Diagnosis Program. This provides an integrated effort to address not only the active addiction, but the underlying dynamics driving the addictive behavior.

### Patient Population

The Timberlawn Trauma Program treats all poly-diagnostic disorders related to unresolved trauma and attachment issues. These would include, but are not limited to: Borderline Personality Disorder, Post Traumatic Stress Disorder, Acute Stress Disorder, Depression, Panic Disorder, Substance Abuse, Somatization Disorder, Dissociative Disorders, Obsessive Compulsive Disorder, and Eating Disorders.

### Validity of Memories

Current research indicates that memory recall is at best unreliable. Fortunately, healing does not take place at the level of memories or their retrieval. Rather, healing occurs at the level of processing and integrating feelings, thoughts, and perceptions and reframing cognitive distortions. Therapeutic neutrality is essential for processing unresolved issues of any kind.

### Treatment team

The treatment team is composed of psychologists, psychiatrists, social workers, licensed professional counselors, registered art therapists, group therapists, recreational therapists, nurses, interns, and psychiatric technicians. Each team member brings clinical expertise to the program. Under the direction of Colin A. Ross, M.D., the team holds regular meetings to address the needs of each patient.

Referring therapists and psychiatrists are an integral part of the treatment team. The Timberlawn Team works closely with referral sources to insure continuity of care and to formulate efficient treatment recommendations.

The Timberlawn Trauma Program includes acute inpatient, partial, and support group services. The average length of stay is two weeks for the inpatient program and two weeks for the partial program. The trauma program utilizes a multidisciplinary focus to insure an integrated approach that facilitates increased ego strength, stabilization and growth.

### Commitment to Education

The program continues to engage in significant teaching and education on the understanding and treatment of trauma and comorbidity. For more information on Dr. Ross' recent publication in the *American Journal of Psychiatry*, please see our web site at [www.rossinst.com](http://www.rossinst.com).

### Visiting Professionals Program

Visiting professionals will have the opportunity to experience a variety of group therapy interventions, including: cognitive therapy, anger management, psychodrama, process groups, trauma education, and art therapy. Visitors are included in multidisciplinary treatment team meetings. For more information regarding the visiting professionals program please contact the Marketing Director at 214-381-7181.

## **Policy**

It is the policy of Timberlawn Mental Health System to provide clinical training for selected interns. The hospital only takes those interns who are earning college credit for their Timberlawn Mental Health System work or those

who are earning clinical hours to take the state boards in their chosen field. The hospital does not utilize volunteers. Timberlawn Mental Health System staff may also be in the intern program.

- A. The intern will be closely trained and supervised by the Trauma Program Director with ultimate reporting to the Director of Social Services. Any difficulties with the intern will be reported to the Director of Social Services. While it is of great interest to the hospital to assist interns in overcoming their shortcomings, any intern may be terminated at any time.
- B. The social service staff who supervise and train the interns are responsible for assigning duties and overseeing the intern's work. The staff will determine the level of independence of the Intern.
- C. Interns receive daily supervision from the unit staff. Once a week the Director of the Trauma Program provides group supervision which includes the following: individual case consultation, ethics, legal issues, program issues, personal issues, boundaries, clinical skills, education on diagnosis and other related issues. In addition to this weekly supervision, Colin A. Ross M.D. will provide weekly supervision. Supervision is available as needed or as stated in the contract for supervision provided by the various licensing boards.
- D. All progress notes written by an intern (who are not employees) must be co-signed by a licensed staff person. All assessments completed by interns must be co-signed by the appropriate staff.
- E. The supervising staff and/or Director of the Trauma Program will provide the required evaluations to the intern with recommendations necessary to the appropriate university or licensing board.
- F. All interns are expected to complete a minimum of 20 hours per week.
- G. Interns will follow all hospital policies and procedures as do employees.
- H. Interns will follow hospital procedure when videotaping/audiotaping patients.

Timberlawn Trauma Program  
4600 Samuel Blvd. Dallas, TX 75228  
Phone: 800-426-4944 Web Site: www.rossinst.com

## Intern Protocol

### **Purpose**

To provide a center of excellence within the community for the training of mental health professionals in the area of treatment, research, and education of trauma related disorders. Interns and students also provide added services and experience for the patients. Examples of the types of interns the trauma Program accepts are counseling, social work, psychology, art therapy, and marriage and family. The Trauma Program also accepts interns who are earning clinical hours for Licensed Professional Counselor, Licensed Master of Social Work, Advanced Clinical Practitioner, Licensed Marriage and Family Therapist, Registered Art therapist.

### **Procedure**

1. Call Judy Keith, the Trauma Program Director, at (214)381-7181 to schedule an interview and initiate protocol.
2. Get application and information documents from Human Resources at (214)388-6350.
3. Fill out application, Confidentiality Statement, Background check, and obtain two written references, one of which must be from the student's current university program. Bring these completed documents and verification of current and appropriate insurance to Human Resources.
4. Contact Human Resources at (214)388-6350 for Urine Drug Screen paperwork. You must go to a designated lab within 24 hours of receiving this paperwork.

**Acceptance for training is based on receipt of all required documentation, availability of a training position within the Trauma Program, and the results of intern interview.**

5. Contact Nursing Services at (214)388-6301 to sign up for orientation, PMAB and CPR training.
6. Have nurse on the unite administer a TB test, which must be read by a nurse 48-72 hours after it is administered.
7. Contact Human Resources at (214)388-6350 to have your picture taken for your ID badge.
8. You will be provided with a set of keys and a name badge.

# University of Texas at Dallas

## Student Counseling Center

### Practicum Students

The UTD Student Counseling center offers practicum training for graduate students in counseling and clinical psychology. The typical practicum comprises two academic semesters, beginning in August and concluding in May. UTD Student Counseling Center typically offers three practicum positions each year.

UTD is committed to intensive supervision and to the furthering of trainees' personal and professional growth. Trainees receive broad exposure to the many professional activities that exist in our service-oriented agency. Training activities are tailored to address each trainee's developmental needs.

### The University of Texas at Dallas

The University has a student population in excess of 14,000, including a significant number of graduate and international students, creating a diverse client population.

### Student Counseling Center

The primary emphasis of the Student Counseling Center is to provide programs and services designed to assist students in achieving the emotional well-being necessary for success. The multidisciplinary professional staff includes five doctoral-level practitioners, one masters' level practitioner, three predoctoral psychology interns, and psychiatric residents. Licenses held include Licensed Psychologist, Licensed Professional Counselor, and Licensed Clinical Social Worker. UT Dallas is a partner in the Dallas Metropolitan Consortium in Psychology which is an APA- accredited internship program.

Services provided by the center include:

- Individual, couples, and group counseling
- Educational programs and workshops
- Consulting
- Psychiatric referrals
- Psychological testing

### Typical Week

Direct Client Contact\*: 7-9 hours

Individual Supervision\*\*: 1 hour (minimum)

Group Supervision: 1

Training: 1

Administrative: 4-5

Outreach: Varies by week

Meetings: 1

Total = 18-20 hours

\*Direct client contact includes individual therapy, intakes, assessment and group therapy.

\*\* Supervision will be conducted by both staff members as well as predoctoral psychology interns who are supervised by staff members.

The atmosphere of the counseling center lends itself well to an open door policy and trainees have the opportunity to consult with all members of the staff depending on specialty area.

**Application Procedure:**

A complete application includes:

- A vita describing educational and employment experiences
- Cover letter stating your interest and confirmation of your completion of prerequisite courses including: ethics, prepracticum counseling skills and theories of psychotherapy.
- The names of three references.

Applications will be reviewed beginning in April and will continue until positions are filled.

**Applications and all inquiries should be directed to the attention of [Dr Smitha Bhat](mailto:smitha.bhat@utdallas.edu) ([smitha.bhat@utdallas.edu](mailto:smitha.bhat@utdallas.edu)) , Practicum Program Coordinator.**

There are currently three positions available yearly for practicum students. The counseling center will expect a full year commitment that includes a fall and spring semester.

**MASTER'S LEVEL  
PRACTICUM SITES**

## **AIDS Outreach Center**

A practicum description is not currently available.

Please view the website for general information about the center:

<http://www.aoc.org/>

For information about practicum training, please contact  
Shawna Stewart at (817) 335-1994

## COLLIN COUNTY COMMUNITY COLLEGE

Collin County Community College is a multi-campus district covering Collin County. Collin County Community College Counseling center provides individual and group counseling service to CCCC students. The center also sponsors personal growth seminars and encourages awareness of issues of concern to both traditional and non-traditional students. Approximately 25% of the center's clientele are young adults between 18 and 25 years of age; the other 75% are adults older than 26. The client population is diverse in terms of ethnicity, sexual orientation, and SES. Typical presenting problems include anxiety, depression, situational stress, relationship issues, and academic difficulties.

For practicum students, there is an informal orientation in the first few days. During this orientation period practicum students learn the standards of practice for the department and become familiar with paperwork and intake processes. Interns receive a minimum of 1 hour of individual supervision every other week and 2 hours of group supervision on alternate weeks. In addition, informal supervision is available whenever the student is on-site. Students are also expected to attend weekly staff meetings. Students will spend approximately 12-20 hours on site per week. A two-semester commitment is preferred.

Director: Linda Qualia, Ph.D.  
972-881-5779  
lqualia@ccccd.edu



*We serve as a turning point from victimization and self-defeat.*

## **About Mosaic Family Services**

Mosaic Family Services is a non-profit community based agency targeting culturally diverse families living in the Dallas/Fort Worth Metroplex. We provide individual, group, and family counseling to immigrants and refugees who are victims of domestic violence and victims of human trafficking as well as shelter, case management, and legal services. We also provide play therapy services. All services are at no cost to our clients.

The counseling staff is comprised of LPCs, LPCIs, LCSWs, and practicum students. There is also an LPC-Supervisor on staff. Mosaic is a United Way Affiliate.

## **Training at Mosaic Family Services**

Mosaic is committed to providing training for masters level students from local and regional universities. Students have the opportunity to work with a wide variety of clients in the following ways:

- Individual Counseling
- Family Counseling
- Couples Counseling
- Play Therapy
- Activity or Support Groups at Mosaic House Shelter

## **Application Procedure**

### **Requirements:**

1. Minimum one semester commitment
2. Availability to work till 6 pm on weekdays and some Saturdays if required
3. Minimum 10 client contact hours per week
4. Tuesday afternoons from 12-1pm are required for group supervision.  
Individual supervision is one hour per week and will be coordinated with staff supervisor.
5. Counseling will be provided at office as well as in shelter
6. Advanced practicum students preferred

**Send a copy of your resume and references to:**

Amera Sergie, M.A., LPC / Program Director  
214-821-5393 x224  
214-821-0810 (fax)  
[ameras@mosaicervices.org](mailto:ameras@mosaicervices.org)

Please specify the semester you would like to begin.

**Application Deadline:** On-going application process

**Mosaic Family Services Mission Statement**

To support, educate, and empower individuals and families of the community we serve.

**Mosaic Family Services, Inc.**

4144 North Central Expressway, Suite 530  
Dallas, TX 75204  
214-821-5393  
Fax: 214-821-0810  
[www.mosaicervices.org](http://www.mosaicervices.org)

## *New Beginning Center Internship Information Sheet*

The staff of New Beginning Center welcomes you to your internship with the agency. We hope this will be a rewarding and challenging experience in which you will grow as a professional. Listed below are a few frequently asked questions and helpful hints as you start your internship.

### **REQUIREMENTS:**

- This internship is a minimum of two semesters.
- You will be required to be onsite at least 20 hours per week for each semester.
- You will have a minimum of one hour of individual supervision each week with your New Beginning Center supervisor.
- You will be required to videotape individual sessions. These sessions will be reviewed with your supervisor during weekly individual supervision sessions.
- You will be required to attend at least one department staff meeting a month to stay informed regarding pertinent programming information, client service updates, and other agency information. Consult with your supervisor for meeting days and times.
- You will be required to attend Clinical Case Staffing every Thursday from 3:00-4:00 PM. The purpose of this meeting is for the Victim Outreach and Battering Intervention and Prevention Program clinical staff to discuss clients of particular concern or clients in which the counselor needs additional support or feedback on how to proceed with a particular case. During the course of your internship you will have the opportunity to present a case to the team for review and feedback as well.
- Due to the majority of clients needing an evening appointment, all clinical staff and interns are required to work two evenings a week. The agency is open 9:00 AM- 9:00 PM Monday – Thursday and 9:00 AM – 5:00 PM on Friday. You will set your schedule with your agency supervisor. Depending on school requirements, you will set the number of hours to be worked each week with your agency supervisor as well.
- New Beginning Center provides individual and group counseling services to our clients. You will have the opportunity to provide both individual and group counseling sessions throughout your internship.
- Prior to beginning direct client practice, you will have an appointment with your agency supervisor in which agency policies and procedures will be discussed. We will also thoroughly explain procedures for clients receiving services, referral process to an assigned counselor, all available client services, and all client file documentation including intakes, case notes, consent forms, etc. Depending upon the program area, paperwork and other procedures will vary. There may also be other program requirements prior to direct client practice that may include observing intakes, Orientation and other groups, meeting with other team members etc. These will be discussed with your agency supervisor.

**REQUIREMENTS cont'd:**

- Each program has monthly statistics and other “end of the month” reports (including volunteer time sheets) that must be submitted on time. Your supervisor will discuss each of these with you along with when they are due.
- In order for you to be prepared for your work with clients of New Beginning Center, your agency supervisor may require book and article readings, trainings, and other learning opportunities to develop your knowledge in the area of domestic violence, counseling or social work, or other areas as deemed appropriate.

**ADDITIONAL INFORMATION:**

- New Beginning Center operates on an “Open Door Policy” meaning you are encouraged to seek supervision as needed and as often as you like to discuss client concerns, agency issues, and internship questions. You do not need to wait for supervision to ask questions.
- Along with the liability insurance you must keep for school and internship requirements, New Beginning Center carries liability insurance on you as well. This includes coverage between semesters.
- You will have the opportunity to discuss internship and professional goals with your supervisor on a regular basis. If at anytime you feel New Beginning Center or your supervisor is not assisting you in reaching your goals, please feel free to discuss these concerns. It is our responsibility to you, as an intern, to ensure you receive the best internship experience as possible.
- Working at New Beginning Center is challenging and rewarding work; yet it can also be emotionally draining particularly for a new counselor or social worker. If you begin to notice this internship is becoming difficult because of the client population you are working with, please discuss this with your counselor. It is our responsibility and desire to help you.

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 Intern

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 Date

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 NBC Representative

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 Date

## NorthPointe Family Center SERVICES

Most children grow up in a nurturing environment; however, children from time to time encounter feelings, thoughts or behaviors that result in difficulties in their lives and in the lives of those around them.

The **NorthPointe Family Center** is a specially designed treatment center to help children and their families sort through difficult circumstances or issues, and to assist them in regaining a sense of confidence and hope. The program operates Monday through Friday, 8:00 a.m. to 5:00 p.m., and can allow the child to continue in everyday activities with the family and within the community.

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### Child Partial Hospitalization and Intensive Outpatient Program.

A structured treatment program for children, ages 5-12 who are in crisis.

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### Adolescent Partial Hospitalization and Intensive Outpatient Program.

The program addresses mental health problems, even those complicated by chemical dependency for youth ages 13-18.

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### Chemical Dependency Services.

Highlights of NorthPointe's enhanced Chemical Dependency Program include:

- 12 Step Based Program
- Dual Diagnosis
- Group Process Therapy
- Family Therapy and
- Relapse Prevention.



Services at NorthPointe Family Center are offered in an outpatient environment where children and adolescents can learn to deal effectively with psychological, emotional, chemical dependency, and social problems. Specific attention is paid to:

- Self-injury
- Anger management
- Communication
- Daily living skills
- Medication management
- Self esteem
- Social skills
- Substance abuse
- Academics

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### Adult Partial Hospitalization and Intensive Outpatient Program

This full outpatient assessment and treatment program, designed for patients ages 18 and older, is

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### Convenient and Thorough Assessments

Assessments by qualified professionals are offered at no charge. Assessments are scheduled on-site at the NorthPointe Family Center of Carrollton or Denton locations. To schedule a confidential assessment, **Call (972) 394-4357**

### Financial Arrangements

NorthPointe Family Center accepts most insurance plans. Our business office can assist in verifying insurance coverage and making financial arrangements. All inquiries are confidential.

### Transportation

Transportation is available from most surrounding areas. Please call to inquire about your location.

for the client who has achieved some stability but continues to need more intensive treatment than traditional outpatient therapy. The program addresses mental health and chemical dependency problems.

### How am I involved in my child's progress?

NorthPointe Family Center believes the family is the primary influence in a child's world. The family is an important component in the treatment success of their child and is viewed as partners and collaborators by the clinical staff. Parents give daily feedback through "[home communication sheets](#)" describing progress at home in the evenings and over the weekends. Parents attend individual family and weekly multi-family therapy sessions which focus on the specific needs of each family. The family therapist and nurse are available daily to answer specific concerns relating to treatment and medication issues. NorthPointe Family Center places a strong emphasis on treating the entire family with the goals of restoring a sense of hope bringing balance to the family unit. [Click Here to read Parent Comments](#)

### Accreditations & Licenses

- Joint Commission on Accreditation of Healthcare Organizations
- Texas Department of State Health Services
- Texas Department of State Health Services, Licensed Outpatient Services

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***When your child is troubled, the entire family is troubled.***



**University Behavioral Health of Denton and NorthPointe Outpatient Services**

## Counseling Intern - Spring 2010

The TWU Career Services Department is seeking a Career Services Counseling Intern (non-paid) .

### REQUIREMENTS:

③ Graduate Student in Counseling and Development (Family Sciences), Counseling Psychology, or Counselor Education

③ Must have good human relations, communication, presentation skills

### DESCRIPTION OF DUTIES:

③ Provide individual career counseling

③ Administer and interpret career guidance assessment inventories

③ Provide career planning workshops and programs

③ Update and maintain the Career Library

③ Assist with the Career Exploration course as needed

③ Perform other miscellaneous duties as requested

### HOURS:

③ Flexible hours

③ Within regular office hours (Monday-Friday, 8am-5pm)

--Exception: possibility of giving one classroom presentation after 5pm

### SITE:

TWU Career Services Department Human Development Building

Suite #200

(940) 898-2950

### CONTACT:

Stephanie Reed

Career Counselor

(940) 898-2972

[kcorcoran@twu.edu](mailto:kcorcoran@twu.edu)



**CHILD  
PRACTICUM SITES**

## **Children's Advocacy Center for Denton County**

A practicum description is not currently available.

Please view the website for general information about the center:

<http://www.cacdentonco.org/contactus.htm>

For more information about graduate level and Licensed Professional Counselor internships, please contact Rose Boehm at 972-317-2818, ext. 238.



**Collin County Children's Advocacy Center  
Clinical Department**  
[www.cacplano.org](http://www.cacplano.org)

## Staff

### **Clinical Director**

Dan Powers, ACSW, LCSW, LSOTP  
Approved Supervisor, Texas State Board of Social Worker Examiners  
(972)633-6615  
[dpowers@cacplano.org](mailto:dpowers@cacplano.org)

### **Clinical Supervisor**

Summer Land, MEd., LPC-S  
Approved Supervisor, Texas State Board of Examiners of Professional Counselors  
(972)633-6633  
[sland@cacplano.org](mailto:sland@cacplano.org)

### **Lead Therapist**

Betsy Sandbower, MA, LPC-S

### **Expressive Arts Therapist**

Michael Maloney, MA-ET, ATR

### **Therapist**

Jennifer Hoskins, MEd, LPC

### **Music Therapist**

Tania Cordobes, MMT, MT-BC

### **Therapist**

Jennifer Masters, MEd, LPC

## Training program

Practicum students, counselor interns, social work fellows and post-doctoral psychology fellows also provide professional services. Each member of our team in our training program receives a minimum of one hour of individual supervision and two hours of group supervision weekly. There are four types of interns under staff supervision.

- Master's level practicum students are in the process of completing a Masters degree in a mental health counseling field. They contract 9 months of service as part of the requirements for graduation.
- Licensed Professional Counselor Interns hold a Masters degree in a mental health field and a temporary license. They contract 12 months of service as part of the requirements for obtaining the Licensed Professional Counselor credential.

- Persons completing a Clinical Social Work Fellowship hold a Masters degree in Social Work and hold a license as a Master Social Worker. They contract 12 months of service as part of the requirements for obtaining the license of Clinical Social Worker.
- Post Doctoral Psychology Fellows hold a Doctorate degree in Psychology and hold a provisional license as a Psychologist. They contract 12 months of service as part of the requirements for obtaining their psychology license.

## Services

### Activity Therapy

A therapist will utilize activity therapy using age appropriate toys, activities, games and books to assist pre-teen children in working through trauma that has affected their life.

### Adult Abuse Recovery Therapy

Individual therapy is provided to parents who experienced abuse as a child. This is provided so that the parent is able to heal from their trauma in order to better aid their child in the healing process.

### Art Therapy

Art therapy utilizes a variety of medium including drawing, painting, clay and collages to allow for expression of emotions, and resolve traumatic experiences.

### Bi-lingual Therapy

The Children's Advocacy Center offers services in English and Spanish

### Consultation Services

Clinical staff members participate in Children's Advocacy Center multidisciplinary staffing to ensure client's mental health and emotional needs are being addressed. Clinical staff members are also called upon by other agencies or groups to provide case consultation or educational programming.

### Crisis Intervention

The clinical staff is available to provide crisis counseling and will work with the child or parent to resolve feelings, identify resources and plan for future intervention.

### Domestic Violence Counseling

Specialized individual and group therapy is provided for mothers who are victims of domestic abuse.

### Expert Testimony

Clinical staff are called upon to provide expert court testimony in the area of child maltreatment.

### Expressive Therapy Groups

Many trauma victims have difficulty discussing their abuse. The use of art, music, drama, and movement in the group setting provides the client with a non-verbal approach for the expression of their feelings, behaviors, and coping skills.

### Family Therapy

Family therapy is provided to families to address how trauma has affected the family system. It also provides a means of developing communication and sharing thoughts and feelings in a safe environment

#### Filial Therapy

Filial therapy is most often provided in a group setting, but also can be individualized. It utilizes play therapy skills to teach parents appropriate discipline, a way to communicate with the child on their level and to attempt to see the world through their child's eyes. Parents are taught how to conduct therapeutic play sessions with their children at home.

#### Individual Therapy

Individual therapy is provided to teenagers and adults. Utilizing traditional therapeutic techniques the therapist assists the client in exploring thoughts, feelings and reactions to trauma.

#### Intake and Referral

This may include obtaining a psychosocial history on the child/children and family in order to determine the most appropriate intervention. Referrals to other resources may be given at any time during the treatment process.

#### Music Therapy

Music therapy is a goal-directed process in which the therapist helps the client to restore and improve a state of well being using musical experiences (improvising, composing, performing, verbalizing and listening to music) and the relationships that develop through them as dynamic forces of change. Music therapy is offered in individual and group settings.

#### Parenting Education and Consultation

Parent sessions are provided to parents and other caregivers to address questions and needs regarding their child's reaction to a traumatic event. The therapist is also available to the parent or caregiver for consultation on developmental and social issues as well as appropriate discipline techniques.

#### Play Therapy

Play therapy is provided for our youngest clients. Utilizing carefully selected age appropriate toys and activities, the therapist provides the setting needed for children to work through their traumatic experience.

#### Treatment Planning

A comprehensive treatment plan is developed for each child, adult and family receiving therapeutic services in the Clinical Department.

#### Specialized Therapeutic Groups

When necessary, group treatment may be provided to address a group of clients with a common need.

#### Support Groups

Therapeutic support groups are conducted on a weekly basis for parents and children. Adult groups focus on parenting issues and dynamics related to coping with child abuse. The children's groups focus on skill building, communication, social skills and anti-victimization issues.

## DALLAS CHILDREN'S ADVOCACY CENTER

**INTERNSHIP OPPORTUNITIES**

The Dallas Children's Advocacy Center (DCAC) is a collaborative partnership consisting of participation by the Dallas County District Attorney's Office, the Dallas Police Department, Dallas County Child Protective Services, Children's Medical Center, and the Department of Pediatrics at the University of Texas Southwestern Medical Center. The Center offers a multi-disciplinary approach to investigation and treatment of child physical and sexual abuse victims in Dallas. Co-located at the center are the Dallas Police Department Child Abuse Unit and a special unit of Child Protective Services. Therapeutic services are provided to child victims of physical and/or sexual abuse, to child witnesses of violent crimes, and to non-offending parents. Services include individual and family treatment, assessment, crisis intervention, and court testimony. In addition to therapeutic services, the center collaborates with community prevention-based agencies to provide social services and conducts local and national research.

DCAC is located at 3611 Swiss Avenue. The center's hours are 8:30 to 6:00 Monday-Friday. The therapy program is also open from 9:00 to 3:00 on Saturdays. Parking is available on site.

**Field placements** are available for second year graduate students with previous counseling experience. The intern must commit to two semesters. Interns will have the opportunity to learn and provide individual, family, and group treatment to children and their parents and conduct psychosocial assessments. Training and experience in play therapy and working with traumatized children will be provided. The student will also have the opportunity to work with professionals from other disciplines including law enforcement, police, protective services, medical, and legal/judicial. A stipend is available for bilingual (Spanish/English) graduate interns.

**Postgraduate internships** are also available for individuals working on their LPC-I or LCSW. The individual must commit to work 15 hours per week for a year. Individuals will be reimbursed for therapy sessions provided upon a contractual basis.

If interested, please submit a resume and list and a list of three references familiar with your counseling skills. For more information, call Andrea Schultz at (214) 818-2604 or Wynne Shaw at (214) 818-2655. The agency will screen potential interns for past criminal offenses and child protection concerns.