

PRACTICUM MANUAL

for

COUNSELING PSYCHOLOGY

GRADUATE PROGRAMS

DEPARTMENT OF PSYCHOLOGY

TEXAS WOMAN'S UNIVERSITY

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INTRODUCTION

The purpose of the Practicum Manual is to tell you important things 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* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Throughout this manual, references are made to forms locate on the TWU Psychology Program website. The URL address for that website, and the related forms is - <http://www.twu.edu/psychology-philosophy/counseling-psych-phd.asp>. While efforts are always made to keep this manual current, it is always advised that students check the website for the most current revisions of any forms, and be aware of communications on the listserv that may signal changes to program policies regarding practicum requirements.

Jeff Harris, Ph.D., ABPP
Coordinator of Practicum Training

Pre-Practicum

Eligibility Requirements

For students admitted in Fall 2015 cohorts or earlier:

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

- PSY 5554 Theories and Practice of Counseling and Psychotherapy
- PSY 5674 Theory and Practice of Family Psychology *
- PSY 5513 Advanced Psychopathology
- PSY 6833 Ethics in Psychology (may enroll concurrently with 1st practicum)
- PSY 5523 Clinical Therapeutic Group Processes

*Required for Master's students, not Doctoral students.

For students admitted in Fall 2016 or after:

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

- PSY 5541 Psychotherapy Skills I: Microskills Lab
- PSY 5653 Theory and Practice of Counseling & Psychotherapy
- PSY 5674 Theory and Practice of Family Psychology *
- PSY 5513 Advanced Psychopathology
- PSY 6833 Ethics in Psychology (may enroll concurrently with 1st practicum)
- PSY 5523 Clinical Therapeutic Group Processes

*Required for Master's students, not Doctoral students.

60 Hour Rule for Doctoral Students (all cohorts)

Doctoral students must complete a thesis equivalency prior to completing 60 hours of doctoral coursework. Failure to complete this requirement may result in ineligibility for practicum placement. 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. Additional information regarding this policy is available in the Counseling Psychology Doctoral Student Handbook:

<http://www.twu.edu/downloads/psychology-philosophy/phd-counseling-psych-handbook.pdf>

Practicum Orientation (All Students, Master's and Doctoral)

First time practicum students must attend the mandatory practicum orientation held once during both the fall and spring semesters. Orientations will be presented by the practicum coordinator and information for these orientations will be posted on the graduate student listserv.

Selecting a Practicum Site

Please understand that students will be expected to complete their practicum at the site they are matched with and 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, contacting students who have recently completed a practicum at the site, and site surveys and evaluations available from the Practicum Coordinator.

Students may contact prospective sites by phone or email (not in person) to request additional information about the site (e.g., client population, required hours, supervision times, semester commitment, etc). Students should **NOT** contact sites to set up interviews until referred by the Practicum Coordinator to a prospective site.

If a site requires a two-semester commitment, the student 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.

As much as possible, one of the students' top requests will be honored. However, 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.

Approved Practicum Sites

Appendix A contains 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 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.

Additional Site Selection Information for Doctoral Students

Doctoral students are required to spend their first two semesters of practicum at the TWU, or other University, Counseling Center site, unless such placements are unavailable due to supply and demand issues. If a student is unable to complete a first placement at a Counseling Center, the student may be required to obtain a Counseling Center site for the second placement (semesters 3 and 4 of Practicum). If in the usual sequence, semesters three and four are typically completed in an agency setting in the community that specializes in working with individuals, couples, families, groups, or a combination of these.

It is strongly recommended that doctoral students aim for 250 clock-hours/125 direct service hours for each of the four practica and/or take additional practica in order to gain a total of 1000 total clock hours and 500 direct service hours before applying for internship.

A fifth semester may be in an approved placement of the student's choice (if available) or at an agency specializing in assessment experiences. Enrollment in this optional fifth therapy/assessment practicum placement may only be considered after the student has completed the four required practicum placements.

The assessment practicum is generally offered once a year and typically involves extensive assessment work at the Federal Medical Center, Carswell. The requirements for completion of this fifth practicum may vary depending on the faculty supervisor chosen.

Applying to a Site

Practicum request forms are available in the window display case across from the departmental secretary's office on the seventh floor of CFO. Students complete and turn in the appropriate request form by the deadline, ranking in order of preference a minimum of 3 sites.

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. Students continuing at the same site need to complete and turn in their pink request forms but do not need to turn in a vita with their form.

Practicum request deadlines will be strictly enforced, and no late forms will be accepted. Forms are to be placed in the Practicum Coordinator's box prior to the due dates as follow-

- Summer: 1st Friday in February
- Fall: The Friday after Spring Break
- Spring: 1st Friday in October

All efforts will be made to match the student with one of their 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.

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, a student should submit the required materials in advance of the agency deadlines, and the Practicum Coordinator will refer the student for an interview in accordance with those deadlines. Early deadlines are listed in the site descriptions (Appendix B).

Vita and Cover Letters

Along with the practicum request forms, students should prepare an up-to-date copy of their vita that they can submit to potential practicum sites. Before your first practicum, it is recommended that you meet with the practicum coordinator so that he or she can review your vita and make recommendations regarding content or format.

This vita template is provided for your reference, in Appendix C, but is not a required format.

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. It is highly recommended that students bring at least one copy of their vita to the interview.

Each student will submit a vita and cover letter (and any other requested application materials) directly to the practicum agency for consideration in the selection process **after** being notified by the Practicum Coordinator. Most agencies accept submission of application materials by e-mail but some prefer paper submission. Once you have been notified of a potential site match, it will be up to the student to provide any additional requested documentation directly to the contact at the site, in the site's preferred format.

At a minimum, a good cover letter should include-

- Who you are
- Your interest in this placement
- Your goals for the placement
- What you have to offer the site

Example cover letters are available in Appendix D.

Liability Insurance

Students are automatically billed for and receive liability coverage when they register for PSY 5923/6923, Practicum Supervision. At the beginning of each renewal period, the practicum coordinator will provide a copy of the insurance policy cover page by posting it on the listserv. Students may provide this proof of insurance coverage to potential sites as needed.

Interviews

Site supervisors/administrators are contacted by the Practicum Coordinator and informed of potential student matches. When they agree to interview a student, they are told to expect students to contact them within one week. The practicum coordinator will then notify the student of the match.

Students are expected to submit their application materials (vita, cover letter, etc.) to the site supervisor/administrator *within 2 days* after being referred to the site. 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.

Students are expected to contact the training site to arrange for an interview and provide 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. As students participate in the interview process, they have shared the questions they have been asked in order to help others prepare. The questions are listed in Appendix E.

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.

Accepting a placement

A student accepting a practicum placement agrees to meet the requirements of the facility, and assumes the responsibilities expected of other members of that facility, including:

- Abiding by the rules and regulations established at the facility.
- Arranging schedules with the facility supervisor and adhering to that schedule.
- Meeting all appointments at the times arranged with clients.
- Keeping all required records as determined by the facility.
- Attending all meetings relating to practicum as determined by facility.

During Practicum

TWU Supervision Requirements

A minimum of four successfully completed practicum semesters is required to complete a graduate degree. While placed at a practicum site, students must enroll in a practicum course. Master's students should register for PSY 5923 and Ph.D. students must register for PSY 6923. This course is a 3-hour class designed to provide group supervision and opportunities for peer consultation. Supervision of students is provided by the TWU faculty member in charge of the practicum course. Requirements for successful completion of the course are determined by the practicum instructor, with the exception of the required on-site and direct contact hours, which are outlined below.

First semester practicum students will be additionally required to receive one on one supervision from a faculty member or advanced Ph.D. student as outlined in the policy statement for first time practicum students (Appendix F).

Agency Supervision Requirements

Agencies are required to provide a minimum of two (2) hours of supervision per week. This must include at least one hour of individual supervision, which is defined as supervision with no more than one additional student present. 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 for Master's students, and a doctoral level supervisor for Ph.D. students. In accordance with TWU's policy on student safety (Appendix F, Policies and Procedures), a supervisory staff member must be on site when TWU students are conducting therapy.

Recording Clients

As part of the supervisory process, students are expected to video or audio 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. 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. Some agencies may have a form of their own that they would prefer students to use. A sample TWU Consent Form and guidelines for taping and confidentiality, along with TWU's policy regarding the transferring of electronic client recordings is available in Appendix G.

Hour Requirement

Students must complete on site a minimum of 175 clock hours per practicum enrollment, 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 Appendix F. First semester students may waive 15 of the direct service hours through equivalent observation of other staff members providing 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. Incomplete forms are available in the Psychology department.

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.

Child Counseling

Students are 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 PSY6673, Psychotherapy for Children, and PSY6423, Psychopathology of Childhood and Adolescence, before conducting individual therapy with children. 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.

Practicum Log

Students will use an excel worksheet entitled, “Student Practicum Log” to record all client contact and other activities (e.g., training, administration, supervision). Ideally, log entries are made daily. Minimally, they will be made weekly. 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. When using the Excel logs, make sure to use “.25” for a 15 minute block of time, “.50” for half an hour, and “.75” for three-quarters of an hour. If you put in minutes, the program will interpret these as hours, grossly inflating your practicum time. 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, and careful tracking of client characteristics and diversity issues will be helpful when preparing to work with special populations. Copies of the excel worksheet are available on the TWU website and in Appendix G of this manual.

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:

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 (2011)* for further information on this topic. Also please visit the APA website for information on record keeping: <http://www.apa.org/practice/guidelines/record-keeping.aspx>

*Baird, B. N. (2011). *The internship, practicum, and field placement handbook: A guide for the helping professions*. Upper Saddle River, NJ: Prentice Hall.

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. At the end of each semester, students will be responsible for working with their practicum site supervisor to complete and turn in the following forms to their TWU practicum supervisor.

- Evaluation of Practicum Student Competencies
- Practicum Site/Supervisor evaluation forms

Students will be rated on key benchmarks related to professionalism, reflective practice, relationships, diversity, ethics, assessment, intervention, etc. Students must score at least a 3 on all sections of their faculty Practicum Evaluations. Ratings by on-site supervisors are taken into account by faculty in their final evaluations of Practicum students each semester. Students who attain ratings of 1 or 2 on any section of the Practicum Evaluation will be required to complete a supplemental learning experience related to the identified deficit(s). These experiences will be tailored to the individuals' specific deficit(s). If Practicum ratings have not improved by the next semester of Practicum, the student will be placed on a formal Remediation Plan. If a student were to obtain ratings of 1 or 2 in her or his last semester of required Practicum, it is likely that the supplemental learning experience would include additional supervised clinical experience so that the deficit may be appropriately evaluated. The evaluation forms are located on the psychology department website, as well as in Appendix H of this manual, and in the Doctoral Student Handbook.

Field Work (revised Oct 2013 JH/LR)

Sign up for Supervised Practicum (5923/6923) if:

The student is participating in an unpaid, organized practicum and fulfilling the normal four-semester practicum requirement: (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 Work (PSY 6991) if:

1. The student has completed the four semester requirement for Supervised Practicum and wants to accrue additional pre-professional supervised clinical experience. For doctoral students, this experience may be related to psychotherapy and/or assessment (see below for details). Under these circumstances, there is no minimum hour requirement but students should not provide more than 10 hours of direct service per week.
2. The student has completed two semesters of Supervised Practicum and is continuing to see clients at the current practicum site to gain additional pre-professional supervised clinical experience. For example, after completing a Fall-Spring practicum, the student may decide to volunteer one a day a week over the summer before starting a formal practicum at another site in the Fall.
3. The student is working in the field as a counselor (e.g., crisis line, HIV testing), psychological associate, or any similar position providing counseling or psychological services without a license (e.g., LPC, LMFT). Although this job may not be directly related to academic coursework at TWU, as a doctoral student in this program, the student must be registered for Supervised Field Work. This registration provides liability insurance coverage.

In all cases, if the student registers for Supervised Field Work credit, she/he must receive at least one hour of weekly on-site supervision.

If a student is working independently under her/his own license and carries her/his own liability insurance (e.g., working in private practice as a LPC), enrollment in PSY 6991 (Supervised Field Work) is not required.

If the student is providing psychotherapy as part of Supervised Field Work, he/she must register for Supervised Field Work with the Practicum Coordinator (Dr. Harris). If the student is conducting any psychological assessment, he/she must register for Supervised Field Work with the Assessment Coordinator (Dr. Rubin). If the student is conducting both psychotherapy and psychological assessment, she/he must register with both the Practicum Coordinator and the Assessment Coordinator. In all cases, the student will be required to communicate with this professor about the Supervised Field Work at the beginning of each month and submit a monthly log of direct service activities. The professor may ask to meet with a student to discuss the learning experience. If the student has any problems during the Supervised Field Work experience, the professor will be the point of contact with the program for consultation purposes.

At the end of the semester, a student will be required to submit the Site Supervisor Report for Supervised Field Work and a cumulative log of direct service hours, which will be due on the Friday of finals week in order to receive academic course credit for the semester. If the student is providing psychotherapy as part of the Supervised Field Work, the student must submit the required documentation to the Practicum Coordinator (Dr. Harris). If the student is providing any assessment services as part of the Supervised Field Work, the student must submit the required documentation to the Assessment Coordinator (Dr. Rubin). A student who is enrolled in Supervised Field Work for both psychotherapy and assessment must submit the appropriate documentation to each of the Practicum and Assessment Coordinators.

Definitions regarding the practice of counseling and psychotherapy can be found in the Graduate Student Handbooks for the Master's and Doctoral programs.

Terminating from a Practicum Site

When you have completed your time at an assigned practicum, it is important to communicate clearly with your supervisor about the end date of your work at the site. It is expected that prior to terminating with the site, all client paperwork and notes will be complete and submitted. Additionally, in accordance with the specific site's rules and ethical guidelines, all clients will be given an opportunity to transfer or terminate their therapy as clinically indicated, in order to avoid client abandonment. It is the right of the site to withhold a student's evaluation forms until all site requirements for termination have been met.

Generating New Practicum Sites

Students who are interested in doing practicum work at a mental health facility not listed in the practicum manual, or are aware of a suitable site offering practicum placements 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.). A checklist is available in Appendix I. 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.

Assessment Practicum

Two mechanisms exist by which students may obtain a placement for Assessment Practicum and/or Assessment-Based Supervised Field Work. Interested students will choose one of the two following mechanisms for Assessment Practicum placement.

1. Students may arrange their own placements for the purpose of conducting psychological testing batteries under the following conditions.
 - A. Students who wish to conduct assessments at a placement site where they have previously been placed for regular Supervised Practicum.
 - B. Students who wish to set-up an Assessment Practicum with a private practitioner, who is qualified to supervise psychological assessment, and is located in the area.

On these occasions, students will make their own arrangements with the sites/practitioners, and will inform the Assessment Practicum instructor about these arrangements. Students must inform the instructor of their placement site prior to the first day of the semester during which the Assessment Practicum course will be taken. In these instances, regular Supervised Practicum procedures and deadlines do not apply.

2. Students may utilize the regular TWU Counseling Psychology placement procedures and deadlines, as indicated in the Counseling Psychology Practicum Handbook, and work in collaboration with the Practicum Coordinator, when they wish to enroll in Assessment Practicum under the following conditions.
 - A. Students who wish to be placed at the Federal Bureau of Prisons Medical Center in Carswell, Texas.
 - B. Student who wish to conduct assessments in another existing Practicum site at which the student had not previously been placed.

Students, who elect to acquire assessment experience by enrolling for Supervised Field Work, rather than enrolling in the Assessment Practicum course, will register for Supervised Field Work credit with the Assessment Practicum instructor. See the Supervised Field Work section above for further details on the relevant requirements.

Appendix A: Active Practicum Sites

Active Practicum Sites for TWU Counseling Psychology Students (updated March 2016)

Master's Level (LPC) Supervision Available at:

Agency Name	Location	Type of Setting	Population	Requirements	Recent Placements
AIDS Outreach Center	Ft. Worth	Outpatient	Medical		Amy R., Jen R.
Brookhaven College	Dallas	College	Students		Schylar H., Danica H.
Catholic Charities	Dallas	Community	Children & Families	Bilingual	
Children's Advocacy Center - Collin County	Plano	Community	Children & Families		Inactive
Children's Advocacy Center - Denton County	Lewisville	Community	Children & Families	Child Class required	Jessica B.
Collin College	McKinney	College	Students		Alex C., Leslie K.
Comprehensive Assessment & Treatment Services (CATS)	Dallas	Judicial	Corrections		Amanda Stretcher
Counseling Institute of Texas (CIT)	Garland	Community	Individual, Couple and Family		Inactive
Dallas Area Rape Crisis Center (DARCC)	Dallas	Community	Sexual Assault		Kimberly L.
Dallas Children's Advocacy	Dallas				Inactive

Center					
Denton County Friends of the Family	Denton	Community	Domestic Violence		Cassie G.,Chrissy M., Jolie S., Chris S. Charmecia M., Bethany R.
Denton County Jail	Denton	Judicial	Corrections		Rebecca J.
Galaxy Counseling Center	Garland	Community	Mental Health		Inactive
Hope's Door	Plano	Community	Domestic Violence		Lauren N.
Irving Family Advocacy Center	Irving	Community			Monique C., Lindsey H., Amanda R., Stephanie W., Le S.
Lake Dallas Independent School District	Lake Dallas	School District	Students		Gretchen G.
Mosaic Family Services	Dallas	Community	Immigrants		Inactive
New Beginning Center	Garland				Amanda G.
Nexus Recovery	Dallas	Substance Abuse	Women & Adolescent Girls		Chris S., Schylar H.
North Texas Job Corps	McKinney	Community	Youth (16-24)		Le S., Brittainy W.
Promise House					Inactive
Sante Center for Healing	Argyle	Inpatient	Addictions	Lots of Groups	Inactive
Texas Christian University	Ft. Worth	College	Students		Amanda R., Amy R.,

Counseling Center (TCU)					Gretchen G., Dena A., Kimberly L.
Texas Woman's University Career Center (TWU)	Denton	College	Students		Charmecia M., Monique C., Aimee H.
UBH / Northpointe	Denton	Inpatient		Lots of Groups	Tabitha H., Ryan R., Le S., Stephanie W.
University of Texas Dallas Counseling Center	Richardson	College	Students		Jolie S., Bethany R.

Doctoral Level (Licensed Psychologist or Umbrella) Supervision Available at:

Agency Name	Location	Type of Setting	Population	Requirements	Recent Placements
Baylor Institute for Rehabilitation	Dallas	Medical	Neuropsych		Inactive
Carswell Federal Medical Center	Ft Worth	Judicial	Corrections	Assessment Only	Rhea W., Irais A.
Comprehensive Assessment & Treatment Services (CATS)	Dallas	Judicial	Corrections	Assessment Only	Karen B., Kimberly BB.
Denton County Friends of the Family	Denton	Community	Dom. Violence		Kristin K., Sapna P., Evan B.,
Galaxy Counseling	Garland	Community	Mixed		Inactive

Center					
Irving Family Advocacy Center	Irving	Community	Families		Liz G., Shannon S., Robin N.
Northlake College	Irving	College	Students		Kyle E.
North Texas Job Corps Center	McKinney	Community	Youth (16-24)		
Nexus Recovery	Dallas	Substance Abuse	Women & Adolescent Girls		Kelley L., Sarah J., Sonia C., Jen M.
Sante Center for Healing	Argyle	Inpatient	Addictions	Lots of Groups	Inactive
Texas Christian University Counseling Center (TCU)	Ft Worth	College	Students		Jen R., Dena A., Kimberly L.
Texas Woman's University Counseling Center (TWU)	Denton	College	Students	Early Deadline	Heather C., Africa S., Julia B., Deanna D., Robin N., Molly M., Noelany P., Sarah K., Evan B., Liz G.
Timberlawn Trauma Program	Dallas	Inpatient	Medical	Early Deadline	Angela N., Courtney W., Ally W.
University of Texas – Arlington Counseling Center	Arlington	College	Students		Inactive
University of Texas Dallas Counseling	Richardson	College	Students	Early Deadline	Lena N., Kristin K., Sapna P., Heather C., Sasha D., Kelly L.

Center					
Veteran's Administration Medical Center	Dallas or Ft. Worth	Medical	Veterans	Early Deadline (Must fill out VA application)	Millie G., Danica H., Sarah K. (Bonham), Laura O. (Ft. Worth), Kyle E., John M., Courtney W.

Appendix B

Practicum Site Descriptions

Click on any site name to be taken directly to the site description page

[AIDS Outreach Center \(M.A.\)](#)
[Brookhaven College Counseling Center \(M.A.\) **](#)
[Carswell Federal Medical Center \(Ph.D.\)](#)
[CATS \(M.A., Ph.D.\)](#)
[Collin County Community College \(M.A.\) **](#)
[Counseling Institute of Texas \(M.A.\)](#)
[Dallas Area Rape Crisis Center \(M.A.\)](#)
[Denton County Sherriff's Office \(M.A.\)](#)
[Denton County Friends of the Family \(M.A., Ph.D.\)](#)
[Hope's Door \(M.A., Ph.D.\)](#)
[Irving Family Advocacy Center \(M.A., Ph.D.\)](#)
[Nexus \(M.A., Ph.D.\)](#)
[North Lake College \(M.A.\)](#)
[North Texas Job Corps Center \(M.A., Ph.D.\)](#)
[Sante Center for Healing \(M.A., Ph.D.\)](#)
[Texas Christian University \(Ph.D.\)**](#)
[Texas Woman's University \(Ph.D.\)](#)
[Timberlawn Trauma Program \(M.A, Ph.D.\)](#)
[University Behavioral Health \(M.A.\)](#)
[University of Texas – Dallas \(Ph.D.\)](#)
[Veterans Affairs of North Texas \(M.A., Ph.D.\)](#)

** University Counseling Center

If you are interested in practicum at a site listed as “inactive,” please contact Dr. Harris to discuss this further.



Mental Health Internship

AIDS Outreach Center offers mental health counseling internships to Master's level psychology and family sciences interns. Internships must be two consecutive semesters, and interns must be available to fit their internship into AOC office hours, 8:30 a.m. – 6 p.m., Monday through Friday.

AIDS Outreach Center serves a wide range of clients, all of whom have HIV/AIDS. Our clients are fairly non-traditional counseling clients. Our clients include many disenfranchised individuals; gay, homeless, drug dependent/addicted, poor, minorities and mentally ill. You will do very little counseling with the "worried well". You will, however, see a wide variety of clients with a wide variety of needs.

AIDS Outreach Center is located at 400 N. Beach St., Fort Worth, TX 76111.

Interns are required to video all sessions, and the onsite supervisor reviews these for training purposes. Interns are expected to attend case consultations and multi-disciplinary team meetings. Interns are considered a part of the AOC Staff, and as such are expected to participate as any staff person would in activities and events.

If you desire an internship that will provide a wide variety of mental health experiences, and you are willing to make a two semester commitment, AIDS Outreach Center will provide you with the training of a lifetime!

Contact Shawna Stewart, Director of Mental Health Services at shawnas@aac.org

Brookhaven College Counseling Center:

Brookhaven College, located in Farmers Branch, TX, is one of seven separately accredited colleges in the Dallas County Community College District. Brookhaven College serves approximately 12,000 students each semester. The Counseling Center employs one Full-Time and 2 Part-Time Professional Counselors. The Assistant Dean of Student Support Services oversees the Counseling Center, Disability Support Services and Veterans Affairs and serves as the supervisor for interns.

During the Spring 2013 semester, the Counseling Center Counselors provided 356 individual counseling sessions, delivered 43 classroom presentations and/or workshops, and participated in 27 outreach activities for students, serving a total of 1250 students.

During the Spring 2013 semester, 84% of students visited a counselor between 1 and 5 times. Presenting concerns were as followed:

- 29% of the students presented with anxiety, depression, and/or grief concerns.
- 20% of the students presented with relationship concerns.
- 24% of the students presented with academic issues.
- 20% of the students presented in crisis.
- 7% of the students presented with other concerns.

All counseling interns are asked to answer the following questions before they can begin work at the Brookhaven College Counseling Center.

Please answer the following questions. (One paragraph for each is sufficient.)

1. What do you believe about human nature?
2. What do you believe about how personality develops?
3. What do you believe about how maladjustment occurs?
4. What do you believe about the counseling relationship?
5. What do you believe about how client change occurs?

For more information, please contact:
Beverly Neu Menassa, M.A., M.Ed., LPC-S
3939 Valley View Lane, S124
Farmers Branch, TX 75244
972-860-4339
bnmenassa@dcccd.edu

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

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

Practicum Placement for Clinical Psychology Graduate Students

Dallas County CSCD-CATS provides a unique opportunity for graduate students in psychology to gain valuable forensic training. We work with individuals from diverse backgrounds who are involved in felony (and at times misdemeanor) probation in Dallas County and have clinical issues with substance abuse and/or mental health. Our program includes two distinct components, assessment, and counseling.

Assessment: CATS evaluations are court-ordered forensic evaluations. They are typically conducted prior to sentencing to assess substance abuse and mental health issues and how these issues may affect their abilities to complete probation. The 17 Dallas County criminal courts have come to rely heavily on our evaluations in determining court-ordered treatment and other conditions of probation. Our forensic evaluations for the courts also address criminogenic factors, as they are related to risk for recidivism and violence. The evaluations are comprehensive and often include psychological testing and reviews of criminal records. We have an extensive library of psychological tests, including personality, cognitive, and malingering instruments.

Practicum Placement with CATS: Ideally, a practicum with CATS is a 9 to 12 month long placement, working at least the equivalent of two full days a week. The emphasis is on forensic assessment and report writing. Students will have the opportunity to conduct multiple court-ordered evaluations and make recommendations directly to the court. Forensic report writing and psychological testing are emphasized as integral parts of the practicum experience at CATS. Students will have the opportunity to learn about various specialty courts, observe court proceedings, and consult with professionals such as other clinicians, judges, probation officers, and attorneys.

Supervision: Supervision is conducted by one of our two forensically trained licensed psychologists: Dr. Jill Johansson-Love, Supervising Psychologist jjohanssonlove@dallascounty.org, and Dr. Dori Hilker, CATS Manager. dori.hilker@dallascounty.org

Location: Our location is at the Frank Crowley Courts Building at 133 N. Riverfront Blvd. near downtown Dallas. Parking is available in an adjacent parking garage.

Dr. Jill Johansson-Love at 214-653-5293, e-mail: jjohanssonlove@dallascounty.org
Interested? We are currently accepting applications for Spring and Fall 2014.

Collin County Community College

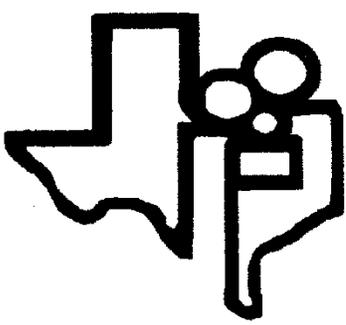
Collin College's Counseling Services offers personal and career counseling to currently enrolled students with Collin Colleges multi-campus district. Collin students represent a diverse population of traditional and non-traditional who bring an exciting variety to our campus community.

Counseling and Career Services operates from a goal-directed model that allows practicum students to practice their skills at building relationships, conceptualizing problem areas and developing appropriate plans for counseling. Student issues include depression and anxiety, relationship concerns, recent and past trauma, study skills, career planning and coaching, and stress management.

We prefer students who have completed at least one prior practicum and who are willing to commit to an entire academic year for training.

There are two LPC-S on staff. Students are expected to become an active participant of the counseling team, to attend staff meetings and training and to participate in other relevant campus activities.

For more information, call or contact Dr. Linda Qualia, 972.881.5126 or lqualia@collin.edu



The Counseling Institute of Texas, Inc.
3200 Southern Drive, Suite 100
Garland, TX 75043
(972) 271-4300

Counseling Institute of Texas, Inc. Agency History

The Counseling Institute of Texas, Inc. (C.I.T.) is a non-profit community counseling agency that was established in August of 1986. For the past of 26 years, the agency has been helping families and individuals cope with a variety of issues ranging from parenting, marital problems, school truancy and drop-out intervention, physical and sexual abuse, adolescent suicide, fire-setting, and other prevention and treatment programs.

Our professionally trained therapists work with children, adolescents, and adults in individual, marital, family, or group therapy settings. In 1987, the School Truancy Counseling Program was developed by C.I.T. Executive Director Maria Molett and Dallas County Commissioner Mike Cantrell, a former Justice of the Peace. This program is directed at students and their families facing such issues as tardiness, truancy, behavior problems, and drop-out intervention. In 2001, our agency developed the Fire-setter Counseling Program. C.I.T. Executive Director Maria Molett and C.I.T. staff therapists engineered this program to assist Fire Department investigators by providing evaluations and education to juveniles involved with fire-setting incidents. More importantly, the program addresses the reasons behind the fire-setting behavior and provides recommendations for treatment. Other programs that our agency currently offers include:

Individual & Family Therapy
Sexual Abuse Prevention & Treatment
Anger Management (Adult / Adolescent)
Sex Offender Treatment
Bilingual Counseling

Children's Play Therapy
Diagnostic Evaluations
School In-service Training
School Truancy Counseling
HIV Counseling

The therapists at CIT must have a minimum of a Masters Degree and are either licensed or licensed interns. The agency also accepts practicum or intern students from various universities. The students must attend one hour of individual supervision each week and must present a video tape of one of their sessions. Additionally, they are scheduled for 10 client hours and one paperwork hour. The center is open from 9-9 Monday through Thursday; 9-5 on Friday and 9-4 on Saturday. Prospective students must set up an interview with the Executive Director in order to be considered for a slot.

In 2012, C.I. T. provided 2,715 sessions for a total of 5,358 client hours to the public. Financial assistance was provided for approximately 243 families. Due to the economic stressors of our current times, the demand for financial assistance has escalated to new heights. In order for our agency to assist families with financial challenges who wish to receive counseling in our various programs, increased funding is a necessity.

Our Board of Directors is comprised of community leaders and together they govern C.I.T. The agency is funded through grants, donations, and client fees. The client fees are determined on a sliding scale system based on the client's available financial resources. Executive Director Maria Molett and Administrative Services Director Susan Hennem have been with our agency since it's inception in 1986. Their collective devotion and determination is to provide quality care and counseling programs for our community while keeping client financial situations in mind.



Dallas Area Rape Crisis Center

Internship Opportunities for Graduate interns:

Students looking for an internship placement in a nonprofit setting may select from any of the following or a combination of them to do their required internship.

Counseling and Advocacy (following 30 + hours of training or equivalent):

- Individual and group counseling
- Screening and Intake for new clients
- Advocacy: Via phone or Face to face crisis intervention with clients and their friends and family at the hospital, courthouse or Police Station (24-hour hotline and accompaniment*)

Graduate interns are expected to provide a minimum of 16 hours per week of counseling (prefer 20 hours), advocacy and other duties as assigned by the clinical director.

Education

- Students will assist in presenting educational programs and public information campaign to schools and community.
- Assist in research regarding sexual assault/abuse, stalking and related topics for program development and assist in program design
- Assist with special projects

Administration

Students will have the opportunity to learn various aspects of program administration from research and data development to program design as required by their program.

Graduate Students are required to make a minimum of two-semester commitment

**For more information contact
Shea Alexander, LPC-S
E-mail: shea@dallasrapecrisis.org
Tel: 972-468-6052**

Dallas County Community Supervision and Corrections Department (CSCD) Assessment Treatment and Research Services (ATRS) *Practicum Placement for Clinical Psychology Graduate Students*

Dallas County CSCD-ATRS provides a unique opportunity for graduate students in psychology and counseling to gain valuable forensic training. We work with felony offenders from diverse backgrounds (and at times misdemeanors) in Dallas County and have clinical issues with substance abuse and/or mental health. Our program includes two distinct components: assessment and counseling.

Assessment: ATRS evaluations are court-ordered forensic evaluations. They are typically conducted prior to sentencing to assess substance abuse and mental health issues and how these issues may affect their abilities to complete probation. The 17 Dallas County criminal courts have come to rely heavily on our evaluations in determining court-ordered treatment and other conditions of probation. Our forensic evaluations for the courts also address criminogenic factors, as they are related to risk for recidivism and violence. The evaluations are comprehensive and often include psychological testing and reviews of criminal records. We have an extensive library of psychological tests, including personality, cognitive, and malingering instruments.

Counseling: At ATRS, the majority of the counselors provide intensive outpatient substance abuse treatment in association with a specialty court. This will give a student an opportunity to co-facilitate groups and conduct individual sessions with probationers, participate in court team staffings, and attend court sessions. The court teams consist of judges, attorneys, probation officers, community providers and ATRS assessors and counselors.

Practicum Placement with ATRS: Ideally, a practicum with ATRS is a nine to twelve month long placement, working at least the equivalent of two full days a week in the office but a total of 20 hours. Students will have the opportunity to conduct multiple court-ordered evaluations and make recommendations directly to the court. Forensic report writing and psychological testing are emphasized as integral parts of the practicum experience at ATRS on the assessment side. On the counseling side, the emphasis is on providing substance abuse treatment while also addressing criminal attitudes and thinking in this very diverse population. Students will have the opportunity to learn about various specialty courts, observe court proceedings, and consult with professionals such as other clinicians, judges, probation officers, and attorneys. As time allows, there could be opportunities to participate in research of the various specialty court programs.

Supervision: Supervision is conducted by one of our licensed psychologists: Dr. Jill Johansson-Love, ATRS Area Manager and Dr. Gomez, Clinical Assessment Specialist. Location: Frank Crowley Courts Building at 133 N. Riverfront Blvd. near downtown Dallas. Parking is available in an adjacent parking garage.

Interested? We are currently accepting applications for Summer and Fall 2016. Dr. Jill Johansson-Love, e-mail: jjohanssonlove@dallascounty.org

Denton County Friends of the Family Practicum Program

DCFOF is a non-profit agency that provides free services to victims of relationship violence, sexual assault, and child abuse. These services include individual and group counseling, legal advocacy, case management, crisis response, and a safety shelter. DCFOF serves adult, adolescent, and child victims. In addition, DCFOF provides counseling services for a fee for batterers through our Violence Intervention and Prevention Program.

Our practicum offers the student an opportunity to work with trauma survivors and/or abusers within a warm, supportive, and flexible environment. Students will receive high quality supervision, where the student is both supported and allowed to flourish in the development of their own professional identity. We have digital video equipment in the counseling and group rooms and students have the opportunity to receive direct supervision by co-leading a group with a staff counselor. We offer the student the opportunity to tailor their internship experience to meet their own interests and gain diversity in experience. Opportunities include:

- Work with children, adolescents, & adults
- Individual and Group Therapy
- Play and Activity Therapy
- Work with trauma survivors
- Work with Batterers in our accredited Violence Intervention Program
- Work in both a non-residential and residential setting
- Exposure to the legal system through: court accompaniment, police accompaniment, witness preparation, etc.
- Experience working within a multidisciplinary team of psychologists, LPC's, social workers, legal advocates, and attorneys
- Crisis response/intervention
- Participation in community education and awareness events

General Requirements:

- Current enrollment in a masters level or Ph.D. counseling related program
- A minimum of 20 hours a week, with a minimum of 10 individual/group client hours and 2 intake appointment times.
- Attend our Team Meeting/Group Supervision on Thursdays from 10a.m. to noon.
- One hour a week of on-site individual supervision.
- 96 hours of on-call crisis availability for the Survivor's Advocacy Team (SAT) per month (or agreed upon alternative).
- Commit to at least two full semesters.
- Scheduling is flexible, but all students are expected to work a minimum of one evening a week (Monday-Thursday until 8pm) or Saturday.



HOPE'S DOOR

Serving Families Suffering from Domestic Violence

About Hope's Door

Hope's Door provides services to victims of domestic violence and their children. We offer individual and group counseling, crisis intervention, emergency shelter, case management, legal advocacy, transitional housing, and community education. In addition, we have a 24 week Battering Intervention and Prevention Program (BIPP) for domestic violence offenders.

The counseling staff is comprised of a licensed psychologist, LPCs, an LMSW, and practicum students. Hope's Door is a United Way Affiliate.

Training at Hope's Door

Hope's Door has a formal practicum program geared towards helping students develop as counselors and learn about the issue of domestic violence. Students have the opportunity to work with a wide variety of clients in the following ways:

- Individual Counseling
- Group Counseling
- Intakes
- Crisis Intervention

Application Procedure

Requirements:

1. Minimum two semester commitment
2. Availability to work at least 2 evenings per week until 8pm
3. Monday afternoons from 4-5pm are required for group supervision.
Individual supervision is one hour per week and will be coordinated with staff supervisor.
4. The agency has videotaping equipment available for use (students will need to purchase their own tapes). Students can also choose to bring their own equipment.

Note: Once selected, practicum students are required to complete a volunteer application, background check, and agency orientation

Application Deadline: On-going application process, although applicants are strongly encouraged to apply as early as possible.

Hope's Door Mission Statement

To offer intervention and prevention services to individuals and families impacted by domestic violence and to provide educational programs that enhance the community's capacity to respond.

Hope's Door

820 Ave F Ste 100

Plano, TX 75074

972) 422-2911

Fax: 972) 423-4154

www.hopesdoorinc.org

IRVING FAMILY ADVOCACY CENTER
Psychology and Counseling Practicum Training Program
An agency of the Irving Police Department

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 for many mental health issues, although we do not address substance abuse/addiction, psychiatric stabilization and medication management. We prioritize families of domestic violence, victims of crime, and families with a juvenile offender. Counseling services offered include play therapy, individual psychotherapy, couple and family psychotherapy, as well as child adolescent and adult group therapy. Intervention programs include first and subsequent offender programs, parent education, and domestic violence programs. All group programs are in English and Spanish. Adult group programs are integrated with complementary child and adolescent group programs. Irving's diverse population provides opportunities to gain knowledge and experience working with clients from diverse cultural, ethnic and religious backgrounds.

In January of 2002 the agency moved into its current facility. Other agencies now housed in this building are the Irving Police Dept. Domestic Violence, Juvenile Services and Sex Crimes units, Dallas County Child Protective Services, Family Advocacy Center Victim's Services and Counseling Services and the Dallas Children's Advocacy Center. These groups work together to ensure that the victims of crime are provided coordinated services in one location. This cooperative effort, plus an increased visibility in the community, has resulted in greater numbers of clients being referred to the agency for counseling, psychotherapy, case management, psychoeducation and support. With a generous grant from NEC, America Foundation, we are planning to add a high technology teen psychotherapy room which will incorporate state-of-the-art hardware and software which offer therapeutic assistance. Also we are planning to add biofeedback treatment.

The facility provides 11,000 sq. ft. of counseling & education space including 17 counseling rooms, 8 of which are audio/video recording rooms, and two spaces with one-way mirrors for play therapy observation and live supervision. We will be upgrading our audio video recording technology making available real-time observations of treatment rooms with a digitized signal for memory storage and transfer. Computers and phones designated for student use are provided. Treatment rooms are equipped with telephones with an emergency "hot" button which brings an immediate response from Irving Police Dept.

Experiences

The IFAC staff is thoroughly committed to providing practicum students with quality experiences in family, couple, individual, play and group psychotherapy. 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, assessment, a clinical training course, abnormal psychology, and counseling theories. Additional courses in family, couple or group treatment modalities can be beneficial. The university practicum coordinator or the student's department advisor 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 a criminal record could 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 contract for a minimum of two consecutive semesters at the agency unless other arrangements (mini-practicum, independent studies, etc.) are made with the agency director in advance. University affiliated students are required to work two evening hours and give approximately 16 to 20 hours per week for two semesters with exceptions made on a case-by-case basis. Some more advanced students may complete their responsibilities in less time because they may not need group supervision, specialized supervision or peer group consultation, and they may complete case documentation more efficiently.

These on-site hours are primarily determined by your university requirements but may include:

1. Two hours in agency staffing/didactic training session on Fridays from 9:00 a. m. to 11:00 a.m. (some topics are required, but alternatives arrangements can be made if a student is unable to attend).
2. One hour of one-on-one supervision per week (required) to be arranged with assigned agency supervisor (more time is available if needed)

3. One hour (optional) of group supervision per week. This may be required by the FAC supervisor or by the University Department.
4. Eight to ten hours per week of direct counseling in individual, play, couple, family, group modalities (groups count for two hours of direct contact time) and screening or diagnostic assessment.
5. Three to four hours of preparation, case documentation, and miscellaneous administrative work (this varies by students' level of skill and experience).
6. One hour (optional) specialized supervision as needed (e.g. play therapy, family violence, sexual abuse)
7. One hour (optional) peer group consultation led by senior interns.

Students are expected to complete core trainings offered by this agency in order to meet the needs of our client population. Examples of such training are:

1. Ethics and Professional Standards offered during orientation
2. Cultural, Ethnic, Racial Awareness in a Therapeutic Context
3. Play therapy and Filial Therapy
4. Trauma focused CBT or CPT (using Medical University of South Carolina model)
5. Process and Psycho Educational Groups
6. Family Systems Oriented Psychotherapy
7. Treatment of Sexual Victimization and Domestic Violence
8. Couples Focused Therapy (e.g. John Gottman Institute)
9. Therapeutic Relationship Termination, Transfer and Closure
10. Eating Disorders

Agency Hours

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

Location

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

Contacts:

Douglas Cheatham, Ph.D., Clinical Director

dcheatham@cityofirving.org

972-721-6535

Mildred Betancourt, Ph.D., Clinical Supervisor

mbetancourt@cityofirving.org

972-721-6531

Gwen Bain, MA, LPC-S, LMFT-I, Bilingual Coordinator

gbain@cityofirving.org

Agency Telephone: 972-721-6521



Main Campus Map
8733 La Prada Drive
Dallas, TX 75228
(214) 321-0156

Outpatient Center Map
4525 Lemmon Avenue
Number 201
Dallas, TX 75219

Intern Training Program

Nexus Recovery Center is a non-profit substance abuse and dual diagnosis treatment facility for women and adolescent girls. The residential treatment center is located on a 12-acre campus in east Dallas near I-30 and 635.

Training counselors is one of the core missions of Nexus Recovery Center. The intern program is led by Dr. Cindy Seamans. We are a training site for practicum students and interns at all levels including students in undergraduate, master's level, and doctoral level counseling, social work and psychology programs. Professional license interns including Licensed Chemical Dependency Counselor Interns, Licensed Professional Counselor Interns, Licensed Master Social Workers and post-doctoral Psychology Interns can also receive their supervised training at Nexus.

Overview of Nexus

Nexus has been serving females in the Dallas area since 1971. It includes outpatient and residential treatment programs for adolescent girls ages 13-17, women 18+ who are pregnant or who bring their young children with them into on-site residential treatment, and adult women. Nexus provides the entire continuum of care for girls and women who abuse substances from medical detoxification, residential treatment, outpatient treatment, and aftercare. Nexus has on-site psychiatric services for residents, and interns work as part of a multi-disciplinary team with psychiatrists and psychiatric fellows.

Clients Served

Most of the clients that Nexus serves are indigent and their treatment is funded by the state. Some clients are funded by their own private insurance companies, or through private pay. All Nexus clients have substance abuse problems, and many of them are dually diagnosed with co-occurring mental health disorders. Nexus has in-house psychiatric services and can accommodate clients with severe mental illnesses, thus trainees gain experience working with clients with a broad range of co-occurring disorders. Like most women in residential substance abuse treatment, the vast majority of women in our in-patient programs have underlying trauma issues, including childhood sexual and physical abuse, domestic violence, and witnessing violent acts. Clients bring their children with them into treatment at Nexus, thus trainees have the opportunity to work with mothers on parenting issues, and also to work directly with their children. The client population is diverse and includes women of all races and backgrounds.

Training Opportunities

Trainees have diverse training opportunities at Nexus. Individualized training programs are developed for each trainee to match his or her experience, education, skills and background with the appropriate level of services to clients. Trainees observe and work side by side with full-time, experienced Nexus counselors and staff members. All trainees receive a thorough grounding in substance abuse treatment basics and work with full-time staff to provide integrated treatment to clients to treat their underlying issues. Since many of the clients at

Nexus are indigent and have few resources, trainees learn how to link clients to available community resources.

Group Supervision: All trainees are expected to attend the weekly intern supervision group. The supervision group is conducted by senior Nexus staff with supervisory credentials and experience. Interns and practicum students benefit from the support and camaraderie of up to 20 fellow trainees each semester.

Individual Supervision: Each trainee is matched with an individual supervisor who will meet with the trainee weekly to meet the needs of the trainee, the agency and the training institution.

Didactic Trainings: Didactic trainings are held on-site regularly throughout each semester to meet the training needs of the students and Nexus staff. Recent and scheduled trainings include: Motivational Interviewing; Trauma-informed Care; Mindfulness-Based Relapse Prevention; Suicide and Self Harm; Client Confidentiality and Documentation; Psychiatric Medications; Eating Disorders; Multicultural Awareness; Working with Axis II Clients; Ethics; Countertransference and Self-Care; Boundaries; and DSM -5.

Range of available training experiences:

The student/trainees' background and level of training are considered in developing his/her internship program at Nexus. Two-semester or year-long placements are preferred to develop student competencies so they can participate in more training experiences.

- Case Management
- Crisis Intervention
- Assessment
- Admissions/Utilization Review
- Individual Counseling
- Group Counseling
- Family Counseling
- Play Therapy
- Art/Multi-modal Therapy
- Documentation
- Case Staffings

Trainee requirements:

Trainees are expected to be at Nexus 20 hours per week with most of the hours during the week during the day when client programming takes place and supervisors are present. In some circumstances trainees can gain some hours on the weekends. A two-semester commitment is preferred.

For more information contact:

Cindy Seamans, PhD., LPC Supervisor, Licensed Psychologist

Director of Adult Women and Detox Programs

214 321-0156 Ext. 2105 cseamans@nexusrecovery.org

Or

Sunne Hogan, MA, LPC Supervisor

Senior Outpatient Counselor

214 321-0156 Ext. 2138 shogan@nexusrecovery.org

Nexus Recovery Center
8733 La Prada Drive
Dallas, Texas 75228



North Lake College

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Counseling Services

OFFICE HOURS & CONTACTS

MTWR 8:30 a.m. - 5:00 p.m.

F 8:00 a.m. - 4:30 p.m.

Sa & Su Closed

Central Campus, A-311

972-273-3333.

The North Lake College Counseling Center provides professional assistance to current students with personal issues that may affect academic success and quality of life.

Counseling services are FREE and available by appointment, or by dropping in A-311 (depending on counselor availability). Additional hours may be arranged to meet special needs. Our licensed professional counselors can help with issues including:

- Anger management
- Death or loss
- Depression/anxiety
- Drug and alcohol abuse
- Self esteem
- Sleep difficulties
- Stress
- Relationship issues
- Time management

CONTACT: Avni Vyas, Ph.D.

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

Santé Center for Healing

Santé Center for Healing (Santé) services are focused on providing mental health counseling and substance abuse/addiction treatment. Santé provides in-house services primarily through residential and intensive outpatient treatment to those impacted by disordered eating, drugs/alcohol, gambling and/or sex addiction. Practicum students will have the opportunity to work with a variety of Santé staff but will be assigned to a therapist/case manager who will provide clinical supervision. Also the practicum student will be working closely with the therapist in co-facilitating groups and will also learn to independently perform psych-social assessments.

Santé accepts practicum applications from Master's degree and Doctoral level students. The professional staff includes two doctoral-level practitioners, psychiatrists, addictionologist, nurses, 15+ masters-level practitioners. Licenses include Licensed Psychologist, Licensed Professional Counselor, Licensed Clinical Social Worker, Licensed Marriage and Family Therapist, and Licensed Chemical Dependency Counselor (LCDC).

A two-semester commitment is required to complete a practicum at Santé. Your rotation can start at the beginning of any semester (Fall, Spring or Summer); it will include two semesters of counseling focus (group, individual, and couples). The atmosphere of Santé lends itself to an open door policy and trainees have the opportunity to consult with all members of the Santé staff. Hours are flexible; some evenings and Saturdays may be required. A criminal background check is required to work in this setting. Audio/Video-taping equipment (camcorder/tripod) is not provided by Santé.

Services provided by Santé include:

Individual, couples, family and group counseling; Psychological Testing; Consulting; Referrals; Weekly team staffing for patients; Communication with referents

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).

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, pre-practicum counseling skills and theories of counseling.

Practicum/Training Director Contact Info:

Faye Reimers, PhD

drfaye@santecenter.com

214-444-7355 (Direct)

940-464-7220 (fax)



**Texas Christian University
Counseling and Mental Health Center**

PRACTICUM PROGRAM

The TCU Counseling and Mental Health Center provides practicum training for graduate students in counseling and clinical psychology. The practicum requires a two semester commitment (one academic year, mid-August to May.)

Practicum Training

We understand that practicum students have different levels of experience in providing therapy services, and we tailor training to each trainee's developmental level. We work with practicum students so that their experiences at the TCU CMHC will enable growth, including increased self-awareness and further development of clinical skills. Trainees receive exposure to a varied range of professional activities in our center. The TCU CMHC is committed to providing strong supervision of clinical skills and other professional endeavors. We have an open door policy whereby trainees have the opportunity to consult with all staff members.

Texas Christian University

TCU is a private teaching and research university located in Fort Worth, Texas. The university has a population of approximately 10,000, including undergraduate and graduate students. TCU is historically affiliated with, but not governed by, the Christian Church (Disciples of Christ.) TCU is committed to values-centered education that promotes high academic achievement, inclusiveness, respect for the individual, and service to others.

Counseling and Mental Health Center

The goal of the TCU CMHC is to provide support and assistance to students in order to facilitate a successful university experience. The TCU CMHC culture is welcoming and supportive. Our multidisciplinary staff includes five-doctoral level practitioners, a master's level practitioner, a suicide prevention/outreach coordinator, a board-certified consulting psychiatrist, and two practicum counselors, in addition to two administrative assistants. Licenses held include Licensed Psychologist, Licensed Clinical Social Worker, and Licensed Professional Counselor.

Typical Practicum Week

Individual Therapy	7-8 hours
Group Therapy (co-facilitator)	2 hours
Individual Supervision	1 hour minimum
Supervision of Group Therapy	30 minutes
Practicum Group Supervision	1 hour
Case Conference/Training	1 hour
Outreach	varies by week
Administrative	3.5- 4.5 Hours
TOTAL	16 – 18 hours

Additional services (not listed above) provided by practicum trainees at the TCU CMHC include:

- Consultation
- Referrals (psychiatric and off-campus)

Other Requirements

- Digital video recording is required for all sessions
- A completed course in ethics or concurrent enrollment in an ethics course
- A completed course in pre-practicum counseling skills and theories of psychotherapy
- Prefer completed course in group therapy
- Proof of professional liability insurance
- Attendance at a mandatory orientation session prior to start of fall semester

How to Apply

Please submit a complete application, including:

- A vita describing educational and employment experiences
- A cover letter stating your interest and completion of prerequisite courses
- Three references

Applications will be reviewed in April and will continue until positions are filled. TCU CMHC typically holds in-person interviews for a select number of applicants for practicum positions.

Applications and questions/inquiries should be directed to TCU Practicum Coordinator Dr. Kristin Harris-McDonald (k.mcdonald@tcu.edu).

Application deadline is March 30.

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). It is a unique training site given the large number of women and non-traditional students the center serves.

The Training

As a practicum site, the Counseling Center trains graduate level practicum students to apply basic counseling skills working with individual clients. Additionally, practicum students receive training in our intake assessment model and have opportunity to engage in outreach as available at the center. Practicum students do not see couples or groups while at the center. During training at the Counseling Center, students 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 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 influence client concerns, the therapeutic process and trainee development.

The TWU training program is based on the conviction that professional and personal development 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 interpersonal 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 20 hours per week (see hour breakdown below). Practicum students receive supervision from Counseling Center senior staff and/or psychology doctoral 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:

10 hours Direct client contact (9 individual client hours; 1-2 intake appointments, 30 minutes each)
 2 hours Practicum Seminar/Group Supervision (Wednesdays, 9am-11am)
 1.5 hours Professional issues Seminar (Fridays, 10:30 am-12pm)
 1 hour Individual Supervision
 .5 hours Group Intake Supervision (.5 hours on average per week)
 1 hour Outreach activity or other professional development activity * as available, varies
4 hours Administrative time
 20 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 mandatory orientation (3-4 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. Commitment to scheduling hours at the center at least 3 days per week.
6. Digital video recording is required for all practicum students for all sessions.
7. Attendance at the Diversity Institute workshop and the Ally Training workshop presented by the Counseling Center and Office of Intercultural Services. These trainings are typically held from 9 am until 12 or 1 pm on two Fridays during the semester and are mandatory in the fall semester.
8. Attendance at staff development functions as available.

Please read more about our TRAINING PHILOSOPHY at the counseling center website in the internship application. (<http://www.twu.edu/counseling/internship.asp>)

To APPLY

Applications are due **March 30, 2016**, 5:00 PM. A complete application includes a cover letter indicating your interest in and fit with the TWUCC practicum program and your curriculum vitae. **Application materials should be submitted via e-mail to the Training Director, Dr. Carmen Cruz, at ccruz@mail.twu.edu.**

Review of applications will begin on **March 31, 2015**. If you are being considered for a practicum position, we will contact you to schedule on an on-site interview. The selection process will continue until all positions are filled.

If you have any questions, please contact Dr. Cruz at 940-898-3801 or at ccruz@mail.twu.edu. Thank you!

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”.

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.

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.

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 Behavioral Health (UBH)

Agency Information:

As a 104 bed freestanding psychiatric facility, UBH has a unique opportunity to provide in-depth educational learning experiences in the areas of mental health and substance abuse. UBH provides inpatient, partial-day treatment for children, adolescents and adults. Our professional staff individualizes care to uniquely fit the intensity and severity of each client's and their family's needs. We treat a full range of psychiatric and substance abuse disorders including: Childhood depression, Alcohol abuse, Bipolar disorder, Post-traumatic stress disorder, Major Depression and Schizophrenia. We also offer specialized programs for Women and Dual Diagnosed.

Expectations of students:

The areas that the students will work include our clinical services, aftercare planning, and admissions departments. Tasks to be performed will include psychosocial assessments, co-facilitation of group and individual therapy, psychoeducational groups, crisis hotline, multidisciplinary treatment team meetings, and case management. The estimated caseload would range from 10-15 clients, per student. We hold weekly staff treatment team meetings, in which students are able to attend. We also have monthly CEU workshops that students are able to attend as an informative session. The number of hours that each student would need to be available on a weekly basis can be determined on an individual need of the student. We would require a two semester minimum commitment on all students.



University of Texas at Dallas 2014-2015 Practicum Training Program

Practicum Training Coordinator

Ellen Greenwald, Ph.D.
Licensed Psychologist

Director

James Cannici, Ph.D.
Licensed Psychologist

Assistant Director/

Internship Training Director

Ellie Hakim, Ph.D.
Licensed Psychologist

Clinical/Training Staff

Sharon Bowles, M.A.

Licensed Clinical Social Worker

Neetha Devdas, Ph.D.

Licensed Psychologist

Brittany Escuriex, Ph.D.

Licensed Psychologist

Laura Finkelstein

Postdoctoral Psychology Fellow

Andreka Peat, Psy.D.

Licensed Psychologist

Kandi Owens, Ph.D.

Postdoctoral Psychology Fellow

Erin Schrader, Ph.D.

Licensed Psychologist

Jenna Temkin, Psy.D.

Licensed Psychologist

Shelly Turner, M.Ed.

Licensed Professional Counselor

Student Counseling Center

Phone: 972-883-2575

Fax: 972-883-6413

<http://www.utdallas.edu/counseling/>

Office Hours

Monday 8:30 am - 6 pm

Tuesday, Wednesday, Thursday

8:30am - 7:30pm

Friday 8:30 am - 5 pm

Mailing Address

UT Dallas Counseling Center
800 W. Campbell Rd., SSB45
Richardson, TX 75080

**Please review application procedures and typical weekly schedule on back .All applications and inquiries should be directed to the Practicum Coordinator.*

Training Program

The UT Dallas Student Counseling Center (SCC) offers practicum training for graduate students in counseling and clinical psychology. The practicum program encompasses the Fall and Spring semesters, beginning in August and concluding at the end of May. The training program provides comprehensive supervised experiences in university counseling center services and functions. Practicum students work 20 hours per week, with half of their time devoted to direct clinical service provision.

Training Model and Philosophy

The SCC is committed to intensive supervision and furthering trainees' personal and professional growth. The training curriculum follows a developmental model that is specialized to the needs of each trainee. In general, areas of focus for training will include clinical and case conceptualization skills, note and report writing, multicultural competency, case presentations, multidisciplinary collaboration, professional identity development, and enhancing self-awareness as a therapist.

Student Counseling Center

The primary emphasis of the SCC is to provide programs and services designed to assist students in achieving the emotional well-being necessary for success. The SCC embraces an "open door" policy providing trainees opportunities to consult with our multidisciplinary staff, including our staff psychiatrist. The SCC is also home to an APA accredited Doctoral Internship, which includes three full-time interns. For more information about the rich history of the university and the student population, please consult the website at www.utdallas.edu.

Practicum Activities

Services provided by Practicum Trainees include:

- Individual therapy
- Intake/Diagnostic Assessments
- Educational programs and outreach
- Consultation
- Psychiatric referral
- Couples and group therapy (*based on availability and trainee's level of competence/education*)

What makes UTD a unique training environment?

UT Dallas is diverse in the ethnicity of its American students and the variety of countries represented by its international students. International students come from over 90 countries and represent nearly 20% percent of the student body. Other facts:

- Student pop. of over 24,000; projected to be up to 25,000 next year;
- Rated in the top 25 schools nationally for student racial/ethnic diversity
- Male 57%, Female 43%
- Anglo (33%), International (24%), Asian-American (20%), Hispanic (13%), African-American (5%)
- Undergraduate 62%, Graduate 38 %; Full time 76% Part time 24 %
- 45 percent of undergraduates are first-generation college students
- Top Undergraduate Majors: Biology, Computer Science, Arts & Technology, Accounting, Business Administration, Mechanical



University of Texas at Dallas 2014-2015 Practicum Training Program

<u>Typical Week Schedule</u>	<u>Hours</u>
Direct Service Provision (Individual Therapy)*: 8-10	
Individual Supervision**:	1.0
Intake Supervision***:	1.0
Group Supervision/Case Consultation:	2.0
Practicum Training Seminar:	1.0
Practicum Cohort Support Time	0.5
<u>Administrative:</u>	<u>5.0</u>
TOTAL	20

* Direct Service Provision includes individual therapy and intakes.

** Supervision will be conducted by Senior Staff Psychologists in the Fall and by Doctoral Psychology Interns who are supervised by Licensed Psychologists in the Spring.

***Intake supervision is provided in the Fall. Intake consultation is provided in the Spring on an as needed basis.

Application Procedure

Applications are due March 31st, 2016, 5:00 PM Central Time.

A complete application includes the following:

1. Curriculum vita describing educational and employment experiences
2. Cover letter stating your interest in/fit with the practicum program at UT Dallas and confirmation of your completion of prerequisite courses including: ethics, pre-practicum counseling skills and theories of psychotherapy.
3. Three references

Application materials should be submitted via e-mail to the Practicum Training Coordinator:

Ellen Greenwald, Ph.D.
ellen.greenwald@utdallas.edu
 Phone: 972-883-2575
 Fax: 972-883-6413

Review of applications will begin on **April 1st, 2016**. If you are being considered for a practicum position, we will contact you with an invitation for an on-site interview. The selection process will continue until all positions are filled.

Appendix C

Vita Template

Vita

[FULL NAME]**CONTACT INFORMATION****Home**

[Street Address]
 [City, State Zip]
 [Home Phone]
 [Cellular Phone]
 [e-mail Address]

Office

[Street Address]
 [City, State Zip]
 [Home Phone]
 [Cellular Phone]
 [e-mail Address]

EDUCATION

[Most Recent University Attended] [Degree][Mon. Year-Mon. Year]
 Major: [Insert Major Here]

[Previous University Attended] [Degree][Mon. Year-Mon. Year]
 Major: [Insert Major Here]

WORK EXPERIENCE

[Position/Title] [Mon. Year-Mon. Year]
 [Organization Name]
 [City and State of Organization]

Supervised Clinical Training

[Position/Title] [Mon. Year-Mon. Year]
 [Organization Name]
 [City and State of Organization]

Teaching Experience

[Position/Title] [Mon. Year-Mon. Year]
 [Department, University/College]
 Courses Taught: [Course number and *name* (undergraduate or graduate)]

SERVICE AND LEADERSHIP

[Position/Title] [Mon. Year-Mon. Year]

[Agency/Organization]
[City and State]

RESEARCH EXPERIENCE

Presentations

[List, beginning with the most recent, any poster, or paper presentations you have received credit for working on. Formatting should adhere to the guidelines stipulated in the 6th edition of the APA's *Publication Manual*.]

Publications

[List, beginning with the most recent, any publication you have received credit for working on. Formatting should adhere to the guidelines stipulated in the 6th edition of the APA's *Publication Manual*.]

Research Team

[Briefly describe your experience working on a research team or in a clinical lab.]

HONORS AND AWARDS

[Name of Grant/Scholarship]	[Year Awarded]
[Institution/Organization/University]	[Amount of Grant]
[City and State]	

[Name of Award]	[Year Awarded]
[Institution/Organization/University]	
[City and State]	

PROFESSIONAL AFFILIATIONS

[List professional organizations to which you belong]	[Year Joined]
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CLINICAL AND SCHOLARLY INTERESTS

[List your clinical and scholarly interests]

PROFESSIONAL REFERENCES**[Name, Credentials]**

[Title]

[Organization/Affiliation/Institution/University]

[Department/College]

[Street Address]

[City, State Zip Code]

[Office Phone]

[e-mail Address]

[Name, Credentials]

[Title]

[Organization/Affiliation/Institution/University]

[Department/College]

[Street Address]

[City, State Zip Code]

[Office Phone]

[e-mail Address]

[Name, Credentials]

[Title]

[Organization/Affiliation/Institution/University]

[Department/College]

[Street Address]

[City, State Zip Code]

[Office Phone]

[e-mail Address]

UNDERGRADUATE AND GRADUATE COURSEWORK IN PSYCHOLOGY*Undergraduate Courses*

[University]

[Course Number: *Course Name*]

Graduate Courses

[University]

[Course Number: *Course Name*]

Appendix D

Example Cover Letters

Hello Dr. Holmes,

Thank you very much for your consideration of my vita in regard to a practicum placement at Friends of the Family.

I have reviewed the offerings for practicum experience at your site and hope that my experience and style are a good fit for the site. I have extensive crisis advocacy experience as a volunteer sexual assault counselor in Northern California, and have utilized my current practicum experience at Counseling Institute of Texas as an opportunity to transition those advocacy activities into skills that are more appropriate for a counseling role. I have worked with clientele having extensive trauma history, and am also observing groups treating sex offenders, working to understand how their own histories have translated into their perpetration of the cycle of sexual violence onto their victims. My work at CIT has been with individuals, couples, families, and adolescents, and I am looking forward to having the opportunity to continue that work while expanding my experience to include group work when possible.

I look forward to hearing more about your organization, and potentially the opportunity to meet you for a placement interview. My vita is attached, and I would be happy to answer any additional questions you might have.

Thank you very much,
[Name]

[Date]

Dr. Smitha Bhat
Practicum Program Coordinator
University of Texas at Dallas
Counseling Center
800 W. Campbell Rd.
Richardson, Tx 75080

Dear Dr. Bhat:

I was extremely excited to learn about the practicum placement opportunity at the University of Texas at Dallas' Counseling Center. I feel that this placement will be beneficial for my growth in learning skills needed to pursue becoming a licensed psychologist. I am interested most in learning how to develop proper client/therapist relationships, creating client case notes, creating case conceptualizations, brief therapy methods, diagnosis and more. I hope that you allow for this letter to express my interest in obtaining a practicum placement with your site.

I'm a friendly and caring person. I always look to aid others in a most efficient manner. I have great interpersonal skills, from my working in customer service for over 5 years. I am also great with my communication skills with others from working with diverse racial and age backgrounds in my various employments and volunteer services. People always find me to be extremely helpful, organized, and reliable. In addition, I have strong computer skills, extremely accurate data entry skills, and telephone etiquette.

I have completed the requirements necessary to begin practicum (i.e. the ethics course, prepracticum counseling skills and the counseling therapy course). I am currently finishing the last required course, necessary for practicum.

I greatly appreciate the opportunity to have an interview with you so that I may show you these skills and why I will be the perfect candidate for your position. Please also find a current list of all references cited in my curriculum vitae.

Thank you for your consideration.

Sincerely,

[Name]
Doctoral Student
Texas Woman's University
Counseling Ph.D. Program

[Date]

Dr. Cheatham:

I am interested in the possibility of a practicum placement at the Irving Family Advocacy Center for the Fall 2012 and Spring 2013 semesters. I am a current doctoral student in counseling psychology at Texas Woman's University. I hold a master's degree in psychology from Augusta State University. Prior to starting my current program, I worked for about eight years as a masters' level clinician in the prison system (primarily with violent and sexual offenders) and also did some part-time work with community mental health; the populations I have the most experience with are the seriously and persistently mentally ill, dual diagnosis patients, and clients with character pathology. I am a licensed LPA in North Carolina but am not licensed in Texas. Currently I am doing therapy and assessment with jail diversion clients through my practicum with CATS.

I am very excited about the learning opportunities and experiences at the Irving Family Advocacy Center, particularly the opportunity to work with probationers and other adjudicated individuals and/or crime victims. I also look forward to the opportunity to expand my experience and skills working with non-forensic populations. I have heard excellent things about the training opportunities and diversity of your clients from some of my fellow students who have completed practicums at the Advocacy Center recently, including...[students names]

My hours are reasonably flexible although I do have to work around my current doctoral course load; I am not yet certain what my fall and spring course load will be. Additionally, I typically work as either the instructor of record or a graduate assistant for various undergraduate courses and will have to manage those time obligations as well. I am willing to work evening or weekend hours as needed as well.

I am pleased to have the opportunity to meet with you and/or your staff for an interview for a practicum placement. My phone number is [phone number] and my email address is [email address].

I look forward to speaking with you soon in order to set up an interview.
Sincerely,

[Name]

Doctoral Student, Counseling Psychology Program
Texas Woman's University

[Date]

Dr. Gary Massey
Director of Adult Outpatient Services
University Behavioral Health of Denton
2026 West University Drive
Denton, Texas 76201

Dear Dr. Massey:

I hope that you will consider my application for counseling practicum supervision at University Behavioral Health of Denton or Northpointe. As a Master's Candidate in Counseling Psychology, I am particularly interested in receiving training at UBH or Northpointe.

In my current position, I have had occasion to collaborate with the care center of UBH and assist in coordinating care for patients in crisis. Although I am applying to my first semester of practicum, my experience has granted me greater understanding of the needs and presentations of the individuals seeking treatment at UBH. Additionally, prior to entering the graduate program at Texas Woman's University, I aided children and adolescents as a mental health case manager, and I believe that this familiarity will be advantageous if I earn a placement at Northpointe.

As a practicum student, I hope to shape my clinical and theoretical knowledge, cultivate therapeutic interventions, and develop supportive relationships so that I may better serve others. If selected for practicum placement and supervision at UBH or Northpointe, I am confident that the opportunity will enhance my development as a future therapist and be of great benefit to the individuals for whom I will provide care.

I have attached my vita for your review. Thank you for your consideration.

Respectfully,

[Name]
[Phone]
[Email]

Appendix E

Example Interview Questions

Interview Preparedness

- What attracted you to our site?
- What would you bring to our agency?
- What concerns do you have about our site?
- Do you have questions?
- What makes you a good candidate?

Professionalism

- How do you work as part of a team?
- How are your time management skills?
- How will you effectively balance practicum and coursework?
- What's the hardest part about working with our client population?
- Is there any group you wouldn't want to work with?
- What do you do if you have a conflict with a peer or supervisor?
- How do you feel about paperwork?
- On a scale of 1-10 how would you rate yourself: communication, working in team?
- How would you handle a source of tension between yourself and another student?

Future Planning

- Where do you see yourself in your future career?
- With what population do you foresee yourself working when you graduate?
- Where are you planning to apply for internship?
- Where do you see yourself in _ years?

Personal Characteristics

- What's an object that would describe you?
- Do you have the ability to be flexible?
- How do you react under stress?
- What has been the biggest learning experience for you? Why?
- How do you see yourself participating in group work? What role in the group do you typically tend to take?
- What lead you to want to be a therapist?
- Why do you want to work with _ population?

Supervision

- What is difficult for you about supervision?
- What do you seek in a supervisor?
- When would you seek out supervision?
- Do you have the ability to consult with other staff when necessary?

Conceptualization\Treatment

- What theoretical orientation(s) do you identify with and why?
- How do you deal with resistant clients?
- How are you with confrontation?
- What would you do with a client who was acutely homicidal/suicidal/psychotic?
- What is the importance of multiculturalism?
- How do you conceptualize our clients
- What do you think our clients need?
- Are you comfortable self-disclosing, and if so when do you self-disclose?

Diagnosis/Assessment

- Given an example of a difficult assessment case and/or struggle with differential diagnosis and describe what strategies you used to address the case and/or make the appropriate diagnosis.
- Do you have experience with psychological assessments?

Previous Experience

- Give an example of a difficult case and discuss alterations to treatment planning, case conceptualization, and intervention in support of increased progress towards client goals.
- What lead you to make the alterations in treatment planning, case conceptualization, and intervention? Where they effective and how did you evaluate the effectiveness?
- Beyond providing a safe atmosphere and healing relationship, what therapy interventions are you particularly adept with? How can you use these interventions with our client population?
- Do you have experience conducting groups?
- Do you have experience with substance abuse and addictions?
- Have you taken a cross cultural class?
- Do you have experience with crisis intervention?
- Do you have leadership experience and the willingness to lead a group?

Strength\Weakness

- What alternative interventions will you use if your most strong interventions are not effective with our population?
- What are your biggest strengths and how might you use these strengths to enhance your work with our client population? How might these strengths serve to hinder your effectiveness with our client population?
- What are your biggest weaknesses and how might these weaknesses impact your work with our client population? How could you use this weakness to increase your effectiveness with our client population? What have you done to improve your weaknesses and how effective has this been?
- What sorts of clients do you think might be challenges for you?
- What is ideal population for you to work with? What population would you not want to work with?

Role Play

Let's pretend I am one of your clients and I am presenting with depression, suicidal ideation, and resistance (role play begins)

Presented scenarios or vignettes for how to treat a client using your chosen theoretical orientation

Ethical Issues

Give an example of struggle you had with an ethical issue related to direct client care? How did you resolve the issue?

How would you handle ethical situations?

Scheduling

Do you have a problem coming 4 to 5 days a week?

Are you available Thursdays from 8 to 12? (they have their staff meeting that day)

How many hours available and willing to work?

Site Specific Questions

What do you know about substance abuse; have you taken any trainings, classes, attended 12-step meetings, etc.? (Sante)

What do you know about domestic violence and Hope's Door?

Appendix F

TWU Counseling Psychology Program Policies

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 Statement Regarding 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. 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 for the 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, TSBEP, 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.

Policies and Procedures for the Transferring of Electronic Recordings

As a part of your practicum experience, you will audio- or video-record some of your sessions with clients and present select portions of them in Supervised Practicum (PSY 5923/6923) class as well as in individual supervision appointments. This requirement requires you to transport recordings from your practicum site to the TWU campus which creates a potential risk to confidentiality since while you are in possession of a recording (e.g., a video disk) or the device on which it is stored (e.g., a thumb drive), the recording and/or the device may be lost or stolen. In order to protect client confidentiality, you should take precautions to minimize the potential for exposure. Precautions include not transporting confidential files unnecessarily and removing them from recording or storage devices as soon as possible once you have utilized them in supervision. Whenever possible, you should password-protect your recordings.

Any long-term storage of digital recordings should be on a password-protected computer as opposed to a thumb drive or a smart phone. Any long-term storage of video tapes or disks should be locked in a secure location.

If you use a thumb drive to transport a recording from your practicum site to your home computer and/or to a TWU classroom, the recording should be stored on the thumb drive only for the purpose of transportation and erased within 24 hours. For example, if you download a video from your practicum site on Thursday to present in class the following Tuesday, you should not keep the video file on your thumb drive for five days while transporting it everywhere you take your backpack or purse.

We discourage the use of phones for transportation or storage of digital files. If you use your phone to record therapy sessions, you should download the file onto your home computer and erase it from your phone as soon as possible rather than transporting the file everywhere you take your phone.

When transporting a video or storage device, you should keep it with you at all times and not leave it in your car.

When transferring video files from one device to another, you should use a wire/port transfer rather than emailing the file. Electronic mail is not a secure method of transfer.

File names should not include identifying information about clients.

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. To assist with this, the department has assembled a list of therapists not associated with the program, who offer reduced fee services to TWU students. This list can be found on the department website at <http://www.twu.edu/downloads/psychology-philosophy/Therapists.pdf>

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.

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.

Taping and Confidentiality Policy

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.

Appendix G

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

Appendix H

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 Activity</u>	<u># Hours Spent in Activity</u> =	<u># Hours Direct Service</u> or	<u># Hours 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 supervisor present and with consultation during session in which you actively 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

Appendix I
Practicum Log and Summary Form.

Texas Woman's University
Department of Psychology

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

Appendix J

Student, Site, and Supervisor Evaluation Forms

EVALUATION OF PRACTICUM STUDENT COMPETENCIES
Counseling Psychology Program – Texas Woman’s University
 Revised 9.9.2013

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 section using the following scale:

1	Unsatisfactory	Student’s performance was unacceptable in all, or nearly all, areas. Work was not commensurate with one’s current level of training.
2	Marginal	Student’s performance was below average. Work showed marked deficits in one’s ability to function as a professional psychologist.
3	Satisfactory	Student’s performance was acceptable. Work demonstrated a basic understanding of most aspects of professional psychology.
4	Very Good	Student’s performance was above average. Work showed an advanced understanding of all aspects of professional psychology.
5	Outstanding	Student performed at, or near, a professional level. Work was consistent with that of a competent licensed psychologist.

Students must score at least a 3 on all sections of their faculty Practicum Evaluations. Ratings by on-site supervisors are taken into account by faculty in their final evaluations of Practicum students each semester. Students who attain ratings of 1 or 2 on any section of the Practicum Evaluation will be required to complete a supplemental learning experience related to the identified deficit(s). These experiences will be tailored to the individuals’ specific deficit(s). If Practicum ratings have not improved by the next semester of Practicum, the student will be placed on a formal Remediation Plan. If a student were to obtain ratings of 1 or 2 in her or his last semester of required Practicum, it is likely that the supplemental learning experience would include additional supervised clinical experience so that the deficit may be appropriately evaluated.

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.

- **PROFESSIONALISM**
 - Displays awareness of counseling psychology's focus on context, normal development, and strengths.
 - Displays professional demeanor and language.
 - Displays compassion and respect in interpersonal interactions.
 - Demonstrates integrity by adhering to professional values.
 - Shows appropriate respect for authority.
 - Demonstrates effort to effectively resolve conflict.
 - Completes case documentation accurately.

Score for Professionalism Section _____

Optional Comments:

- **REFLECTIVE PRACTICE/SELF ASSESSMENT & CARE**

A. *Reflective Practice*

- Reflects on practice and mindfully recognizes impact of self on others.
- Understands impact of therapy relationship on self.
- Understands own impact on client in therapy relationship.
- Maintains appropriate therapist-client boundaries.
- Is willing to admit mistakes with minimal defensiveness.
- Uses persons other than supervisor for skill development.
- Provides helpful feedback and critique to others.
- Is sensitive to the needs and strengths of peers.
- Is willing to be assertive with supervisor and peers.

B. *Self-Assessment & Self-Care*

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

Score for Reflective Practice Section _____

Optional Comments:

- **RELATIONSHIPS**

- A. *Interpersonal Relationships*

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

- B. *Affective Skills*

- Exhibits appropriate verbal regulation of emotion (i.e., expression and containment).
 - Exhibits appropriate nonverbal regulation of emotion (i.e., expression and containment).

- C. *Expressive Skills*

- Communicates clearly using verbal skills.
 - Nonverbal communication matches verbal content.
 - Communicates clearly using written skills.
 - Awareness of and sensitivity to clients' nonverbal behavior.
 - Understands client's feelings and communicates this understanding to the client.

Score for Relationships Section _____

Optional Comments:

- **INDIVIDUAL & CULTURAL DIVERSITY**

- Understands one's own cultural identity and personal attitudes toward diverse others.
 - Recognizes the way culture shapes others' identity and behavior.

- Utilizes language that demonstrates sensitivity to culture, gender, and sexual orientation.
- Directly addresses issues of difference between therapist and clients along salient dimensions.
- Therapeutically processes issues of cultural difference and diversity.
- Asks questions or offers suggestions that help client think about how contextual issues may impact presenting concerns.

Score for Diversity Section _____

Optional Comments:

- **ETHICAL & LEGAL STANDARDS**

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

Score for Ethics & Legal Section _____

Optional Comments:

- **ASSESSMENT**

A. Evaluation & Diagnosis

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

B. Conceptualization

- Ties together seemingly discrete and isolated components of client's behavior.
- Generates hypotheses concerning client behavior and dynamics.
- Provides rationale for conceptualization based on psychological theory and research.
- Provides rationale for conceptualization based on client data.
- Formulates appropriate interventions based on conceptualization.

- Attends to systemic issues in case conceptualization.

Score for Assessment Section _____

Optional Comments:

- **INTERVENTION**

A. *Intervention Planning*

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

B. *Basic Counseling Skills*

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

C. *Intervention Implementation*

- Demonstrates the ability to effectively implement therapeutic treatment interventions.
- Implements interventions one at a time and stays with interventions once initiated.
- Exercises therapeutic control in session.
- Works with depth of affect.

- Confronts appropriately and in the moment.
- Demonstrates appropriate use of self in session.
- Uses therapeutic process effectively.
- Recognizes client resistance.
- Handles client resistance appropriately and effectively.
- Is able to comfortably discuss sensitive issues with clients (e.g., sexuality, transference/countertransference).
- Provides crisis management interventions, as appropriate.

D. Systemic Interventions

- Develops and tests hypotheses using systemic principles.
- Makes contact and attends to all family members.
- Helps family/couple establish appropriate boundaries.
- Attends to covert family/couple conflicts, alliances, and coalitions.
- Attends to systemic interactions in intervention.

Score for Intervention Section _____

Optional Comments:

- **SUPERVISION**

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

Score for Supervision Section _____

Optional Comments:

Numerical Summary of Scores

Professionalism _____
 Reflective Practice/Self Assessment/Self-Care _____
 Relationships _____

Individual and Cultural Differences _____
Legal/Ethical _____
Assessment _____
Intervention _____
Supervision _____

General Narrative Summary:

Signature of Supervisor/Instructor: _____ Date: _____

Signature of Supervisee/Student: _____ Date: _____

(Form Revised 9.9.2013 SS)

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