Instructors: Laurie B. Mintz, Ph.D.
220 Psychology Building
Email: mintzl@ufl.edu
(352) 273-2172
Office Hours: By appointment

Chun-Chung Choi, Ph.D.
CWC
(352) 392-1575
Email: ccchoi@ufl.edu
Office Hours: By appointment

Class Meetings: Thursdays 9:00 a.m. – 12:30 p.m. (Note: First hour is seminar and second two and half are procedural questions [maximum half hour] and group supervision; syllabus pertains to latter and schedule for former will be provided by the CWC Practicum Coordinator)

Goals and Requirements: The first goal of this practicum is to facilitate the development of both your skills and confidence as a counselor/therapist. More specifically, this practicum is aimed at increasing skills and confidence in: (a) assessment of client concerns; (b) conceptualization; (c) treatment planning; and (d) providing a range of effective counseling interventions. Other goals are to: (1) increase your comfort and skills in making good use of supervision; (2) increase your awareness and skills with respect to diversity; and (3) increase your awareness and skills in using yourself and your reactions as a tool in therapy. In addition, special emphasis will be put on the following two topics: (1) developing your theoretical orientation and learning intervention techniques from a variety of orientations (“technique a day”), and (2) gaining a deep understanding of what it means to operate in a professional manner, and doing so in all of your interactions in the CWC and in class (and beyond). In order to accomplish these goals, the following is required of each student in the practicum:

1. Develop a set of goals for the semester. These goals are due by September 6. These goals will help guide the instructors and supervisors in assisting you to grow as a developing counselor/therapist/professional. These goals should be shared with your supervisor and/or developed in consultation with your supervisor.

2. Counsel clients and engage in all direct services agreed to in your practicum contract, including:
   a. 40 client contact hours.
   b. All sessions must be video-taped.

3. Attend and actively engage in one-to-one supervision, clinical team meetings (CCM; Collaborative Case Management), supervision of group therapy if applicable, and any other agreed upon activity (e.g., outreach) as per your contract. Prepare for supervision as directed by your supervisor.

4. Attend and actively engage in class meetings (i.e., group supervision). Specifically: (a) be prepared at the start of each class session to give a verbal summary of your cases and to raise issues for discussion (e.g., case issues, general counseling issues, ethical issues, self-care and management issues); (b) identify a video tape/clip to share for each class meeting; (c) be an active participant in discussions and case presentations; (d) identify areas for formal presentations by the instructor and guest speakers.
5. Bring up one of your cases for discussion at least four times during the semester (you must have a videotape to show at least two of these times). You may bring up four different cases or the same case each of the four times, depending on your need for help and feedback.

6. Observe your peers a minimum of three times during the semester (3 different counselors). Give constructive feedback to this counselor. The first observation/feedback must occur by September 27. The second must occur by October 18. The third must occur by November 15. An observation is defined as watching an entire session or tape of a session and feedback is defined as written and oral communication regarding what you perceived to be the strengths and areas for improvement.

7. Email the Weekly Summary to both instructors before each class period. Important: Do not put any identifying client information on this form!

8. Watch one of your own videotapes each week. Watch and listen carefully and identify three strengths and one area for improvement for each session and report these in your Weekly Summary.

9. Present one case formally during the semester. This case presentation must include a video recording. The format for the written summary is attached. (Note: next semester instead of a case presentation, you will present your theoretical orientation. The format for this is attached so you can begin to think about it in advance).

10. Adhere to the CWC administrative policies and recommendations for professional behavior.

11. Complete all “paperwork” required by the CWC. Specifically:

   - Keep track of your hours using the Caseload Log.
   - All sessions must be later accompanied by a progress note written in Titanium. It should be timely, within 48 hours of the session.
   - Non-counseling contacts should be kept up to date in Titanium.
   - All confidential documents that will not be going in the client folder should be shredded.
   - Complete all required evaluation forms. Not turning in evaluation forms will result in an “Incomplete” grade for the course.

12. Attend a mid-semester and final semester meeting with your supervisor, instructors, and others as appropriate and outlined in the Practicum Training Manual. The mid-semester meetings will be held during class times on October 11 and the final meetings will be held during class time on December 6 (reading day).

13. Read any readings that are assigned throughout the course of the semester (i.e., discussion and case-driven readings) and demonstrate that you have read these assignments by being an active participant in discussions of them. (Note: Ethics readings will be required for the seminar).

14. Engage in outside reading and consultation related to the concerns of your clients, in order to increase the effectiveness of your interventions.

15. Have an active student malpractice policy.

16. Keep a record of all activities completed throughout the semester. The instructors will provide a form that corresponds to the APPIC application that can be used. Students are also encouraged to consider using MyPsychTrack, a web-based application that allows trainees to track their training hours, with hours entered
A word of advice: It is important that you keep good records of your hours, as you will need these for internship, licensure, and/or job applications.

17. All students are required to be available during Finals week to complete required CWC paperwork.

18. The Practicum is graded using letter grades (A, B, I, E). An “A” indicates the student has completed requirements and met expectations of the practicum, demonstrated competency, and achieved expected number of client contact hours, supervision, and participation in training activities. A “B” indicates the student demonstrated competency in some of the expected counseling skills and professional behaviors, but significant weaknesses were observed. A grade of “I” indicates the student has demonstrated competency in counseling skills and professional behavior expected but failed to complete the expected number of client contact hours or other required training activities (final grade is withheld pending completion of requirements). A grade of “E” indicates the student failed to meet expectations of the practicum.

In making judgments regarding competency, the instructors will rely upon their collective clinical judgment, derived from years as practicing, licensed psychologists and practicum instructors. In making such clinical judgments, the instructors will take into account videos showed in class, case discussions in class, additional videos viewed by the instructor as needed, and interactions with instructors and other students in class. Of utmost importance, the instructor will rely heavily on the judgment and written evaluations of the clinical supervisor. (Nevertheless, in cases of disagreement, the instructor’s assessment shall prevail).

In cases of concern about a competency deficiency or problematic behavior, the procedures outlined in the UF CWC Training Manual will be followed. Additionally, as specified in the Counseling Psychology Program Student Handbook, the performance of any student receiving a “B” or lower will be reviewed at the Annual Student Evaluation Meetings. Issues of potential remediation will be addressed collaboratively between the Program and the Counseling & Wellness Center, and a remediation plan will be developed, if appropriate.

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

Be Courageous and Take Risks.
Help Make It Safe For Others to Take Risks.
Learn and Enjoy!
Class Dates and Presentations
Subject to Change

August
23  Discuss Syllabus and Requirements
30

September:
6    Goals Due
20  Case Presentation: __________
27  First Peer Observation completed

October:
4   Case Presentation: __________
11  Mid-Semester Meetings Held During Class Today
18  Second Peer Observation competed
   Laurie Mintz gone today
25  Case Presentation: __________

November:
1   Case Presentation __________
8   Case Presentation:___________
15  Case Presentation:___________
   Third Peer Observation completed
22  No Class (Happy Thanksgiving!)
29  Class Wrap-Up

December:
6   Reading Day: Final evaluations meetings will be held during class time
WEEKLY SUMMARY

Name: ___________________________  From ______ to ________ (specify day and date)

1.  Caseload

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

2.  Self-Critique:  Tape of __________________________ listened to.
                   (client # as per above)

   Three Strengths:  

   One Area to improve:

3.  Peer Observation:

   Provided to ___________________________.  Feedback given?  Yes  No
   Received from ___________________________.  Feedback received?  Yes  No

4.  Individual Skill Enhancement:  List any outside readings or consultation obtained.
SUGGESTED FORMAT FOR A CASE HISTORY

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

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

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

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

QUESTIONS FOR PRACTICUM:
Note anything specific you would like help with or would like the class to focus on.

Note: Limit to two pages
1. How do you view human nature?

2. What do you see as the sources of people’s psychological problems?

3. How do you believe people make changes in therapy? (i.e., What about therapy results in change?)

4. Given your answers to the above questions, Please describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. You may use de-identified case material to illustrate your points if you choose. (Note: This question is directly from Internship Application; try to answer this in 500 words to mimic APPIC application)

5. Do you need to make any adjustments to your orientation depending on the client’s ethnicity, race, class, religion, disability status, and other diversity-related factors?

6. Demonstrate one technique associated with this orientation for the class.