

FLORIDA INTERNATIONAL UNIVERSITY**MHS 6800 – Supervised Practicum in Counseling****The College of Education Conceptual Framework
Vision and Mission of the College of Education**

- *The desired future of the College of Education at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1).*

The mission of the College of Education includes a three-pronged approach. First, the College is charged to prepare professionals who have the knowledge, abilities, and dispositions to facilitate and enhance learning and development within diverse settings. Second, the College must promote and facilitate the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning. The third part of the College’s mission is to develop professional partnerships in the larger community that foster significant educational, social, economic and political change. Consistent with the institution’s role of public, urban, multicultural research university, the unit’s mission is to serve the population of Southeast Florida, the State, the Nation and the international community by imparting knowledge through excellent teaching, creating new knowledge through research, and fostering and nurturing creativity and its expression through service (Mission Statement of the College of Education Conceptual Framework, 2007).

I Course Objectives

The following Council for Accreditation of Counseling and Related Education Programs (CACREP) competencies will be achieved in this course:

Standard 1: Professional Identity

Standard 2: Social and Cultural Diversity

Standard 3: Human Growth and Development

Standard 5: Helping Relationships

Standard 6: Group Work

Standard 7: Assessment

Standard MH: A2, B1, C5, C7, D1, D2, D4, F1, F3

L1, L2,

1. Provide opportunities for students to demonstrate the counseling skills and techniques that have been learned throughout the master's program in an *intentional* manner and within a *theoretical framework* (CACREP Standard 5c, 6d, MH D1, D2)
2. Provide opportunities for students to demonstrate ability to assess individual differences among clients, including cultural dimensions, in order to develop individualized plans to meet those needs (CACREP Standards 2a, 5c, MH D1, F3)
3. Provide opportunities for increased cultural self-awareness of students own needs and attitudes that affect the therapeutic process and to begin to use these reactions within the counseling session (CACREP Standards 1d, 2e, 5b);
4. Provide opportunities for students to demonstrate understanding of the ethical and legal issues involved in counseling work (CACREP Standards 1j, MH B1),
5. Demonstrate counseling skills used with clients at practicum site through audio tapes (CACREP Standards 5c);
6. Integrate, as appropriate to site and clientele, wraparound services and discuss the implementation of wraparound services in individual and group supervision (CACREP Standards MH C5, D4)
7. Understand and demonstrate sensitivity to how clients' cultural backgrounds may impact their lives as well as the counseling, teaching, and/or supervision process (CACREP Standards 2a, 2c, 2e, 2f, MH D2).
8. Demonstrate diagnostic and case conceptualization skills, including appropriate DSM diagnosis, through tape reviews and supervision discussion (CACREP Standards MH C7, L1, L2).
9. Demonstrate understanding of the ACA Code of Ethics and Standards of Practice (2005) (CACREP Standards 1j, MH A2, B1).

II Course Description

The practicum is an arranged, one-semester opportunity for students to perform all the activities that a regularly employed staff member in a particular setting would be expected to perform. Students are expected to observe the schedule of the practicum site, including vacation and break schedules. Students are expected to remain on site during any university breaks that may occur during the semester in which the site remains open unless prior arrangements have been made to the satisfaction of the site. **The course combines the use of mini-lectures, group discussions, readings, role-playing, and tape analyses to advance students' knowledge and skills. Students must earn a minimum of a "B" in their field experience coursework.**

An appropriate site location allows the practicum student to obtain **audio tapes** for the use of supervision of the practicum student's interactions with clients appropriate to the environmental emphasis area. In addition, an appropriate site provides the opportunity for the practicum student to gain supervised experience in a variety of professional resources such as assessment instruments, computers, print and non-print media, and professional research and literature. The practicum requires **a minimum of 400** clock hours each semester, with **a minimum of 160** clock hours of **direct** service work.

Please see professor as soon as possible if you have special needs or problems with an assignment. Students with a physical impairment or other learning difficulty that necessitates special circumstances or devices in the classroom or when taking examinations, should consult with the professor regarding their special needs. The Office of Disability Services for Students offers a variety of services to assist Interns needing such accommodations and Interns are encouraged to contact this office. They can be reached at Graham Center 190, 305-348-3532

Practicum Student Responsibilities

- **Bring a copy of professional liability insurance to first or second group supervision session.** Professional liability insurance may be purchased at the student rate from the ACA Insurance Trust. To purchase this insurance at this low rate, students must first join (as Student Members) the American Counseling Association (ACA). Reduced ACA memberships are available for student members of the Florida Counseling Association (FCA).
- Fulfill the areas of development outlined in the prospectus as agreed upon by the practicum student/intern, host, and faculty supervisor.
- Schedule and attend weekly meetings with the host supervisor.
- Display professional behavior at the practicum site (e.g., timely completion of paperwork, being on time for scheduled hours, dressing professionally and appropriately, following policies and procedures of the site and all other normal expectations of an employee of the internship site, etc.).
- All students will attend weekly group supervision sessions during the semester. Each group supervision session is approximately 1.5 hours in length.
- Practicum students will attend weekly individual/dyadic supervision sessions during the semester. Each session is approximately 1 hour in length.
- Short readings may be assigned from time to time to facilitate the supervision experience. These should be read and integrated into group discussions.
- Complete and submit the following forms by the dates listed in the *Field Experience Handbook*:
 - **Student Performance Evaluations:** It is the practicum student's responsibility to assure that all hours are completed. The Faculty Supervisor cannot submit a grade for the practicum until these evaluations are completed and received.
 - **Student Evaluations:** It is the Practicum student's responsibility to complete and submit by the last day of class, any other evaluation instruments found in the *Field Experience Handbook* that assess student-outcomes, counselor-trainee

effectiveness, value and utility of the field site placement, and course evaluation
(See *Field Experience Handbook*).

III Assignments

ALL assignments should be typed, double-spaced, and use 12-point New Times Roman font. Assignments not meeting these minimum standards will be returned and counted as late.

1. Develop a Practicum Prospectus (5% of final grade)

A prospectus is similar to a contract, yet it clarifies the chief responsibilities of the student and the approximate allocation of time spent at the site. The Prospectus should cover such topics as (a) time [indicate the range of dates (month/year thru month/year) spent on site and the number of hours per week spent on site]; (b) details about the site host(s) (indicate the names, positions, and a brief background of each person to be involved in the supervision process and the approximate weekly time to be devoted to supervision); (c) your experiences on site (indicate the various duties you will perform and the approximate time devoted to each), and; (d) signatures (the prospectus must be signed by the student, host, and University supervisor. Negotiation and/or modification may be required prior to approval by the University supervisor. The prospectus is due **within three weeks** of the beginning of the practicum **(and is worth 5 points)**. A copy of this prospectus (as well as an example) should be downloaded from the class website. (*CACREP Standards – 1b*)

2. Statement of Learning Goals (10% of final grade)

Develop and submit a written statement of individual learning goals for the practicum. This goal statement should be written similar to a “treatment plan” where you will outline your **goals**, your **objectives** to reach those goals, and some prospective **dates** that you hope to achieve these goals. Goals should be well articulated and should address the issues within the following four areas: (a) **counseling skills** (e.g., to improve intentionality, confrontation skills, be less directive, etc.); (b) **self-awareness** (e.g., “to increase my awareness of the tendency to want to save clients”); (c) **case-conceptualization skills** (e.g., “to conceptualize clients from a solution-focused perspective and to generate interventions from this theoretical framework”), and; (d) **professional awareness** (e.g., “I will read a book/attend a presentation in order to learn more about borderline personality disorder”). This document is **due by the third group session (and is worth 10 points)**. (*CACREP Standards – 2b, 5a, 5b, & 5c*)

3. Site Presentation (5% of final grade)

You will do a brief (5-10 minute) presentation during our second group supervision session where you will describe your practicum site. The purpose of this presentation is to allow the practicum student an opportunity to become familiar with all areas of her/his site and to provide information that may serve as a referral resource for other supervisees in the group. For this presentation, please prepare a one-page handout for everyone that describes your site, to include the site's mission statement, a brief history of the organization, contact information, and the services provided. This

presentation **is worth 5 points** and will be graded on how well the supervisee meets the above requirements. (*CACREP Standards – MH C5, D4, F1*)

4. Case Presentation(s) (30% of final grade)

All students will be responsible for at least **one** case presentation of a client seen at her/his practicum site (guidelines are provided below). As noted below, a tape will be played during the case presentation. Practicum students should tape **all** counseling sessions, comply with the site's taping policy, and obtain the client's written permission for taping (**please provide your University supervisor a copy of the informed consent form** signed by the client for each tape). For this case presentation, you should **not** select an initial session with a client. Rather, you should strive to provide a tape of such things as a second or third session with the same client, a group counseling session, a sample of your best work, a sample of lesser quality work, and/or a termination session. All tapes must be audible and should be carried in a **sealed envelope and marked “confidential.”** These case presentations will be given on a rotating basis throughout the semester. This will be **worth 30 points**. (*CACREP Standards – 3a, 3b, 3c, 3d, 5c, 5d, MH B1,D1,D2, L1, L2*)

Additional Details for the Case Presentation

As Reflective Inquirers and Mindful Educators, students will develop a written case study of one of the clients with whom they are working in the practicum experience. Students will present their case studies to the other students in the class and facilitate a discussion of the treatment plan and interventions. The purpose of case presentations is to provide opportunities for interactive group feedback. Prior to our meeting, organize information about the selected client and your experiences with him/her. Please include a brief audio presentation of the session (approximately 10 minutes of a selected piece of the session on which you would like specific feedback). Your introduction and review of the tape should take 20 to 25 minutes; this will be followed by a time of group feedback and discussion. Each presentation is worth 30% of the final grade and will be graded on how thoroughly the supervisee covers the areas below. If it cannot be avoided, sessions conducted in Spanish (or any language other than English) should be accompanied by a transcription/synopsis of the session.

Case Presentation Format

Personal Data about Client

Age, race, gender, occupation, educational level, marital status, etc

Presenting problem(s)

Current issues and concerns that have brought the client to treatment, symptoms, duration, severity, etc

Family information/background

Relevant family of origin history and relationships

Diversity Issues

Cultural issues and values, if relevant

Case Conceptualization

Using a theoretical orientation, provide a formulation of the client's presenting issues and problems

Diagnosis

Using the DSM-IV, provide appropriate diagnosis on all five axes

Treatment Goals

Objective, measurable treatment outcome goals

Treatment Plan

Specific research based interventions and techniques that will be used and the clinical approach to working with the client

Family Genogram

Provide a Genogram for the client using at least two generations of family members.

Include all relevant information

Please provide copies of a brief written outline or narrative summary of the above information for ALL group members. All students must upload their case study onto Taskstream

The Case Study will be scored based on the following rubric:

Standards	Target	Acceptable	Unacceptable
3a, 3b, 3c, 3d, 5c, 5d, MH B1, D1 D2,L1, L2	The case study was very comprehensive, in-depth, and thoroughly applied knowledge of counseling and human development theories. The DSM diagnosis was accurate, treatment goals were objective and measurable, and the treatment plan utilized a variety of research based interventions and techniques. The family Genogram included two or more generations of family members and included all relevant information. The case study reflected the counselor's understanding of	The case study was comprehensive, provided an adequate application of knowledge of counseling and human development theories. The DSM diagnosis was accurate, treatment goals were objective and measurable, and the treatment plan utilized one or more research based interventions and techniques. The family Genogram included one or two generations of family members and most of the relevant information needed. The case study reflected counselor's understanding of	The case study lacked thoroughness and elements required were missing from the report and presentation. There was minimal or no application of counseling and human development theory. The DSM diagnosis was inaccurate, treatment goals were not objective or measurable, and the treatment plan utilized only one or no research based interventions and techniques. The family Genogram was incomplete and the relevant information was missing. The case

	<p>cultural differences and in the presentation, the counselor was able to reflect on his/her practice and change approaches based on their and other student's insights. The case study was well written with good attention to detail.</p>	<p>cultural differences and in the presentation, the counselor was able to reflect on his/her practice and change approaches based on their and other students' insights. The report was adequately written and contained no major grammatical errors and there was attention paid to detail.</p>	<p>study reflected minimal counselor understanding of cultural differences and diversity. The counselor demonstrated a limited reflection of practice and change approaches based on their and other student' insights. The report was poorly written and contained major grammatical errors with limited attention paid to detail</p>
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5. Logbook (20% of final grade)

Maintain a neatly written or typed logbook that includes both the **Log Sheet** and the **Summary Sheet**. These should provide a description of your field experiences, the date of the field experience, the amount of time spent, and your reflections about this experience [see the *Field Experience Handbook* and/or the class website for the Weekly Log Form and Weekly Summary Sheet (as well as directions for completing these)]. This logbook will be requested for review throughout the semester. Please **bring the logbook to every group supervision session**, currently updated and accurate. **Weekly Summary Sheets will be due/** collected at each Group Supervision meeting. A well-maintained and accurate log-book is **worth 20 points**. (*CACREP Standards – 2b & 5b*)

6. Participation, Site Supervisor Feedback, & University Supervisor Feedback (30% of final grade)

Supervision is an exciting and yet demanding process. You are expected to come prepared and **actively** participate in all scheduled supervision sessions, offer constructive comments ("feedback") and questions to other supervisees, and generally be **involved** (express your needs, listen empathically to each other, and make this *your* group). Active participation is worth a max of 10 points. The University Supervisor will also be in contact with your Site Host and will be receiving periodic updates of your performance. Mid- and end-of-semester evaluations will be considered as well. Positive feedback and evidence of progression is worth a max of 10 points. Similarly, the University Supervisor will assess your progress on mid- and end-of-semester evaluations. Evidence of progression is worth a max of 10 points. As long as you are prepared, proactive, professional, and doing what is expected of you

(as outlined in the *Field Experience Handbook*), you should receive these **30 points**.
(CACREP Standards – 1b, 2b, 5c, & 5d)

Assignment Point Breakdown

Prospectus	5 points
Goal Statement	10 points
Site Presentation	5 points
Case Presentation	30 points
Logbook	20 points
Active Participation, Site & University Feedback	30 points
Total Points	100 points

University Grading Scale

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	< 60

Classroom Policies

Attendance Requirements

All students are expected to attend supervision and participate fully in exercises and assignments. You are allowed to miss **one** supervision session (dyad/group) during the semester with no penalty. After one absence, each absence thereafter will result in a **5-point** deduction from your final grade. **Two** points will be **added** to your final grade for perfect attendance! This may sound somewhat elementary, but we'll be covering crucial information that will have a direct impact on both your clients and your future as a counselor – it is important that you don't miss supervision!

Confidentiality

We will be dealing with very personal and sensitive matters, both from our own and our clients' lives. It is imperative that we engage in a respectful dialogue, even when we disagree. Please remember that any personal or client information revealed during supervision time is confidential and should be confined to the class. The only reason that the supervisor would break confidentiality is for the same reasons the practicum student/intern would do so with a client.

Electronic Communication Devices

Please ensure that any cellular phones are turned off for the duration of the class.

Honor Policy

Academic honesty is fundamental to the activities and principles of Florida International University. Any effort to gain advantage not provided to all students violates the university's honor code. Such a violation is a serious offense, the consequences of which range from failure to expulsion. It is the professor's responsibility to uphold fairness for all students. Any questions or issues concerning the honor code should be brought to the professor's attention immediately. Please review the Student Handbook for the full Code of Academic Integrity and/or refer to the website <http://www.fiu.edu/~dwyere/academicintegrity.html>

Calendar of Classes
Class to be held in Counseling Lab-- Room 145 COE

Date	Topic
Week 1-September 2	<p>“What is Group Supervision?” Review syllabus / Overview of Group Supervision Explaining confidentiality and its limits to your clients CACREP Standards – 1d, 1j Case Presentation Dates Assigned</p>
Week 2- September 9	<p>Internship Site Presentations to Class—students will obtain a copy from each student to serve as a referral notebook. CACREP Standards – MH C5, D4, F1</p> <p>** Internship Prospectus is due **</p>
Week 3-September 16	<p>Class discussion: ACA Code of Ethics –Review of selected sections of Code</p> <p>CACREP Standards - 1J, MH B1</p>
Week 4-September 23	<p>Models of Mental Health Supervision</p> <p>CACREP Standards - MH A5</p>
Week 5-September 30	<p>Record Keeping Standards: Florida Law</p> <p>CACREP Standards - MH B1</p>
Week 6-October 7	<p>Treatment Planning CACREP Standards 2a, 5c, MH D1, F3</p>
Week 7-October 14	<p>Treatment Planning Continued CACREP Standards 2a, 5c, MH D1, F3</p>
Week 8-October 21	<p>Mid-Semester Site Reviews are due</p> <p>To Be Announced</p>
Week 9-October 28	<p>To Be Announced</p>

Week 10- November 4	Student Case Study Presentation 1 & 2 CACREP Standards - 3a, 3b, 3c, 3d, 5c, 5d, MH B1,D1,D2, D4, L1, L2)
Week 11-November 11	Student Case Study Presentation 3 & 4 CACREP Standards - 3a, 3b, 3c, 3d, 5c, 5d, MH B1,D1,D2, D4, L1, L2)
Week 12-November 18	Student Case Study Presentation 5 & 6 CACREP Standards - 3a, 3b, 3c, 3d, 5c, 5d, MH B1,D1,D2, D4, L1, L2)
Week 14 – November 25	No Class – Happy Thanksgiving
Week 15-December 2	Last Class – Collection of all paperwork/surveys <ul style="list-style-type: none"> 1. Logbook 2. Site Supervisor’s Final Evaluation 3. Student Evaluation of Field Placement 4. Student Evaluation of Faculty Supervisor 5. Course Evaluations