

Practicum Workshop

UF Counselor Education Practicum & Internship website:
<http://education.ufl.edu/Counselor/PracticumInternship>

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Table of Contents

Student Expectations.....	3
Site Host Functions.....	3
Individual and Group Supervision	3
Guidelines for Supervisees.....	4
Supervisor Roles.....	5
Taping Requirements.....	6
Clinical Documentation and Deadline Dates.....	6
Liability Insurance Requirements.....	6
Clinical Log.....	6
Mental Health and Marriage and Family Counseling Clinical Experiences.....	6
School Counseling and Guidance Clinical Experiences.....	7
Termination of the Student.....	8

Visit <http://education.ufl.edu/Counselor/PracticumInternship> for additional information, documentation due dates, community resources, frequently asked questions, and more!

Get what you want out of your experience... advocate for yourself!

Student Expectations

- Comply with the ACA Code of Ethics and the applicable federal and state laws of our profession.
- Display professionalism on the site and comply with the directives of the Site Host unless they are in violation with ethical or legal mandates.
- Be available at the site during the agreed upon times throughout the *entire* semester.
- Dress appropriately and behave professionally with colleagues and clients.
- Meet with supervisors as required and prepare the appropriate tapes, notes or other items necessary for a successful supervision session.
- Submit completed and signed paperwork on time to the Assistant Clinical Coordinator. It must be thorough and an honest reporting of all hours performed.

Site Host Functions

The site host serves as a mentor to the student by facilitating the student's integration into the agency system. They receive a UF tuition waiver as compensation for their time to train and oversee student activities on their site. Common activities performed by a site host include:

- Orienting the student to agency policies and procedures;
- Assisting the student in building an appropriate case load; and
- Facilitating the student's efforts to fulfill the appropriate practicum and internship activities.
- Ensure that a licensed mental health professional must be on site or immediately on call whenever a student trainee is counseling a client.

As a resource and support person for the student, the site host usually finds it helpful to meet with the student on a regular basis. The site host has final authority for all decisions made and/or actions taken about the student's roles and activities while attempting to fulfill practicum or internship functions and responsibilities at the setting. The site host is not responsible for grades, but will be asked to provide a brief mid-point and final report regarding the student's clinical experience.

Individual and Group Supervision

Students registered for practicum and internship courses will receive one (1) hour of individual supervision and one and one half (1 1/2) hours of group supervision per week, beginning the first week of the academic term. Supervision will be provided either onsite or by doctoral students or faculty in the department. With the exception of SCG practicum students, supervision hours are included in the total hour requirements for each clinical experience.

Additionally, students enrolled in a clinical experience must participate in the department group supervision course. All students must participate in the first half of the course and count that as indirect hours unless active case management/group supervision is taking place. Students receiving group supervision through the department must participate in the entire class. Students receiving group supervision on site may opt to leave for the second half of the three-hour course. If they choose to remain throughout the entire class, they may count the additional time towards supervision hours

While the same person may fulfill site host and supervision roles, these roles are distinct. The site host oversees the student's overall professional and administrative roles in the setting, while the clinical individual and/or group supervisor oversees the student's clinical activities.

Guidelines for Supervisees

- *Be willing to do work both before and after supervision sessions.* Prepare materials and issues to work on in supervision sessions beforehand. Consider keeping notes as a supplement to the supervision experience.
- *Spend time clarifying expectations and goals with your supervisor.* This can best be done by completing a supervision contract. Even if there is not contract, give some thought to the specific objectives you want to work toward in this training experience and what both you and your supervisor can do to help you reach these goals.
- *Be open to discussing weaknesses or mistakes in supervision meetings.* This is no time to "hide" your mistakes from your supervisor in order to make a positive impression. You will gain your supervisor's respect by being aware of your weaknesses and working on them in supervision. Remember, if you try to gloss over weaknesses, you will not find out "why" nor what to do about them.
- *Develop self-assessment skills as a way of evaluating your progress.* Questions you might ask yourself would include: "Am I contributing actively to supervision?" "Am I satisfied with what is happening in supervision sessions? If not, what steps am I taking to deal with the problem." "Am I applying in therapy what I am learning in supervision?"
- *Express concerns and discomfort.* There are times when supervisees have strong negative reactions to supervision, but keep their feelings of discomfort, confusion, anxiety or anger to themselves. It would be profitable to discuss these feelings with your supervisor and other who could help you deal with the situation.
- *Decide for yourself how personal supervision should be.* Supervisees sometimes believe that the more they reveal about themselves in supervision, the better. Although self-examination is an important part of the supervision process, it is up to each trainee to decide what aspects of his or her life to disclose. The belief that one must tell everything contributes to some of the most harmful or negative experiences in supervision.
- *Realize that the real work takes place between supervision sessions.* Supervision is a means to an end, and you are in the driver's seat. Expect some setbacks in translating supervisory experiences into modification of your in-therapy behaviors, and be aware that change is a gradual process. Do not expect a few months of supervision will turn you into a polished therapist. Do not despise small beginnings, and expect that over time, you will become a polished therapist.

Guidelines for Supervisees taken from: Berger, N., & Graff, L (1995). Making good use of supervision. In D.G, Martin & A.D. Moore (Eds.) *Basics of clinical practice: A guidebook for trainees in the helping profession* (pp. 408-432). Prospect Heights, IL: Waveland Press.

Supervisor Roles

In the supervisory relationship, there are three primary roles that a supervisor may take. It is helpful for the supervisee to understand what to expect from their supervisor and what to request if there is a particular need.

Teacher

- Focus is on the supervisee as a counselor.
- Intention of the supervisor is to instruct.
- Specific activities in the teacher role include:
 - Evaluate observed counseling session interactions.
 - Identify appropriate interventions.
 - Touch, demonstrate and/or model intervention techniques.
 - Explain the rationale behind specific strategies and/or interventions.
 - Interpret significant events in the counseling session.
- The teacher-supervisor remains in charge, determines the direction of interaction and functions as advisor/expert.

Counselor

- Focus is on the supervisee as a person.
- Intention of the supervisor is to facilitate supervisee self-growth as a counselor.
- Specific activities in the counselor role include:
 - Explore supervisee feelings during the counseling and/or supervision session.
 - Examine supervisee feelings concerning specific techniques and/or interventions.
 - Facilitate supervisee self-exploration of confidences and/or worries in the counseling session.
 - Help the supervisee define personal competencies and areas for growth.
 - Provide opportunities for supervisees to process their own affect and/or defenses.
- The counselor-supervisor functions in much the same capacity as a counselor with a client. The same counseling skills are involved. The major difference between a counselor-supervisor and a counselor is that the goal of the supervision process is related to supervisee functioning as a counselor. The supervisee does not become a client. Within the limitations of counseling, however, the counselor-supervisor does utilize many of the counseling behaviors.

Consultant

- Focus is on the client of the supervisee.
- Intention of the supervisor is to generate data.
- Specific activities involved in the consultant role include:
 - Provide alternative interventions and/or conceptualizations for supervisee use.
 - Encourage supervisee brainstorming of strategies and/or interventions.
 - Encourage supervisee discussion of client problems, motivations, etc.
 - Solicit and attempt to satisfy supervisee needs during the supervision session.
 - Allow the supervisee to structure the supervision session.
- The consultant-supervisor provides alternatives and options instead of answers as in the teacher role. The consultant-supervisor also encourages supervisee choice and responsibility.

Taping Requirements

Students are required to provide 6 audio or video tapes for the practicum and 10 tapes for a full-time internship. Students completing a split-internship are required to provide 6 tapes per semester for a total of 12 tapes for their completed internship. Tapes will be shown in both individual and group supervision. If taping equipment is not available on site, personal equipment may be used or equipment may be checked out through the College of Education IT Support Services.

Clinical Documentation and Deadline Dates

Each student has a clinical file which remains in the department indefinitely. The clinical file contains a complete set of documentation for *each* clinical experience. These forms and their corresponding due dates are available on the Practicum and Internship link on the Counselor Education web page (<http://www.coe.ufl.edu/Counselor/PracticumInternship>). They may be completed on the computer, printed, signed, and returned in person, via fax, or mail.

They provide the documentation needed to maintain accreditation for CACREP and are used to verify clinical experiences when graduates request verification letters for licensure and other professional endorsements. Students missing documentation at the end of the semester will receive an Unsatisfactory (U) grade until the file is complete.

Liability Insurance Requirements

Maintaining liability insurance is demonstrated by submitting an updated copy of the current policy to the Assistant Clinical Coordinator. Without documentation of current liability insurance, a student may not participate in clinical experiences. Liability insurance policies may be purchased at significant student discounts or available as a benefit for membership through American Counseling Association or American School Counselor Association to cover experiences within the educational scope.

Clinical Log

Distinguish between direct, indirect and supervision hours onsite and record the hours to the nearest quarter hour (i.e., .25, .50, .75, or 1.0). The clinical log available online may be altered if necessary (i.e., replace couples with psycho educational). Direct hours include those where the student is directly engaged in a counseling relationship with the client in an individual or group setting. Indirect hours comprise the remaining hours onsite that are not direct or supervision hours. They include client case management, case planning, writing case notes, consultation, interview observation, staff conferences, administrative tasks, special projects and/or other duties as assigned.

Mental Health and Marriage and Family Counseling Clinical Experiences

Practicum

The practicum introduces students to various settings in which counseling takes place. Students are expected to develop individual counseling skills by engaging in the following activities under the supervision of an experienced mental health or marriage and family counseling professional:

- conduct intake interviews with at least five (5) different clients;
- observe at least ten (10) counseling sessions conducted by two (2) different professionals;
- participate in at least two (2) co-therapy teams;
- manage at least five (5) clients who are seen for a minimum of three (3) sessions each;

- add an additional counseling modality (e.g., couple & family counseling, group counseling, or psychoeducational programming) and observe at least six (6) sessions in that modality conducted by two different professionals;
- participate in at least two (2) co-therapy teams in that modality;
- record a minimum of six (6) different counseling sessions on audio and/or videotape, and submit each tape to the individual supervisor for review.

Practicum students are expected to accumulate a minimum of 400 total clock hours (27 hours per week during Fall and Spring Terms, 34 hours per week during Summer C term) including:

- 100 hours of face-to-face client contact
- 12 hours of face-to-face individual supervision and 22½ hours of group supervision

Internship

Clinical internship students are expected to:

- manage a complex mental health or marriage and family client caseload consisting, of at least ten (10) clients who are seen concurrently. At least two (2) clients shall be seen for at least 6 sessions each;
- for marriage and family interns, at least five (5) of the clients shall be supervised from an eco-systemic frame of reference; and
- record a minimum of ten (10) different counseling sessions on audio or videotape and submit each tape to the individual supervisor for review.

Internship students are expected to accumulate a minimum of 600 clock hours (40 hours/week for 15 weeks or 20 hours/week for 30 weeks) including:

- 250 hours of face-to-face client contact
- 12 hours of face-to-face individual supervision and 22½ hours of group supervision.

The combination of Practicum and Internship experiences enables students to record at least 1000 clock hours of supervised professional experience and at least 350 hours of supervised clinical experience (and 180 hours of couples and families for marriage and family track).

School Counseling and Guidance Clinical Experiences

The following general areas are attended to during the required field experiences: individual counseling; small group counseling; consultation with school administrators, teachers, and parents; coordinating peer facilitator programs; and classroom or large-group guidance.

Practicum and Internship placements in Alachua County schools are made in conjunction with the Alachua County Supervisor of School Support Services, Counselor Education faculty, and the Practicum and Internship Coordinator. Internship placements outside of Alachua County are made by the College of Education's Student Services office.

The following outlines the expectations of practicum and internship students in school counseling settings.

Practicum

- Meet with the school counseling site host and become familiar with the setting, policies, schedules, guidance office, forms, and procedures. The site host will introduce the student to the principal and teachers.
- Develop a caseload, including a minimum number of hours and counseling experiences. The caseload will increase during the semester and include the following areas of concentration:
 - Individual Counseling (2-4 cases)
 - Group Counseling (2-3 small groups) four to six sessions in length;
 - Classroom Guidance (1 large group)
 - Assist in training Peer Facilitators
 - Consultation
 - Case Records & Case Study
 - Other Experiences (ESE, testing, etc...)

Practicum students are expected to accumulate a minimum of 225 total clock hours (15 hours per week during fall and spring terms) including:

- 65 hours of face-to-face client contact
- 12 hours of face-to-face individual supervision and 22½ hours of group supervision.

Internship

- Develop a caseload and weekly schedule. Begin by outlining goals and expectations for the internship, discuss these with the site host, individual and group supervisors.
- Identify minimum desired experiences for the semester, including some in areas that were not included in the practicum:
 - Individual Counseling (about 4 cases)
 - Group Counseling (about 4 groups) - new types of groups (e.g. relaxation, death, etc.);
 - Classroom Guidance
 - Peer Facilitators
 - Consultation
 - Evaluation and Accountability
 - Other Possible Experiences - parent education group; help lead a teacher seminar or study group; PTA presentation; developmental play group; case conferences with community helpers; administer individual tests; complete an opinion survey or needs assessment; design some new guidance units; design a Web page which can be used with students or parents at the school.

Internship students are expected to accumulate a minimum of 600 total clock hours (40 hours per week during fall and spring terms) including:

- 180 hours of face-to-face client contact
- 12 hours of face-to-face individual supervision and 22½ hours of group supervision.

Termination of the Student

If problems arise regarding student performance or dissatisfaction with the site, the difficulties should be brought to the attention of the site host and the Clinical Coordinator. If an informal discussion and attempts to solve the problems fail, the site may request the student be withdrawn from the practicum or internship; or the student may request that he or she be withdrawn by the department. In either case, a request should be submitted in writing to the Clinical Coordinator.