

Counseling Psychology Doctoral Student Practicum Handbook



The University of Memphis

2023-2024 Revision

General Practicum Information

To meet APA requirements, each student's practicum experience(s) must total a minimum of 450 clock hours. At least 150 of these hours are in direct service experience and at least 75 hours are in formally scheduled supervision (e.g., one hour weekly face-to-face individual supervision). (NOTE: This is a minimum. Many students will gain many more hours of experience by the time they leave for internship.). Students must successfully complete a minimum of two semesters of CPSY 8200 (Practicum) **and** obtain 150 hours in direct service before enrolling in CPSY 8300 (Advanced Practicum). For most students, that means taking three semesters of CPSY 8200 before enrolling in 8300. Gaining your hours means being proactive at your site and working your schedule around the site needs. Because some internship placements are beginning to require high numbers of practicum hours, students are encouraged to obtain as many direct hours as reasonable during the required and elective practica semesters.

Prior to the first doctoral level practicum, students must submit evidence of appropriate level clinical skills and be approved by the CPSY core faculty to go on practicum. This evidence must include: a) a written theoretical conceptualization of a clinical case, and b) a videotape (audiotape if it is impossible to obtain a videotape) demonstrating appropriate attending and responding skills. This documentation is due at the end of the first semester in the program (specific dates will be provided each year) so that faculty may either approve the student to apply for practicum by the February 15 deadline or require remediation of counseling skills. Remediation will be based on faculty recommendations and requires that the student submit a second tape of their clinical work prior to approval to register for practicum. Additional information regarding the conceptualization and tape will be presented during CPSY 8101 Foundations and Professional Issues.

Practicum sites are located in the community or at the university counseling center, so your work and most of your supervision will normally occur off campus. Students will meet on campus each week of the semester in a two-hour supervision seminar. The CPSY practicum coordinator in consultation with the faculty must approve practicum sites. Site supervisors are to be licensed psychologists (unless otherwise approved by CPSY core faculty) and university supervisors must be CPSY Core faculty or Counseling Center staff. Sites that do not have a licensed psychologist available to supervise, but that offer desired training experiences may still be considered if the student arranges for additional supervision by a faculty supervisor.

Students register for practicum (CPSY 8200) during the Summer of their first year and again during either the Fall or Spring of their second year. They may register for practicum at other times and it will serve as an elective. Students who enter the program with a master's degree may enroll in five practica classes (15 credits) that will count toward the 99 hours in the program. Students may enroll in more than 15 hours of practica, but those additional hours will not count toward the program total. Students entering the program without a master's degree are expected to enroll in a minimum of 9 hours of practica at the 8200 level (maximum of 18 total hours counting toward degree) and obtain 150 hours of direct contact prior to enrolling in CPSY 8300. Students apply for each practicum course separately through the CPSY Practicum Coordinator one semester in advance of enrolling in and completing practicum. Currently, practicum application deadlines are Feb. 15 for summer, June 15 for Fall and Sept. 15 for Spring. **However, certain sites may have application dates that differ from our deadline dates that will require you to apply earlier than our deadline dates.** Practicum application forms are available on the CPSY homepage and in this

packet. If you do not apply for practicum by the deadlines, it is possible that the class will be closed and you will not be able to register for practicum.

Students complete a practicum contract for every semester they are on practicum. Contracts are to be filled out, signed (by the site supervisor), and turned into the practicum coordinator four (4) weeks before the semester begins. Contracts must be completed even if the student is remaining at the same site. Contracts specify the duties to be completed at the practicum site, supervision expectations, and dates that the practicum experience will cover. **These dates should coincide with the university semester dates. Students should not expect to see clients prior to or after the semester dates. Faculty must approve exemptions to this rule.**

Insurance: Students must have malpractice liability insurance while they are on practicum. This can be through either ACA or APA. You should turn in evidence of your coverage (e-mail from purchase or cover sheet documenting your coverage dates) to the practicum coordinator at the same time you turn in your contracts.

It is a good idea to ask other CPSY students about their practica experiences. If you have a special interest, for example health psychology, behavioral medicine, family therapy, community mental health, etc., check in the community for supervisors with those interests. The beauty of a practicum is that you can largely plan your own, but start early and use the faculty and departmental resources. A six-month lead time is not unusual in effective practicum planning. Increasingly, practicum sites are asking for a commitment of two semesters. You should be aware of this when planning your practica experiences. A log of hours and experience (e.g., supervision, individual client, group leader) will be useful to you later when applying for your one-year predoctoral internship and for licensure. Most students use Time2Track, but there is also an Excel spreadsheet that can be used.

Practica credit and hours may be earned in either paid placement sites or non-paid sites. Students on paid externships may earn practicum credit as well as pay and hours during these experiences. To obtain practicum credit, you must plan, apply for, and carry out the work under the guidelines stated above.

**COUNSELING PSYCHOLOGY PRACTICUM APPLICATION
(FOR CPSY 8200/8300, COUNSELING PSYCHOLOGY PRACTICUM)**

SEMESTER (FILL IN YEAR AND CIRCLE SEMESTER REQUESTED)

SPRING, 202____ SUMMER, 202____ FALL, 202____

_____ Date Submitted _____
(Advisor's Signature)

NAME Last First MI

Street Address City State Zip

Home Telephone Work Telephone No. (if applicable)

PREFERRED PRACTICUM SITE NAMES, ADDRESSES AND PHONE
NUMBERS FOR ON-SITE SUPERVISORS

1. _____

2. _____

Assessment Clinic Applicants: Provide a brief summary of current assessment hours/types of assessment experience as priority will be given to those who need more assessment hours prior to applying for internship.

This application must be submitted by September 15 for Spring Practicum, February 15 for Summer Practicum, and June 15 for Fall Practicum. **Please note, however, that individual practicum sites may have other deadlines.**

Submit this completed form to the Counseling Psychology Practicum Coordinator

Department of Counseling, Educational Psychology and Research
Counseling Psychology
The University of Memphis, 2002

The University of Memphis
Department of Counseling, Educational Psychology and Research

Practicum Agreement Contract for Counseling Psychology Doctoral Students
(to be completed by the student each semester)

The purpose of the document is to specify the terms of agreement that will exist between the Counseling Psychology program at The University of Memphis and (**name of agency**). Terms of the agreement will be subject to amendment only if all parties are of one accord. The specific contract will exist between (**name of on-site supervisor**), On-Site Supervisor; (Dr. Richard Lightsey), University Doctoral Practicum Coordinator; and (**name of student**), Practicum Student.

The practicum program is to consist of **12-15** hours per week for the (**Spring, Fall, Summer**) semester (**give dates**) for a total of 3 hours of graduate credit. This practicum is intended to partially fulfill the practicum requirement for the doctoral degree in Counseling Psychology.

The University and the Agency agree to the following:

1. the determination of the number of students, their schedules, and the suitability of the Agency as a practicum site shall be made by mutual agreement between the designated representatives of the University and the Agency;
2. the University or the Agency may request withdrawal of any student whose performance record, conduct, etc. does not justify continuance in field supervision at the agency. Prior to withdrawal of the student, university and on-site supervisors will meet to discuss the circumstances and possible courses of action to remedy the situation;
3. the University and the Agency understand that the educational objectives and evaluation criteria for the University as contained in the University's practicum guidelines constitute the expectations for the student's learning;
4. the University and the Agency understand that the student shall not be used in lieu of professional staff personnel and shall be under the instruction of the Agency licensed psychologist or approved supervisor. Nothing in this agreement shall be construed to create the relationship of employer and employee between the practicum site and the practicum student.

Responsibilities of the Practicum Student

The practicum student shall be responsible for:

1. completing a minimum of 60 hours in direct clinical service and between 38 and 45 hours in Supervision (includes both individual and group supervision, the number of supervision hours may be less in the summer semester due to the shorter semester). In instances where students do not meet these hourly requirements through no fault of their own (e.g., low client population at a site; high no-show percentage), the practicum instructor has the discretion to nonetheless assign a passing grade to the student.
2. receiving supervision and instruction in the programs and procedures of the agency in which the practicum is being served;
3. maintaining accurate records as required or requested by the on-site supervisor and the Counseling Psychology program;
4. maintaining a log of all practicum activities;

5. duties specific to the site (**practicum student should list expected duties, e.g., conducting groups with x type of client; conducting clinical intakes, assessments; providing individual therapy to x type of client**);
6. abiding by the Code of Ethics of the American Psychological Association;
7. conducting himself/herself as professionals in all interactions at the Agency;
8. conforming to the Agency's holiday schedule and the University's semester calendar.

Responsibilities of the On-Site Supervisor

The On-Site Supervisor shall:

1. serve as consultant and primary supervisor for the practicum student. Regular weekly, face-to-face planning, evaluation, or consultation sessions between the on-site supervisor and the practicum student are required.
2. complete an informal mid-semester and formal end of the semester evaluation of the practicum student.

By signing this contract, the on-site practicum supervisor agrees that the practicum site will be able to provide the practicum student with the required number of clinical service and supervision hours.

In the unlikely event that a problematic situation occurs between the on-site supervisor and the practicum student that is difficult to resolve, either the on-site supervisor or the practicum student may contact Dr. Richard Lightsey, Doctoral Practicum Coordinator, or the student's university supervisor.

This contract must be signed by both the student and on-site supervisor and received by the University Doctoral Practicum Coordinator four (4) weeks prior to the beginning of the university semester in which the practicum is supposed to occur or the student will not be allowed to complete a practicum at the site in that semester. Provide three (3) copies of the document – with the on-site supervisor's signature – to the Practicum Coordinator.

Practicum Student Signature/Date

On-site Supervisor Signature/Date

Doctoral Practicum Coordinator Signature/Date

Practicum Learning Goals

In the space below please list your learning goals for the practicum. Please discuss them with your supervisor and use them as a guide for this semester. Have your supervisor sign off when you have talked about them (Signature 1 – early in the semester). Leave a space under “evaluation” to record your self-evaluation at the end of the practicum. Have your supervisor sign again after the two of you have discussed your end of semester evaluation of goals. Turn the form in to your practicum group supervisor at the end of the semester

Learning Goals	Self-Evaluation
1.	
2.	
3.	
4.	
5.	

Student Name/Signature: _____

Date: _____

1. Supervisor Name/Signature: _____

Date: _____

2. Supervisor Name/Signature: _____

Date: _____

Hourly Log

Most students now use Time2Track to maintain a log of clinical hours.

If you do not wish to use Time2Track, we do have an Excel file used to chart prac hours which is available on the CPSY program webpage <http://www.memphis.edu/cepr/cpsy/forms.php#>

The Excel form is consistent with the Internship Application (AAPI) summary of hours and will help you keep track of your hours over all your practica experiences.

The hours log (either form) must be completed and turned into your practicum class at the end of the semester.

Directions for use of the Counseling Psychology Doctoral Practicum Evaluation Form

Thank you for supervising our Counseling Psychology students in their clinical training. We have made some adjustments to our practicum evaluation form that we want to bring to your attention. The evaluation form is based on demonstrating competence in the assessed areas. Because it is based on the development of professional competencies throughout the program, students should be evaluated in comparison to other practicum students at their level of training. Thus, the level of “absolute” competency is likely to be different for someone on his or her first practicum as compared to a student on the final practicum before internship, but both students are expected to be at the competency level for a student at that developmental level.

Summary of ratings

1 = Poor performance or demonstration of the skill/behavior. Well below expected level of skill given student’s developmental level

2 = Performance of behavior/skill significantly below expected level given student’s development

3 = Performance of behavior/skill slightly below expected level

4 = Appropriate performance of skill/behavior for level of development

5 = Good performance of skill/behavior, slightly above expected level of performance

6 = Very good performance of skill/behavior

7 = Excellent performance of the behavior at a level that is well beyond expected level.

The form provides areas for ratings of summary domain areas (e.g., relationship/interpersonal skills with colleagues, supervision, etc.) that are shaded in gray on the form as well as areas for rating the specific skills and behaviors within that domain. **Please rate the shaded domain areas as well as the individual items in those domains.**

Students who are evaluated as below the expected level of competence for their developmental level (a 4 on the form) on a domain score may receive an unsatisfactory grade in practicum and be asked to follow a remediation plan designed to attain the specified competencies. If you identify domain area performance below a 4 at the midterm evaluation (or earlier in the semester than the final evaluation), please contact the CPSY practicum coordinator, Dr. Richard Lightsey (olightsy@memphis.edu) or Training Directors, Dr. Sue Lease (slease@memphis.edu) or Dr. Sara Bridges (sbridges@memphis.edu). We ask that you provide an explanation (with as much behavioral detail as possible) for any summary rating below a 4 on the final evaluation and contact the practicum coordinator and supervision course faculty to inform them that the student is below expected competency in a domain area.

Domain areas are:

Relationship/Interpersonal Skills with Clients/Patients

Relationship/Interpersonal Skills with Colleagues

Relationship/Interpersonal Skills with Support Staff/Clinic Teams/Community

Relationship/Interpersonal Skills with the Site

Supervision

Psychological Assessment

Intervention

Diversity – Individual and Cultural Differences

Ethics

COUNSELING PSYCHOLOGY
PRACTICUM EVALUATION

DIRECTIONS: Below are several general domains of professional competencies, each with a set of specific skills or behaviors for evaluation.

1	2	3	4	5	6	7
Poor performance/ /demonstration of the skill Below expected level level of development			Appropriate performance/ demonstration of the skill At expected level of development			Excellent/performance demonstration of this skill Well above expected of development

Using the above descriptors, provide a numeric rating that best reflects the trainee's performance as observed in the most recent evaluation period. Evaluate each skill or behavior listed. If you have not been able to observe or evaluate this skill, write "U" for "Unable to Evaluate." For areas that are not required for this level of training, write "N/A."

1	2	3	4	5	6	7
Poor performance/ no demonstration of the skill			Appropriate performance/ demonstration of the skill			Exc performance/ demo of the skill
<u>Description of Skills Leading to Competencies that are Developed During the Practicum Experience:</u>						Evaluation
<u>Relationship/Interpersonal Skills</u>						
<p>Relationships with others is a cornerstone of professional psychology. Productive relationships are respectful, supportive, professional and ethical. Helping the student hone and refine these abilities into professional competencies in the clinical setting is a key aim of the practicum.</p> <p>The student's skills on the following items related to forming relationships:</p>						
<u>Clients/patients:</u>						
to take a respectful, helpful professional approach to clients/patients.						
to form a working alliance.						
to deal with conflict, negotiate differences.						
to understand and maintain appropriate professional boundaries.						
<u>Colleagues:</u>						
to work collegially with fellow professionals.						
to support others and their work and to gain support for one's own work.						
to provide helpful feedback to peers and receive such feedback nondefensively from peers.						
<u>Support staff, clinic teams, and community professionals:</u>						
to be respectful of support staff roles and persons.						
to participate fully in team's work.						
to understand and observe team's operating procedures.						
to communicate professionally and work collaboratively with community professionals.						
<u>The practicum site itself:</u>						
to understand and observe agency's operating procedures.						
to participate in furthering the work and mission of the practicum site.						
to contribute in ways that will enrich the site as a practicum experience for future students.						
<u>Supervision</u>						
Supervision is the ability to make effective use of supervision, including:						

<p>to work collaboratively with the supervisor.</p> <p>oration means understanding, sharing and working by a set of common goals for supervision. Many of th will change as the student gains professional competence, although a core goal, of working cooperativel ce the student's skills as a clinician, will remain constant.</p>	
<p>to prepare for supervision.</p>	
<p>/willingness to accept supervisory input, including direction; ability to follow through on recommendation to negotiate needs for autonomy from and dependency on supervisors.</p>	
<p>to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good ent as to when supervisory input is necessary.</p>	
<p><u>Psychological Assessment Skills</u></p> <p>ological assessment is a fundamental competency for psychologists, and it includes comprehensive and ated assessment from the initial interview, psychological testing, intervention and the evaluation of the me of psychological service. A foundation of knowledge and skill is needed for psychological assessme</p>	
<p>to select and implement multiple methods and means of evaluation in ways that are responsive to and ctful of diverse individuals, couples, families and groups.</p>	
<p>to utilize systematic approaches to gathering data to inform clinical decision-making.</p>	
<p>edge of psychometric issues and bases of assessment methods.</p>	
<p>edge of issues related to integration of different data sources.</p>	
<p>to integrate assessment data from different sources for diagnostic purposes.</p>	
<p>to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic aches.</p>	
<p><u>Intervention Skills</u></p> <p>ention includes preventive, developmental and remedial interventions.</p>	
<p>to formulate and conceptualize cases from theoretical perspectives.</p>	
<p>to plan treatments based on conceptualizations.</p>	
<p>to implement intervention skills, covering a wide range of developmental, preventive and "remedial" entions, including psychotherapy, psychoeducational interventions, crisis management and ological/psychiatric emergency situations, depending on the focus and scope of the practicum site.</p>	
<p>to integrate clinical evidence (progress or outcome measures, literature, etc.) into therapeutic work and y treatment on the basis of the evidence.</p>	
<p><u>Diversity - Individual and Cultural Differences:</u></p> <p>PA Multicultural Guidelines (APA, 2003) noted that "All individuals exist in social, political, historical, and mic contexts, and psychologists are increasingly called upon to understand the influence of these contexts uals' behavior" (p. 377). Thus every competency listed in this document is thoroughly linked to matters o lual and cultural difference (ICD), including knowledge related to ICD, as well as awareness of, respect fo ppropriate action related to ICD.</p> <p>fic competency areas related to ICD are important to identify and train for include:</p>	
<p>edge of self in the context of diversity (one's own beliefs, values, attitudes, stimulus value, and related ths/limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the dive</p>	

edge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific ethnic populations)	
to work effectively with diverse others in assessment, treatment and consultation.	
<p>ics:</p> <p>ork in ethical practice, developing individual, practical knowledge of ethical practice, including linkage of ethics code (APA, 2002) to behavior and decision-making in actual clinical settings. In addition, students d increase and apply their understanding of legal standards (state and federal, e.g., HIPAA) and APA practices. Note that each of the domains described in this document is expected as a matter of course to be ded in ethical practice.</p> <p>specifically, during practicum training the student will work to develop the following ethical competencies:</p>	
edge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, regulations and law relevant to the practice of psychology.	
gnize and analyze ethical and legal issues across the range of professional activities in the practicum setting.	
gnize and understand the ethical dimensions/features of his/her own attitudes and practice in the clinical setting.	
appropriate information and consultation when faced with ethical issues.	
ce appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become relevant to the student).	
nce commitment to ethical practice.	

What are the strengths of this trainee?

What are the areas for development (please include both explanations and recommendations in your descriptions of what the trainee needs to work on)? If there are any domain areas (gray shaded boxes) for which you assigned an evaluation of less than 4, please provide specific examples of unsatisfactory behaviors that need improvement.

The supervisor must conduct at least 1 direct observation (audio, video, in-person) of the student's clinical work during the semester. Please check the type(s) of observations provided. Check all that apply.

audio recording

video recording

in-person observation

Supervisor's Signature Date

I agree with the evaluation

Supervisor's Printed Name

Trainee's Printed Name and Signature Date

I disagree with the evaluation

Is this your 1st, 2nd, 3rd (etc.) Prac.? _____

Copies to: Practicum Class Instructor, Trainee

Site Evaluation Form

This form is distributed electronically at the end of practicum

Current Site Information

See google doc for current practicum site information at:

https://docs.google.com/document/d/13CDEvSMQqCMb1_TqW2uZ5ywH8JqGWEE9mYExExNw8cM/edit?usp=shari

