



Texas A&M University – Central Texas
MFT 5394-110-Clinical Practicum IV
Thursdays 1430
Fall 2019- August 26, 2019- December 13, 2019

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Office Hours: by appointment

Method of Instruction and Course Access:

This course is a face to face course, and will not use TAMUCT's Blackboard (Bb) system (<http://TAMUCT.blackboard.com>) for turning in assignments and for selected portions of the course.

This course will be conducted primarily as a seminar and will include experiential components. For this process to be successful, students are expected to participate fully by reading assigned materials, attending class, and participating in class exercises and discussions in face-to-face class meetings.

Student-Instructor Interaction: a minimum of two hours per week (group or individual supervision)

Class Decorum: It is intended that the class environment will be conducive to increasing your knowledge about the topic and promoting self-discovery and personal growth. In order for that to occur, it is expected that every student be respectful of the thoughts, emotions, and behaviors of others in this course.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account. Connect to Warrior Shield by 911 Cellular [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

1.0 Course Overview

This course is oriented towards those students who are preparing for field placement. It is designed to provide interviewing and training skills in the Marriage and Family Therapy program. MFT's in training are expected to gain an understanding of the role of the therapist, how clients change, and basic therapeutic strategies. Students will be exposed to basic skills and tools necessary to become competent clinicians. Role-playing, videotapes, and use of the video camera will be utilized as part of the learning process. Also, a review of the on-campus clinic policies will be addressed.

Prerequisites: MFT 559

2.0 Intended Student Outcomes

Relevant Core Competencies (CCs) from the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE) are referenced. See Bb for the full list of COAMFTE CCs.

- 2.1** Students will demonstrate the ability to conceptualize client systems through a MFT lens.
 - 2.1.2.1** Students will describe members of client systems, including identified patient, significant others, relevant identifiers, and background information. Addresses CCs 1.3.2, 1.5.3, 2.3.7, and 5.3.2.
 - 2.1.2.2** Students will identify the client system's presenting problem. Addresses CCs 1.3.1 and 2.3.9.
 - 2.1.2.3** Students will analyze client systems using various MFT theoretical concepts of their choosing (e.g. Structural Therapy, Solution-Focused, Narrative, etc.) by developing appropriate hypotheses regarding the client system based on these concepts. Addresses CCs 1.1.1, 1.1.2, 1.2.1, 2.2.3, 2.3.8, 4.1.1, and 4.1.2.

- 2.2 Students will clinically assess client systems.
 - 2.1..1 Students will assess an IP's mental status and diagnose them according to the latest version of the DSM. Addresses CCs 1.2.2, 2.1.1, 2.1.2, 2.1.5, 2.1.6, 2.3.1, and 2.3.4.
 - 2.1..2 Students will assess medical issues that should be considered in assessment and treatment. Addresses CCs 2.2.5 and 3.1.3.
 - 2.1..3 Students will assess relevant legal and ethical issues as they arise in therapy. Addresses CCs 3.3.6, 3.4.3, 5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.3.4, 5.3.5, and 5.3.6.
 - 2.1..4 Students will recommend appropriate medical, psychiatric, or other support referrals as they arise in therapy. Addresses CCs 1.2.3, 2.2.4, and 3.5.2.
 - 2.1..5 Students will develop prognoses of client systems, appropriate treatment modalities, and appropriate frequency of therapy. Addresses CCs 1.3.2, 1.4.1 and 2.1.2.
 - 2.1..6 Students will evaluate their assessment in light of contextual and systemic factors. Addresses CCs 2.4.1, 2.4.2, 2.4.3, and 2.4.4.

- 2.3 Students will critically analyze and further develop their approach to therapy.
 - 2.1..1 Students will analyze how MFT theories are used with various client and contraindications of use of theories. Addresses CCs 1.1.1, 1.1.2, 1.1.4, 2.1.6, 2.3.3, 2.4.2, 3.1.1, 4.1.1, 4.1.2, 4.2.1, 4.3.1, 4.5.3, and 5.3.8.
 - 2.1..2 Students will articulate how change occurs based on use of theories. Addresses CCs 2.2.1, 3.3.3, 4.2.2, and 4.3.1,
 - 2.1..3 Students will consider how client factors and contextual factors influence student's therapeutic approach Address CCs 1.2.1, 1.2.2, 2.1.1, 2.1.2, 2.2.3, 4.3.1, 4.5.2, and 5.4.2.
 - 2.1..4 Students will define their role in the therapeutic process. Addresses CCs. 1.3.6, 3.5.1, 5.3.10, and 5.4.2.

- 2.4 Students will assess the influence of their social location and personal experiences on the conceptualization and intervention of cases.
 - 2.1..5 Students will identify their social location. Addresses CCs 1.2.1 and 3.4.5
 - 2.1..6 Students will be conscious of and analyze their reactions and interactions with clients. Addresses CCs 3.4.5, 5.3.10, and 5.4.2.
 - 2.1..7 Students will articulate how social location and personal experiences influences therapeutic work. Addresses CCs 3.4.5, 5.3.10, 5.4.2, and 5.5.2.

- 2.5 Students will complete program practicum requirements legally, ethically, and competently.
 - 2.1..8 Students will comply with federal, state, and local laws regarding necessary client contact practicum hours, liability insurance, HIPAA, etc. Addresses CCs 5.1.1 and 5.3.9.
 - 2.1..9 Students will understand and explain the rules and practices of their practicum sites Address CCs 1.3.4 and 5.1.3.
 - 2.1..10 Students will report documentation in accordance with legal and ethical obligations (e.g. HIPAA-compliant). Addresses CCs 1.5.2 and 1.5.3.
 - 2.1..11 Students will solicit and integrate supervisor feedback. Addresses CCs 2.5.1, 4.3.12, 4.5.1, 5.2.4, 5.5.2, and 5.5.3.

3.0 Ethics

Students are expected to conduct themselves in a professional and ethical manner at all times. They are expected to maintain confidentiality of all information related to clients, as well as all information related to cases presented in practicum/internship classes. This is the student's responsibility regardless of procedures in place at the site. Students are responsible to know and follow legal and ethical confidentiality practices of the field placement site, as well as applicable codes of ethics. Knowledge of HIPAA and/or FERPA is expected. In addition, students shall not use any client identifying information in any practicum/internship documentation, including tapes. Students shall secure tapes and other client information that may be necessary for class in a way that is secure, legal, and ethical. Tapes, transcripts, case studies, or other client information used for class shall be destroyed in an appropriate manner (i.e., shredding) as soon as they have been evaluated unless it is the policy of the site to maintain and secure all tapes. Any questions regarding confidentiality must be discussed with the university instructor as well as the site supervisor.

Committing an ethical violation during practicum/internship would have academic consequences. At minimum, the supervisor's evaluation (which includes an ethics component) will reflect the ethical violation(s). Depending on the severity of the violation, the student's response to becoming aware of the violation, and other circumstances, an ethical breach could potentially result in failure of the course.

All students must have appropriate liability insurance for the duration of their practicum experience or their hours will not be counted.

3.0 Required Reading

The purpose of this course is for gaining experience; students should already have sufficient knowledge on theory and technique to begin practice. As such, there are no required textbooks for this course. However, the professor may instruct students to read materials on topics relevant to cases they are treating for the purpose of better client care

COURSE REQUIREMENTS

4.0 Course Requirements

All writing submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches.

Assignments:

- 4.1 Case Presentation** - This assignment is intended for the student to learn how to analyze and summarize a current clinical case from their practicum site. The student is also expected to identify current needs/issues and present it orally for peer consultation and feedback. The instructions for this assignment are below. Students are expected to prepare a case presentation about one of your current clients. Full names should NOT be used in this assignment, please use initials instead. The written portion should contain: Genogram, relevant demographic information, assessment/diagnostic evaluation, individual, couple, or family strengths, theoretical model(s) applied to case and course of treatment, and assistance needed. The written portion should be emailed to me before your presentation. I will upload the presentations into an appropriate folder. Students are expected to read the presentations and come to class prepared with questions about the case and suggestions for assistance needed. (Addresses Student Outcome 2.1 & 2.2)

- 4.2 Theory of Change Paper**- This assignment is intended for students to critically analyze their approach to therapy. Students are expected to answer 5 questions in depth related to their therapeutic approach and use the subheading provided in the instructions in class to structure the assignment. The document should be in proper APA format and include at least 2 references. The paper should be between 3-6 pages, double-spaced. (Addresses Student Outcome 2.1, 2.3, & 2.4)

- 4.3 Supervision Evaluation** - The faculty supervisor will meet weekly with students for two hours of individual/group supervision each week and will sign off on time sheets as well. Students must attempt to schedule clients during Practicum hours to receive live supervision that will be used in the evaluation process. If unable to schedule live sessions, students will be required to submit recordings of sessions that will be used in the evaluation process. Both faculty and site supervisors are required to submit a grade on the TAMUCT evaluation and grade sheet for the student at the end of the practicum experience. Faculty and site-supervisor evaluations are averaged together for a final score. (Addresses Student Outcome 2.1, 2.2, 2.3, 2.4, 2.5)

- 4.4 Liability Insurance** –All students must have appropriate liability insurance. Practicing without liability insurance is grounds for failing the course and dismissal from the program. (Addresses Student Outcome 2.5)

5.0 Grading Criteria Rubric and Conversion

This class is designated as a pass/fail course.

6.0 Posting of Grades

Case Presentation/Conceptualization	25%
Theory of change paper	25%
Supervision Evaluation	50%

TECHNOLOGY

7.0 Technology Requirements and Support

Requirements

Technology Requirements This course will use the A&M-Central Texas Instructure Canvas learning management system. Log on to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in

through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

7.1 Support

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953. For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central 24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues related to course content and requirements, contact your instructor.

8.0 Tentative Course Calendar: Thursdays

Weekly supervision: 2hrs per week (Ind/grp)

COURSE AND UNIVERSITY PROCEDURES AND POLICIE

9.0 Drop Policy

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors **cannot** drop students; this is always the responsibility of the student. The record’s office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Duck Trax and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately? You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

10.0 Academic Integrity

Texas A&M University - Central Texas expects all students to maintain high standards of honor in personal and scholarly conduct. Any deviation from this expectation may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. All academic dishonesty concerns will be reported to the university’s Office of Student Conduct. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. When in doubt on collaboration, citation, or any issue, please contact me before taking a course of action. More information can be found at <http://www.tamuct.edu/departments/studentconduct/academicintegrity.php>

11.0 Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such. For more information please visit our Access & Inclusion Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

12.0 Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring will not offer writing support beginning August 1, 2019, but will continue to offer other tutoring support. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu. Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

13.0 Library Services

INFORMATION LITERACY focuses on research skills which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, yet is not limited to: exploration of information resources such as library collections and services, identification of subject databases and scholarly journals, and execution of effective search strategies. Library Resources are outlined and accessed at. <http://www.tamuct.edu/library>

14.0 Absences and Grading

Case Presentation/Conceptualization	25%
Theory of change paper	25%
Supervision Evaluation	50%

15.0 Instructor's Personal Statement

Professionalism, Respect, and Effective Communication is expected at all times while working at the practicum site. Safety comes first and you are expected to take appropriate measures to ensure patient and staff safety. Patient care is extremely important; therefore, it should be a top priority. Finally, take the initiative to grow as a mental health professional and seek supervision when you need it.

List of Important Dates:

October 10th: Deadline for **Case Presentation**

November 21st: Deadline for **Theory of Change Paper**

December 12th: Deadline for your time sheets, summary log, and site supervisor's final evaluation by 5:00pm.

Case Presentation - This assignment is intended for the student to learn how to analyze and summarize a current clinical case from their practicum site. The student is also expected to identify current needs/issues and present it orally for peer consultation and feedback. The instructions for this assignment are below. Students are expected to prepare a case presentation about one of your current clients. Full names should NOT be used in this assignment, please use initials instead. The written portion should contain: Genogram, relevant demographic information, assessment/diagnostic evaluation, individual, couple, or family strengths, theoretical model(s) applied to case and course of treatment, and assistance needed. The written portion should be emailed to me before your presentation. I will upload the presentations into appropriate folder. Students are expected to read the presentations and come to class prepared with questions about the case and suggestions for assistance needed. (Addresses Student Outcome 2.1 & 2.2)

1. Demographic information
2. Genogram
3. assessment/diagnostic evaluation
4. individual, couple, or family strengths
5. theoretical model(s) applied to case and course of treatment
6. Any assistance needed.

Theory of Change Paper- This assignment is intended for students to critically analyze their approach to therapy. Students are expected to answer 5 questions in depth related to their therapeutic approach and use the subheading provided in the instructions on Blackboard to structure assignment. The document should be in proper APA format and include at least 2 references. The paper should be between 3-6 pages doubled space. (Addresses Student Outcome 2.1, 2.3, & 2.4)

5 Questions

1. What is your therapeutic approach?
2. Why did you select this approach?
3. What are the strengths of this approach?
4. What are the weaknesses of this therapy approach?
5. How does this therapeutic approach create change in the client?

****Professor reserves the right to amend the syllabus at any time****

Texas A&M University – Central Texas
Counseling and Psychology Practicum/Internship Student Evaluation Form

Semester & Year: _____ Student: _____ Evaluation Point: __Midterm __End of semester __Other

Placement: _____

Supervisor & Evaluator: _____

Please check the appropriate columns in your evaluation of the student.

	Far Below Expectations	Below Expectations	Meets Expectations	Above Expectations	Far Above Expectations	Comments (please provide comments for any rating other than “Meets Expectations”)
Professional Characteristics						
Communication Skills						
Planning Skills						
Problem Solving						
Appraisal Skills						
Intervention Skills						
Cooperation with Others						
Knowledge of the Field						
Ethics						
Reliability						
Adaptability						
Utilization of Resources						

Direct contact	<ul style="list-style-type: none"> ● Counseling/psychotherapy sessions with actual (i.e., not simulated) clients (individuals, couples, families, or groups). This includes co-counseling and observation (only for the time when you are physically in the room and interacting with the client). If you are shadowing a clinician and sit in on a session without ever interacting with the client, this time does not count as “direct contact”. No role-plays or simulated sessions with peers can be considered direct hours. ● Intake and assessment sessions with actual clients that involve interaction with the client and/or relevant constituents (e.g., parents of a child client). ● Phone calls that are therapy-based and include the use of therapeutic/counseling skills/knowledge. These could include calls to a client, a client’s family member, or another significant member of one of the systems in which the client is embedded. Calls that could have been completed by an administrative person cannot count as direct hours. ● Time spent with clients in psycho-educational activities such as groups, prevention workshops, etc... where there is an interactional process with clients. If you are simply speaking to a group about a mental health issue, this does not constitute direct contact.
Indirect contact	<ul style="list-style-type: none"> ● Scoring and/or interpreting assessment instruments. ● Consultation with other professionals regarding your specific client’s needs (e.g., referral activities). ● Remotely observing sessions of other counselors. ● Completing client paperwork or documentation. ● Research, reading, watching video, listening to tapes, prepping for sessions, etc. as long as this is NOT done for another class or assignment (including comps). ● Phone calls to clients to schedule appointments or remind clients of an appointment. ● Individual, dyadic, or group supervision (this can include a portion of the practicum or internship class if that class time is devoted to supervision). ● Observing, role-playing, and providing feedback to other students.

PSYCHOLOGY AND COUNSELING PRACTICUM/INTERNSHIP
Texas A&M University – Central Texas

Skill Demonstration Critique Form

This form is completed by the supervisor

COUNSELOR/THERAPIST/INTERN: _____

CLIENT: _____

SUPERVISOR/EVALUATOR: _____

DATE: _____

Codes: NA = Not Applicable

-1 = detracting: misuse of techniques or absence of characteristic that has a noticeable negative effect

1 = adequate: slightly facilitative with much room for improvement

2 = good: generally facilitative with a few areas needing improvement

3 = excellent: little room for improvement

CRITERIA	RATING
OPENING: friendly, natural and appropriate, conducive to rapport	_____
STRUCTURING: definition of role, if needed, was clear, accurate, and appropriately given	_____
EMPATHY: demonstrated understanding of client feelings by attending to and reflecting verbal/nonverbal cues to go beyond what the client expressed so that meanings were more clearly understood	_____
CONCRETENESS: dealt with specific feelings, experiences, and goals of the client	_____
CONFRONTATION: dealt with discrepancies in nonverbal, verbal, and behavioral responses	_____
GOAL SETTING: assisted with identification and implementation of the client's goals	_____
ACCEPTANCE: conveyed warmth, care, and acceptance of the client as a person regardless of the client's expressions	_____
VALUES AWARENESS & MANAGEMENT: managed one's own values so as not to impose them on the client	_____
REFERRAL: demonstrated an awareness of the need for referral, if appropriate, and sensitively communicated this to the client	_____
INFORMATION USE: demonstrated awareness of the need for information and/or appropriate assistance with the use of material	_____
APPLICATION OF THOERY: demonstrated a cohesive application of counseling/therapy theory/theories	_____
CLOSING: was smooth and not abrupt; follow-up or further counseling/therapy was arranged if necessary	_____
OTHER FACTORS:	
tone of voice _____	vocabulary level _____
use of silence _____	use of questions _____
absence of distracting mannerisms _____	
OVERALL RATING (circle one)	
NA	
-1 = 0 points	2 = 40 points
1 = 30 points	2+ = 45 points
1+ = 35 points	3 = 50 points

PSYCHOLOGY AND COUNSELING PRACTICUM/INTERNSHIP
Texas A&M University – Central Texas
Student Skill Demonstration Form

This form is completed by the student

Student Counselor/Therapist/Intern

Client I.D. and Session Number

Date

Brief summary of session content:

Intended goals:

Comment on positive counseling/therapy behaviors:

Comment on areas of counseling/therapy needing improvement:

Concerns or comments regarding client dynamics:

Plans for further counseling/therapy with this client:

**PSYCHOLOGY AND COUNSELING
PRACTICUM /INTERNSHIP
Texas A&M University – Central Texas**

Permission to Photograph/Tape

_____ I hereby give my permission to be photographed/taped for training purposes only.
(initials)

_____ I hereby deny permission to be photographed/taped for training purposes only.
(initials)

I, _____ hereby give my permission to make a tape
(client)
recording and/or videotaping of my counseling/therapy/interview session with
_____ on _____.
(counselor/therapist/intern) (date)

This includes permission for _____ to use this tape
(counselor/therapist/intern)
in training sessions. I understand that this in no way releases the counselor/therapist/intern to use
this tape and the information thereon in relation to verbal or written material given to anyone
other than the practicum/internship supervisor and director.

SIGNATURE: _____
(client or legal representative)

COUNSELOR/THERAPIST/INTERN: _____

DATE: _____

TIME SHEET
PSYCHOLOGY AND COUNSELING PRACTICUM/INTERNSHIP
TEXAS A&M UNIVERSITY – CENTRAL TEXAS

STUDENT: _____

SEMESTER: _____

FIELD PLACEMENT SITE: _____

Legend:

Direct Client Contact

- #1 – Individual Counseling
- #2 – Group Counseling
- #3 – Couple/Family
- #4 – Development/Prevent. Guidance
- #5 – Career & Educational
- #6 – Client Appraisal
- #7 – Other

Indirect/Adjunctive Services

- #8 – Planning & Preparation
- #9 – Individual Supervision
- #10 – Group Supervision
- #11 – Orientation & Recordkeeping
- #12 – Professional Growth
- #13 – Other

Date	Day	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	Total
	Sun.														
	Mon.														
	Tue.														
	Wed.														
	Thur.														
	Fri.														
	Sat.														

Field Supervisor Signature: _____

Date	Day	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	Total
	Sun.														
	Mon.														
	Tue.														
	Wed.														
	Thur.														
	Fri.														
	Sat.														

Field Supervisor Signature: _____

Date	Day	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	Total
	Sun.														
	Mon.														
	Tue.														
	Wed.														
	Thur.														
	Fri.														
	Sat.														

Field Supervisor Signature: _____

**SUMMARY LOG
PSYCHOLOGY AND COUNSELING PRACTICUM/INTERNSHIP
TEXAS A&M UNIVERSITY – CENTRAL TEXAS**

NAME: _____ TOTAL HOURS LOGGED: _____

SEMESTER: _____ DATE COMPLETED: _____

Direct Client Contact Categories

#1 Individual Counseling _____

#2 Group Counseling _____

#3 Couple/Family _____

#4 Developmental/Preventative Guidance _____

#5 Career and Educational Client Appraisal _____

#6 Client Appraisal _____

#7 Other _____

TOTAL HOURS OF DIRECT CLIENT CONTACT _____

Indirect/Adjunctive Services Categories

#8 Planning and Preparation _____

#9 Individual Supervision _____

#10 Group Supervision _____

#11 Orientation and Recordkeeping _____

#12 Professional Growth _____

#13 Other _____

TOTAL HOURS OF INDIRECT/ADJUNCTIVE SERVICES _____

GRAND TOTAL _____