

**PRACTICUM and SUPERVISED FIELD WORK MANUAL**

**for**

**COUNSELING PSYCHOLOGY**

**GRADUATE PROGRAMS**

**SCHOOL OF SOCIAL WORK, PSYCHOLOGY, & PHILOSOPHY**

**TEXAS WOMAN'S UNIVERSITY**

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## Introduction

The purpose of the Practicum & SFW Manual is to inform you about supervised practice training in Counseling Psychology at TWU. We hope that it will answer any questions you have, but no resource is perfect. Faculty members are always available for the points that are missed. Please feel free to critique this manual and help improve it every year. Revised manuals are typically published each summer.

Many students have found the following book helpful for information about ethical and legal issues, supervision, working with diversity, progress notes and recordkeeping, stress in the helping professions and self-care, risks and coping with aggression in clients:

Baird, B. N., & Mollen, D. (2019). *The internship, practicum, and field placement handbook: A guide for the helping professions*. Routledge.

Throughout this manual, references are made to program forms, which are currently located in Canvas in the Psychology & Philosophy Collaborative Space. Go to Counseling Psychology Graduate Programs and scroll down screen to Practicum and Field Work Handbook and Forms. Evaluation forms are also in the Appendices of your Doctoral or Masters Handbooks.

A web-based version of the Practicum Manual, as well as your Program Manual, is located on the TWU Psychology Program website at <https://www.twu.edu/psychology-philosophy/current-students/graduate-counseling-psychology/>.

While efforts are always made to keep this manual current, it is always advised that students check the website for the most current revisions of any forms, and be aware of communications on the listserv that may signal changes to program policies regarding practicum requirements.

## Eligibility Requirements

Before a student will be considered eligible for a practicum placement, they must have completed the following courses:

- PSY 5541 Psychotherapy Skills I: Microskills Lab
- PSY 5653 Theory and Practice of Counseling & Psychotherapy
- PSY 5513 Advanced Psychopathology
- PSY 6833 Ethics in Psychology (may enroll concurrently with 1<sup>st</sup> practicum)
- PSY 5523 Clinical Therapeutic Group Processes

### Practicum Orientation (All Students, Master's and Doctoral)

First time practicum students must attend the mandatory practicum orientation held once during spring semester. Orientations will be presented by the practicum coordinator and information for these orientations will be posted on the graduate student listserv.

## Selecting Practicum Sites

Students will be expected to complete their practicum at the site which they selected and to which they are accepted and abide by all site requirements. Therefore, it is very important to consult with available resources BEFORE accepting a position at a site. Potential resources include the agency descriptions found in the practicum manual, contacting students who have recently completed a practicum at the site, and site surveys and evaluations available from the Practicum Coordinator.

Students may contact prospective sites by phone or email (not in person) to request additional information about the site (e.g., client population, required hours, supervision times, semester commitment, etc). Students should **NOT** contact sites to set up interviews until they confirm intent to apply to a prospective site with the Practicum Coordinator.

If a site requires a two-semester commitment, the student will be expected to abide by this requirement. If extenuating circumstances make continuing the placement an excessive burden, students are expected to consult with their TWU and agency supervisors, then petition in writing and receive permission from the Core Faculty for release from this requirement BEFORE officially notifying the site of their intent to leave. Failure to follow this procedure will result in disciplinary action.

Placement is contingent upon slot availability, prior commitments to other students, status in your academic program, and whether you are a Master's or Doctoral student. Please note that sites capable of providing doctoral level supervision are limited and therefore doctoral students are likely to have priority at these sites. Master's students are required to list at least two Master's level sites in their New Practicum Placement Request Form.

### *Approved Practicum Sites*

Appendix A contains descriptions of a variety of practicum facilities. Read them carefully, review descriptions via web search, and consult with faculty and other students to aid in deciding which agencies best meet your training needs. While the manual contains practicum sites that provide clinical training primarily with children, students must petition the Core Faculty at least one month before the application deadline for permission to be placed at these sites (prior experience and coursework will be taken account in the decision to grant or deny the petition). Also note that there are some sites that accept applicants for fall only.

### *Additional Site Selection Information for Doctoral Students*

Doctoral students are required to spend their first two semesters of practicum at the TWU, or other University Counseling Center site, unless such placements are unavailable due to limited slots. If a student is unable to complete a first placement at a Counseling Center, the student may be required to obtain a Counseling Center site for the second placement (semesters 3 and 4 of Practicum). If in the usual sequence, semesters three and four are typically completed in an agency setting in the community that specializes in working with individuals, couples, families, groups, or a combination of these.

It is strongly recommended that doctoral students aim for 250 clock-hours/125 direct service hours for each of the four practica and/or take additional practica in order to gain a total of 1000 total clock hours and 500 direct service hours before applying for internship.

A fifth semester may be in an approved placement of the student's choice (if available) or at an agency specializing in assessment experiences. Enrollment in this optional fifth therapy/assessment practicum placement may only be considered after the student has completed the four required practicum placements.

The requirements for completion of this fifth practicum may vary depending on the faculty supervisor chosen.

### **Applying to Sites**

To apply for Practicum Placements, a request form must be completed. Practicum Placement Request Forms are available on Canvas in the Psychology & Philosophy Collaborative Space. Go to Counseling Psychology Graduate Programs and scroll down screen to Practicum and Field Work Handbook and Forms.

There are two types of practicum request forms, one for New Placements and one for Continuing Placements. Both new and continuing placement forms are due at the same time.

- A New Practicum Placement Request form should be submitted with a current vita (CV).
- Students continuing at the same site need to complete and turn in a Continuing Practicum Placement Request form but do not need to attach a vita (CV).

Students complete and submit the appropriate request form via email to the Practicum Coordinator by the relevant deadline, ranking 3-4 sites in order of preference. Practicum request deadlines will be strictly enforced, and no late forms will be accepted.

- Summer: 3<sup>rd</sup> Friday in February
- Fall: The Friday after Spring Break
- Spring: 3<sup>rd</sup> Friday in October

For any site having a deadline prior to that of the practicum manual, a student should submit the required materials in advance of the agency deadlines. Early deadlines are listed in the site descriptions (Appendix B).

A number of factors should be taken into consideration in practicum placement, including:

- The number of openings the site has available
- The number of students interested in the site
- Number of previous and remaining required practica
- Evaluation of credentials and interview by on-site supervisors
- Students' training goals and preferences

While every attempt should be made to finalize placements as soon as possible, sites interview at different times and waiting periods may occur. This is a normal part of the placement process and should not be cause for undue alarm.

### *Vitae and Cover Letters*

Along with the practicum request forms, students should prepare an up-to-date copy of their vita that they can submit to potential practicum sites. Before your first practicum, it is recommended that you meet with the Practicum Coordinator so that they can review your vita and make recommendations regarding content or format.

This vita template is provided for your reference in Appendix C but is not a required format.

Minimally, your vita will include your name, address, telephone number, some personal descriptive data, educational history, work history, psychology-related experiences, and prior practicum placements. The purpose of the vita is to give the agency supervisor some idea of who the student is before the placement interview. It is highly recommended that students have a copy of their vita available during their interviews.

Each student will submit a vita and cover letter (and any other requested application materials) directly to the practicum agency for consideration in the selection process **after** being notified by the Practicum Coordinator. Most agencies accept submission of application materials by e-mail, but if hard copies are requested you are expected to comply with such a request. Once you have been notified of a potential site match, it is the student's responsibility to provide any additional requested documentation directly to the contact at the site in the site's preferred format.

At a minimum, a good cover letter should include:

- Who you are
- Your interest in this specific placement
- Your goals for the placement
- What you have to offer the site

Example cover letters are available in Appendix D.

### *Interviews*

Students are expected to submit their application materials (vita, cover letter, etc.) to the site supervisor/administrator *within 1 week of* being approved to apply by the Practicum Coordinator. Be advised that if you do not follow through with this contact, you may lose the opportunity for placement at this site as they may fill their positions.

Students are expected to contact the training site to apply, arrange for an interview, and provide any materials required by the site. You should prepare for the site interview by finding out as much about the site as you can and knowing what you would like to get out of your experience there. As students participate in the interview process, they have shared the questions they have been asked in order to help others prepare. The questions are listed in Appendix E.

The site supervisor/administrator has the option of refusing your request for placement. If this happens, contact the Practicum Coordinator immediately so that you can arrange to apply to another potential site.

### *Accepting a placement*

You should notify the Practicum Coordinator as soon as possible following an offer from a site that you have accepted. Notification is critical to tracking placements, and providing as smooth and fair a process as is possible for all students in the placement process.

A student accepting a practicum placement agrees to meet the requirements of the facility, and assumes the responsibilities expected of other members of that facility, including:

- Abiding by the rules and regulations established at the facility.
- Arranging schedules with the facility supervisor and adhering to that schedule.
- Meeting all appointments at the times arranged with clients.
- Keeping all required records as determined by the facility.
- Attending all meetings relating to practicum as determined by facility.

## **During Practicum**

### *Liability Insurance*

Students are automatically billed for and receive liability coverage when they register for PSY 5923/6923, Practicum Supervision. At the beginning of each renewal period (Sept. 1 each year), the Practicum Coordinator will provide a copy of the insurance policy number by sharing it with site training coordinators and practicum instructors. Students may request a copy of the insurance policy cover page from the Practicum Coordinator to provide this proof of insurance coverage to potential sites as needed.

### *TWU Supervision Requirements*

A minimum of four successfully completed practicum semesters is required to complete a graduate degree. While placed at a practicum site, students must enroll in a practicum course. Master's students register for PSY 5923 and Ph.D. students register for PSY 6923. This course is a 3-hour class designed to provide group supervision and opportunities for peer consultation. Supervision of students is provided by the TWU faculty member teaching the practicum course. Requirements for successful completion of the course are determined by the practicum instructor, with the exception of the required on-site and direct contact hours, which are outlined below.

First-semester practicum students will be additionally required to receive individual supervision from a faculty member or advanced Ph.D. student as outlined in the policy statement for first time practicum students.

*Note: Doctoral students who are independently licensed mental health practitioners at the master's level (e.g. LPC, LMSW, LMFT) are exempt from the extra supervision requirement for first-semester practicum students.*

### *Agency Supervision Requirements*

Agencies are required to provide a minimum of two (2) hours of supervision per week. This must include at least one hour of individual supervision, which is defined as supervision with no



more than one additional student present. The second hour may consist of one hour of individual or group supervision. (Note: Multi-disciplinary consultation meetings qualify for group supervision if the student is allowed to discuss her/his cases on an on-going basis). This supervision is to be provided by qualified and relevantly credentialed individuals with a minimum of a Master's level degree for Master's students and a doctoral level supervisor for Ph.D. students. In accordance with TWU's policy on student safety, a supervisory staff member must be on site when TWU students are conducting therapy.

### *Recording Clients*

As part of the supervisory process, students are expected to video or audio record counseling/psychotherapy sessions with client permission so that both agency and university supervisors may view samples of the students' work. It is also important that students review their own recordings as part of their personal and professional growth as therapists. The ethical obligations of confidentiality and safe keeping of records are strongly impressed upon students. All recordings are treated with utmost confidentiality and played only in appropriate settings for supervisors and other students who are bound by confidentiality agreements. All clients who are recorded must sign a consent form. Some agencies may have a form of their own that they would prefer students to use. A sample TWU Consent Form is available in Appendix F.

### *Hour Requirement*

Students must complete a minimum of 175 clock hours on-site per practicum enrollment. This includes client contact, supervision, paperwork, and other related practicum duties. At least 75 hours are expected to be direct service to clients. A conversion table of specific activities and allowable hours is provided in Appendix G. First semester students may waive 15 of the direct service hours through equivalent observation of other staff members providing direct services. If the student has failed to complete the minimum required hours, a grade of incomplete will be assigned and the student must initiate the requisite forms prior to final exam week. Incomplete Forms are available online at: <https://www.twu.edu/media/documents/registrar/Application-for-Grade-of-Incomplete.pdf> and must be signed by both your faculty Practicum Instructor and the School of Social Work, Psychology, & Philosophy (SSWPP) Director.

Students may not apply hours accrued prior to the semester in which a practicum is taken towards the 175 hours required during that practicum except between a continuous 2-semester placement after all requirements for the first semester are met.

### *Child Counseling*

Students are permitted to treat individual children when individually supervised and trained by a qualified child counselor on site and if individual children make up **no more than 25%** of their caseload (this does not apply to families with children). A child is defined as an individual under 12 years of age. Students are strongly encouraged to enroll in PSY6673, Psychotherapy for Children, and PSY6423, Psychopathology of Childhood and Adolescence, before conducting individual therapy with children. Students who have taken both of these courses may request permission from their TWU supervisor to exceed the 25% limit if there is a qualified child therapy supervisor on site.

### *Time2Track Practicum Log*

Beginning August 2021, students will use the online clinical hours tracking program Time2Track to record all client contact and other activities (e.g., training, administration, supervision). Students will be provided with an authorization key and instructions for setting up a Time2Track profile at the beginning of their practicum training. Students should provide the Practicum Coordinator with the name and email address of their primary site supervisor to be given authorization to sign-off on hours. The Practicum Coordinator will ensure that sites, supervisors, practicum instructors, and academic terms are uploaded to Time2Track for ease of tracking.

Ideally, Time2Track log entries are made daily and submitted to site supervisors. Minimally, they will be made weekly. These logs are to be kept current and reflect the entirety of the practicum experience. Hours must be submitted to the faculty supervisor at the completion of the practicum for final signature to be kept as part of the student's file. Log entries relating to duties at the practicum facility must correspond to records maintained at that facility, and agency supervisors should consult with the Practicum Coordinator whenever guidelines for determining student hours are in question.

When using Time2Track, make sure to use “.25” for a 15-minute block of time, “.50” for half an hour, and “.75” for three-quarters of an hour. If you enter minutes, the program will interpret these as hours, grossly inflating your practicum time. Time2Track entries will be approved and signed by agency supervisors throughout the semester and formally approved at the end of the semester placement. This tracking process will include client contacts, time spent with clients, detailed comments for future reference, administrative duties, supervision, staff meetings, etc. Students are advised to keep copies of these hours in their own personal records. Access to Time2Track will be available for you into the future to assist when you apply for future jobs, internship, or licensure, and careful tracking of client characteristics and diversity will be helpful when preparing to work with specific populations.

Note: Time2Track subscriptions are currently paid for you in 2-year subscription intervals. Following your two free years, you will need to pay for your T2T subscription yourself unless additional funding for this platform becomes available.

Copies of an excel worksheet version of the log form are available in Canvas and in Appendix H of this manual. You are not required to use this logging sheet, but it is made available in the event that Time2Track is inaccessible. This might also be used as a general reference until use of the log sheet is phased out for students in future cohorts.

### *Record Keeping*

Each practicum agency will have its own style and format of record keeping. Students are expected to keep adequate, accurate files on all clients seen for both the agency records and for supervision purposes. The following statement, adapted from the Manual on Accreditation of the American Association for Marriage and Family Therapy, describes common content needed:

- Data pertaining to the intake process
- Appropriate biographical information on clients
- Source of referral; presenting problems
- Records of all examinations and tests
- Staffings and assignments
- Consultations and case conferences
- Significant description of the course of the therapy process, including key events and client progress

- Fees paid (if applicable)
- Termination or referral
- Summary of the case at the time of closure.

There are legal and ethical requirements for accurate record keeping. Please see Baird & Mollen (2019) for further information on this topic. Also please visit the APA website for information on record keeping: <http://www.apa.org/practice/guidelines/record-keeping.aspx>

### Evaluation

Frequent feedback is an important part of professional growth. It is expected that both agency and university supervisors will give students frequent informal feedback on their progress and that at least once during the semester the feedback process will be formalized; some sites will provide mid-semester as well as end-of-semester review. At the end of each semester, students will be responsible for working with their practicum site supervisor to complete and turn in the following forms to their TWU practicum supervisor.

- Evaluation of Practicum Student Competencies (completed by your supervisors about you)
- Practicum Site Evaluation Form (your evaluation of the site as whole)
- Supervisor Evaluation Form (your evaluation of your supervisor)

Evaluations can be completed via Time2Track. If problems with the platform or other unique circumstances arise, electronic copies of the forms are available.

Students will be rated on key competencies related to Legal/Ethical standards; Individual and Cultural Differences; Professional Values, Attitudes, and Behavior; Communication and Interpersonal Skills; Assessment; Intervention; use of Supervision; and Consultation/Inter-professional Skills. Students must score at least a 3 on all sections of their faculty Practicum Evaluations. Ratings by on-site supervisors are taken into account by faculty in their final evaluations of Practicum students each semester. Students who attain ratings of 1 or 2 on any section of the Practicum Evaluation will be required to complete a supplemental learning experience related to the identified growth edge(s). These experiences will be tailored to the individuals' specific growth edge(s). If Practicum ratings have not improved by the next semester of Practicum, the student will be placed on a formal Remediation Plan. If a student were to obtain ratings of 1 or 2 in their last semester of required Practicum, it is likely that the supplemental learning experience would include additional supervised clinical experience so that the growth edge may be appropriately ameliorated and evaluated. The evaluation forms are located in Program Handbooks for the MA and Doctoral Programs, as well as in Appendix I of this manual, and on the Canvas Psychology & Philosophy Collaborative Space > Counseling Psychology Graduate Programs site.

### Terminating from a Practicum Site

When you have completed your time at an assigned practicum, it is important to communicate clearly with your supervisor about the end date of your work at the site. It is expected that prior to terminating with the site, all client paperwork and notes will be complete and submitted. Additionally, in accordance with the specific site's rules and ethical guidelines, all clients will be given an opportunity to transfer or terminate their therapy as clinically indicated, in order to

avoid client abandonment. It is the right of the site to withhold a student's evaluation forms until all site requirements for termination have been met.

### **Generating New Practicum Sites**

Students who are interested in pursuing practicum work at a mental health facility not listed in the practicum manual or are aware of a suitable site offering practicum placements may investigate that site to ascertain whether (a) the site would be interested in having TWU students work there, (b) whether they can meet TWU requirements (i.e., licensed supervisors, minimum of 2 hours supervision, ability to record client sessions, ability to provide student with minimum 175 clock hours – 75 hours of which are direct service, etc.). If the results of this investigation are positive, the student may then present a proposal to the Practicum Coordinator, requesting approval of the facility for practicum placement. This proposal will then be investigated by the Practicum Coordinator and if appropriate, will be presented to the Counseling Psychology Core Faculty for approval. Students should expect a *minimum* of one full semester for this review process to be completed.

### **Supervised Field Work**

Supervised Field Work (SFW; PSY 6991) provides a structure for students to gain additional psychotherapy and/or assessment experience beyond the requirements of the mandatory 4 semesters of Practicum.

- SFW sites are developed and evaluated by the Core Faculty.
- Students may not create their own SFW sites without faculty approval.
- Approved SFW sites are listed in the Practicum Manual
- Students must apply and be approved for SFW prior to registering for PSY 6991.

A student who holds a professional license which allows for independent practice may see clients pre- or post-Practicum without SFW registration. Students who are unsure about whether to apply for approval to enroll in SFW may contact their program Training Director or Practicum Coordinator for clarification.

Placement for SFW is handled through the Practicum Coordinator in accordance with the guidelines below.

#### *SFW Registration Policies*

1. The deadline for applications for SFW are as follows:

Fall:	July 1
Spring:	November 1
Summer:	April 1

2. Students engaging in psychotherapy for SFW will register with the Practicum Coordinator. Students conducting assessments will register with the faculty member responsible for oversight of the assessment course sequence/assessment coordinator. If the student is conducting both psychotherapy and psychological assessment, they must register with the assessment coordinator.

3. Students who do not have a relevant and current license to practice psychotherapy cannot engage in any activity construed as the practice of psychology or counseling, including volunteer activity, prior to completion of two semesters of Supervised Practicum (PSY 5923/6923). Following two semesters of successfully completed Supervised Practicum, students may continue to see clients under the SFW (PSY 6991) policy only at the Practicum site where they were most recently enrolled.
4. Following the completion of the required four semesters of Supervised Practicum, students may engage in paid or voluntary activity that could be construed as the practice of psychology or counseling at locations other than their practicum sites only if registered for SFW (PSY 6991) and if the SFW site has been approved.
5. Students who do not have a relevant and current license to practice psychotherapy and are engaged in other forms of volunteer activities as private citizens should not represent themselves in those capacities as TWU Counseling Psychology students nor in any other way imply they have competence or expertise consistent with the practice of counseling or psychotherapy.

#### *The Distinction between Practicum and Supervised Field Work*

##### Sign up for Supervised Practicum (5923/6923) if:

The student is participating in an unpaid or paid organized practicum and fulfilling the four-semester practicum requirements: (1) 175 hours on site, of which 75 are direct service hours (60 hours for first semester practicum students); and (2) 2 hours of supervision per week on site, one of which must be individual supervision.

##### Sign up for SFW (PSY 6991) if:

1. The student has completed the four-semester requirement for Supervised Practicum and wants to accrue additional pre-professional supervised clinical experience. Under these circumstances, there is no minimum hour requirement. Students should not provide more than 10 hours of direct service per week.
2. The student has completed two semesters of Supervised Practicum and is continuing to see clients at their most recent practicum site to gain additional pre-professional supervised clinical experience. For example, after completing a Fall-Spring practicum, the student may decide to volunteer one day a week over the summer before starting a subsequent practicum at another site the following Fall semester.
3. The student is engaged in paid employment or volunteer work in the field as a counselor (e.g., crisis line, HIV testing), psychological associate, or any similar position providing counseling or psychological services *without a license*. Although this job may not be directly related to academic coursework at TWU, as a graduate student in this program, the student must be registered for SFW. This registration provides liability insurance coverage.

#### *SFW Procedural Requirements*

1. SFW requires one hour of weekly on-site, face-to-face supervision by a professional with a current and relevant license (e.g. a licensed psychologist for doctoral students; LPC for master's students). This hour may not be divided into shorter time blocks by the student or the supervisor.
2. Students are required to submit hours and evaluations through Time2Track. At the end of the semester, students are required to submit the *Site Supervisor Report for Supervised Field Work* form and a cumulative log of direct service hours to the faculty member with whom they are registered. Students must complete the evaluation process by the Friday of finals' week to receive academic course credit for the semester.
3. The faculty member reserves the right to initiate a meeting with a student to discuss their SFW experience. If any concerns arise onsite during SFW, students should initially contact the faculty member with whom they are registered.

### **PARTICIPATION IN SUPERVISED FIELD WORK OUT-OF-STATE**

Students who wish to participate in *PSY 6991 Supervised Fieldwork* (SFW) outside of Texas should submit a Student Request Form to the Core Faculty detailing how their proposed site meets program requirements for SFW, number of semesters requested, and which semesters. Requests will be considered on a case-by-case basis. Considerations include, but are not limited to:

- Faculty availability for supervision
- Student developmental level
- Ability of the site to meet all SFW requirements as well as to provide HIPAA-secure technology to facilitate virtual supervision

### **ADDITIONAL TWU & PROGRAM POLICIES RELEVANT TO PRACTICUM/SFW**

#### **Policy Statement for First-Semester Practicum Students**

This policy applies to both Master's and Doctoral students. The primary purpose of practicum training is to develop the skill level of the trainee. To improve our ability to meet this goal and enhance the quality of the clinical training in our graduate programs, the following policy is offered regarding the training experiences of first-semester practicum students. The purpose of this statement is twofold: (1) to formalize our expectations regarding first-semester practicum training; and (2) to communicate these expectations to practicum students, training agencies, and other interested parties.

Special attention for students newly entering practicum training seems warranted in several ways. Many students express being overwhelmed in their early therapeutic work. A nurturing, supportive environment is essential to help quell their fears of "what do I do?" It is further suggested that students be introduced to the counseling situation by observing their supervisors or more advanced peers. This observation period allows the student to familiarize themselves with the particular clientele served by the agency as well as providing a model for entry-level (and beyond) counseling skills. To accommodate this observation period, the formal TWU requirement of 75 hours of direct clinical contact may be reduced to 60 hours for first- semester practicum students, thus allowing 15 hours of observation.

Additionally, it seems that students will be most successful in their clinical experiences if they are given the opportunity to work with a client population which is commensurate with their level of skills. The training literature supports the idea that beginning counselors can best acquire basic counseling skills when working with a fairly mild-symptom-presenting population. Therefore, clients needing more advanced support are to be avoided by first-semester students. Rough criteria for defining this population would include involuntary clients, chronically suicidal clients, sexual abuse survivors, and clients experiencing severe personality disturbance.

Clearly a client's willingness and motivation to participate in therapy can mitigate these factors. For example, some clients may have a history of sexual and/or physical abuse yet show a fairly good ability to form a therapeutic relationship and actively engage in the change process. The Practicum Coordinator will work with sites to try to support this perspective as much as possible.

Related to the issue of client presentation difficulty, a shame-free mechanism is important so that students can refer clients if their cases become unmanageable. You should discuss such cases with your on-site supervisor, faculty Practicum instructor, and the Practicum Coordinator if need be. The Core Faculty support training environments in which clients are not ill-handled as well as those which teach students to stay within their levels of competence in their roles as clinicians.

First-semester practicum students will schedule individual supervision with a faculty supervisor or in some cases for Master's students, an advanced doctoral student (who would be participating in a *Supervision of Supervision* course, with oversight by a faculty supervisor). This additional supervision typically occurs on an every other week basis, unless otherwise stipulated by the faculty supervisor. Other guidelines are also suggested for site supervisors who are assigned to first-semester practicum students. It is in the student's best interest for their supervisors to be generally available on-site and have enough flexibility in their schedules to provide more than one hour per week of supervision if needed.

The principal goal of practicum training is to enhance the counseling skills of students as they deliver psychological services to the community. This policy attempts to delineate the special needs of first-semester students and make recommendations regarding how they may be met. Again, the importance of a nurturing, supportive training environment cannot be overstated as well as sensitivity to the unique needs of each student.

### **Policy Statement Regarding Student Safety**

When TWU students are conducting therapy, there must be a supervisory-level staff member on site at all times. If home visits or other off-site services are required, another staff member must accompany the practicum student. Some of our practicum students have voiced concerns regarding their physical safety at practicum sites. We believe it is critical that special precautions are enacted to ensure the safety of our students. Thus, we want to reiterate our expectations to all concerned to promote the full security of our students in their field placement settings.

Part of the sense of safety that students experience comes from having an agency staff member physically present when sessions are conducted both during the day and in evening hours. Someone of supervisory authority, though not necessarily the student's direct supervisor, needs to be on site at all times to provide emergency back-up, thus ensuring the welfare of clients and students, as well as protection of the agency in terms of liability. Therefore, it is important that students not see clients without an on-site supervisor present. Of course, this may not be possible with agencies which require students to conduct home visits or other off-site services. Prudent judgment may warrant that students go out in pairs to maximize their safety in high-risk areas.

The nature of clinical work occasionally involves interactions with volatile and potentially

dangerous persons. There may be some situations in which the student senses a risk. We support our students' judgment regarding their assessment of risk and support their decision to exit the situation quickly if necessary. Some practicum settings may be implementing other methods to minimize crisis situations. If so, we fully support their attention to this critical issue.

### **Policy for the Waiver of One Practicum**

Some of our students enter their graduate training programs with extensive amounts of counseling experience behind them. In these cases, it is possible that a student could have one semester of practicum waived in lieu of this extended clinical experience. However, the following standards must be met:

1. The student must have at least 5 years of full-time (defined as a minimum of 35 hours per week) counseling experience.
2. This experience must have been supervised by a licensed psychologist on a weekly basis, meeting individually for on-site face-to-face supervision. The topic of supervision was primarily on therapy cases and related clinical issues.
3. The student did not pay to receive the supervision.
4. The student should obtain a letter of support from the supervising psychologist to be submitted to the faculty.

If these criteria are met, the student may petition the Counseling Psychology Core Faculty. This petitioning may be done after the completion of at least the first practicum. The faculty may request further documentation of one's competencies by providing videotapes, etc., before approval will be considered. Similarly, a student with a master's degree containing extensive practicum experience may also petition to waive one practicum semester after the completion of at least the first practicum at TWU. It should also be noted that no more than one of the required practica can be waived.

### **Policy Statement Regarding Unsupervised Independent Practice by Students in the Department of Psychology**

Once students enter the graduate programs in Counseling Psychology, they come under the jurisdiction of professional rules and regulations. Hence, even activities they may have once engaged in on a volunteer basis may no longer be appropriate or legal to engage in independently.

The Texas licensing law for Psychologists restricts the practice of psychology to those who are licensed to perform psychological services and to students in psychology as part of their academic program. Likewise, the Texas licensing law for Professional Counselors restricts the practice of counseling to those who are licensed to perform counseling services and to students in counseling as part of their academic program. Both laws further specify that the student (or intern or trainee) can only engage in such services if "the activity or service is part of the person's supervised course of study."

*Hence, if unlicensed students in either the Masters or Doctoral programs in Counseling Psychology engage in any activity, paid or voluntary, that may be construed as counseling or the practice of psychology that is not part of their regular training, they MUST be registered for PSY 6991 – Supervised Field Work or be in violation of Texas State law. Violation of Texas law will result in dismissal from graduate school. Students who are fully and independently licensed, for example have the LPC credential in Texas, are allowed to practice under that license without*



registration for PSY 6991.

### **Policies and Procedures for the Transferring of Electronic Recordings**

As a part of your practicum experience, you will audio- or video-record some of your sessions with clients and present select portions of them in Supervised Practicum (PSY 5923/6923) class as well as in individual supervision appointments. This requirement often requires you to physically transport recordings from your practicum site to the TWU campus, which creates a potential risk to confidentiality since while you are in possession of a recording and/or the device on which it is stored, the recording and/or the device may be lost or stolen. In order to protect client confidentiality, you should take precautions to minimize the potential for exposure. Precautions include not transporting confidential files unnecessarily and removing them from recording or storage devices as soon as possible once you have utilized them in supervision. You should password-protect all your recordings.

Any long-term storage of digital recordings should be on a password-protected computer as opposed to a thumb drive or a smart phone. If you must store thumb drives or similar storage devices, they should be locked in a secure location. Thumb drive or similar portable storage devices should be encrypted.

If you use a thumb drive to transport a recording from your practicum site to your home computer and/or to a TWU classroom, the recording should be stored on the thumb drive only for the purpose of transportation and erased within 24 hours. For example, if you download a video from your practicum site on Thursday to present in class the following Tuesday, you should not keep the video file on your thumb drive for five days while transporting it everywhere you take your personal belongings.

We discourage the use of smart phones for transportation or storage of digital files. If you use your phone to record therapy sessions, you should download the file onto a private computer and erase it from your phone as soon as possible rather than transporting the file everywhere you take your phone.

When transporting a video or storage device, you should keep it with you at all times and not leave it in your vehicle (if you have one).

When transferring video files from one device to another, you should use a wire/port transfer rather than emailing the file. Electronic mail is not a secure method of transfer.

File names should not include identifying information about clients.

### **Statement on the Importance of Personal Therapy to the Development of Psychotherapists**

In addition to the didactic and skills training components of developing a professional therapist, we believe that personal therapy can be an effective means of assisting the young professional in the process of becoming therapeutic. Perhaps more than for any other professional, it is vital that fully-functioning psychotherapists and supervisors know themselves well and be able to use themselves effectively as facilitators of the therapeutic change process. This view reflects the general thrust of this model which, instead of being aimed at training a therapist with a myriad of skills and techniques to do therapy, is aimed at helping the supervisee to become therapeutic with others.

Sometimes, an introspective nature, coupled with significant relationships with others, will eventually result in the maturity and personal depth necessary to be therapeutic with others.

Often, this natural process is too slow or inadequate for some supervisees. In these cases, the process of personal therapy can eliminate some remedial blockages in this process for certain developing therapists and can significantly deepen and accelerate this process for others. It is our belief that people who are really effective generally go through a process of letting go of the belief that everything is all right with them. Ziede and Norcross (2020, p. 607) offered six ways therapy can be helpful to therapists:

1. Personal treatment improves the emotional and mental functioning of the psychologist: it makes the clinician's life less neurotic and more gratifying in a profession where one's personal health is an indispensable foundation. Both common sense and the research literature demonstrate that psychologist stress compromises professional functioning. Stressed, harried, dissatisfied psychologists are not in a position to bring their best efforts to their work. If we fall apart, what is left for our clients?
2. Personal treatment provides the psychologist-patient with a more complete understanding of personal dynamics, interpersonal elicitations, and conflictual issues: the psychologist will thereby conduct treatment with clearer perceptions, fewer contaminated reactions, and reduced countertransference potential.
3. Personal treatment alleviates the emotional stresses and burdens inherent in the practice of psychotherapy: it enables practitioners to deal more successfully with the special problems imposed by the craft.
4. Personal treatment serves as a profound socialization experience: it establishes a sense of conviction about the validity of psychotherapy, demonstrates its transformational power in our own lives, and facilitates the internalization of the healer role. It is oftentimes asserted that what is most crucial about personal therapy is that clinicians have at least one experience of personal benefit, so that they acquire a sense of the potency of psychotherapy that can be communicated to their own patients. By this criterion, 85% of psychologists acknowledge at least one such positive experience—and some of those who have not yet had it might be expected to do so eventually (Orlinsky et al., 2005).
5. Personal treatment places psychologists in the role of the client: it thus sensitizes them to the interpersonal reactions and needs of their clients and increases respect for their patients' struggles. Anyone who has ever suffered from a callous or insensitive remark from her own psychotherapist knows of what we speak. In fact, the most frequent lasting lessons practitioners take from their personal therapy concern the interpersonal relationships and dynamics of psychotherapy: the need for a reliable and committed psychologist; the centrality of warmth, empathy, and the personal relationship; knowing what it feels like to be a patient; and the importance of transference and countertransference (Bike et al., 2009; Norcross et al., 1992).
6. Personal treatment provides a firsthand intensive opportunity to observe clinical methods: the psychologist's psychologist models interpersonal and technical skills.

Ziede, J. S., & Norcross, J. C. (2020). Personal therapy and self-care in the making of psychologists. *Journal of Psychology*, 154(8), 585-618. 10.1080/00223980.2020.1757596

The Core Faculty of the Counseling Psychology program strongly encourage all students in this program to make personal therapy an integral part of their graduate training experience. Although faculty members are unable to serve as students' personal therapists due to the conflict of interest and introduction of multiple relationships, we maintain a list of therapists students have recommended, many of whom offer a reduced fee, particularly for trainees.

### Policy Regarding Incompletes

Students are frequently uncertain about what procedures to follow when they are unable to complete the hours required to receive practicum credit. After informing the practicum supervisor, an "Application for Grade of Incomplete" should be submitted. TWU's policy should be referenced and followed in accordance with procedures and parameters set by the registrar. Students whose instructors grant them an Incomplete with create a contractual agreement to complete any missing hours by a date specified on the Incomplete form.

A related issue frequently emerges when students are training in an agency that requires a two-semester commitment. Hours accrued subsequent to the first semester may be applied to the second semester as long as two criteria are met: (1) the hours necessary for completion of the first practicum have been met; and (2) the first semester has officially ended. Hours accrued between semesters may be counted toward those necessary for completion of the second semester as long as the above two criteria are met. For example, hours accrued later in December and early in January may be applied toward the spring semester.

A final issue that sometimes arises is who is ultimately responsible for the client's care or who retains the most liability for client care. There are frequently times when students complete their practica while their clients are in need of continuing psychological services. In these circumstances, students have no duty of care to continue seeing the client. The client belongs to the agency. As such, it is the agency's responsibility to see that the client's needs for services continue to be met.

A further word of caution is warranted. In no case may a student in training see a client unless their malpractice insurance is current. Insurance coverage is provided by a blanket policy that includes all students enrolled in a practicum course. A potential problem might occur if the agency wants the practicum student to begin seeing clients before the fall semester begins or if a student is completing the required hours for the summer semester on the first day of September. In either case, the student should check with the practicum coordinator before seeing clients.

### TWU and Texas State Policy Statement on Paid Practicum

It has been the policy of the counseling psychology core faculty that a student may not receive practicum credit for a placement that is being paid. The reasons were twofold: (1) Primarily, paid practica would set up a conflict of interest in which the agency's needs for service delivery would compete with the training needs of the student. As such, the student's training experience could be compromised. (2) Secondly, a paid practicum seems inadvisable, because it would provide special treatment to some students and not others. Such disparate treatment would not seem fair. However, consistent with our values related to equity we understand that students may also benefit substantially from opportunities for paid supervised practice. If and when conflict of interest and fairness are addressed, accepting payment or stipend for practicum is permissible. The Practicum Coordinator is available to sites to assist them in determining how to establish equitable compensation. Students should consult with the Practicum Coordinator to ensure that careful consideration is made.

Several of our agencies hire their practicum students after they formally complete their practicum training. This situation is welcome and positive. We are happy that our agencies are pleased with the performance of our students and equally happy that our students are able to use their skills in gainful employment.

However, Texas state law mandates that the practice of psychology (e.g., intake, assessment, counseling) should be limited to licensed professionals or students in training. A clear link between student practice of psychology and educational training must be demonstrated. Therefore, any students employed in the practice of psychology must be enrolled in either a

three-hour practicum course or in a one-hour field experience course with the practicum coordinator. Failure to do so may result in future legal action by the state of Texas to prevent or remove licensure. Contact the practicum coordinator for more information about this requirement.

### **Recording and Confidentiality Policy**

Guidelines for confidentiality follow those developed by both the American Psychological Association. Principle 4 from the 2017 Ethical Standards of Psychologists is reproduced below. A full copy is available at <https://www.apa.org/ethics/code>.

#### Principle 4. Privacy and Confidentiality

##### *4.01 Maintaining Confidentiality*

Psychologists have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. (See also Standard 2.05, Delegation of Work to Others.)

##### *4.02 Discussing the Limits of Confidentiality*

(a) Psychologists discuss with persons (including, to the extent feasible, persons who are legally incapable of giving informed consent and their legal representatives) and organizations with whom they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the information generated through their psychological activities. (See also Standard 3.10, Informed Consent.)

(b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

(c) Psychologists who offer services, products, or information via electronic transmission inform clients/patients of the risks to privacy and limits of confidentiality.

##### *4.03 Recording*

Before recording the voices or images of individuals to whom they provide services, psychologists obtain permission from all such persons or their legal representatives. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

##### *4.04 Minimizing Intrusions on Privacy*

(a) Psychologists include in written and oral reports and consultations, only information germane to the purpose for which the communication is made.

(b) Psychologists discuss confidential information obtained in their work only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

##### *4.05 Disclosures*

(a) Psychologists may disclose confidential information with the appropriate consent of the organizational client, the individual client/patient, or another legally authorized person on behalf of the client/patient unless prohibited by law.

(b) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose such as to (1) provide needed professional services; (2) obtain appropriate professional consultations; (3) protect the client/patient, psychologist, or others from harm; or (4) obtain payment for services from a

client/patient, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose. (See also Standard 6.04e, Fees and Financial Arrangements.)

#### 4.06 Consultations

When consulting with colleagues, (1) psychologists do not disclose confidential information that reasonably could lead to the identification of a client/patient, research participant, or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided, and (2) they disclose information only to the extent necessary to achieve the purposes of the consultation. (See also Standard 4.01, Maintaining Confidentiality.)

#### 4.07 Use of Confidential Information for Didactic or Other Purposes

Psychologists do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their clients/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless (1) they take reasonable steps to disguise the person or organization, (2) the person or organization has consented in writing, or (3) there is legal authorization for doing so.

**Appendix A: Active Practicum and Supervised Field Work Sites**

## ACTIVE PRACTICUM SITES (UPDATED JANUARY 2022)

## MA ONLY SITES

Site (Estimated # of Positions)	Contact Name	Contact Phone	Contact Email	Clientele/Notes/Students who have been at the site recently
Hope's Door New Beginnings Center (unknown)	Phillis J. Helums, M.A., LPC, LMFT	Outreach Center: 972-422-2911  Website: <a href="https://hdnbc.org/find-support/counseling/">https://hdnbc.org/find-support/counseling/</a>	<a href="mailto:phelums@hdnbc.org">phelums@hdnbc.org</a>	Domestic Violence
Dallas College Counseling Services (1)		Office: 972-669-6400  Website: <a href="https://www.dallascollege.edu/resources/counseling/pages/default.aspx">https://www.dallascollege.edu/resources/counseling/pages/default.aspx</a>	<a href="mailto:counseling@dccd.edu">counseling@dccd.edu</a>	College Population/Non-traditional students  <i>*Fall start only</i>
The Family Place (3+)	Liz Ferrigno, LCSW-S  Casey B. Gabriel	Main Line: 214-559-2170  <a href="https://familyplace.org/aboutus/careers/internships">https://familyplace.org/aboutus/careers/internships</a>  Website: <a href="https://familyplace.org/services/ourservices">https://familyplace.org/services/ourservices</a>	<a href="mailto:edferrigno@familyplace.org">edferrigno@familyplace.org</a>  Please send your resume and completed application (no phone calls please) to Casey Gabriel at <a href="mailto:cbgabriel@familyplace.org">cbgabriel@familyplace.org</a>	Domestic Violence  Individual & possibility for group with a supervised staff  <i>Dallas &amp; Collin County locations</i>
Fort Behavioral Health: Camp Worth (1)	Sara Kaylor, Clinical Program Director	817-678-7428  Camp Worth: 855-915-2545	<a href="mailto:sara.kaylor@fortbehavioral.com">sara.kaylor@fortbehavioral.com</a>	Autism therapy for teens (11-17), located in Ft. Worth  <i>*There might be a second program interested in taking students at this site: <a href="https://www.fortbehavioral.com/">https://www.fortbehavioral.com/</a></i>

Carrollton Springs Changes (4 Frisco; 4 Plano/Carrollton)	Summer Kaafarani, MS, LPC-S	(469)-850-2040 Website: <a href="https://carrolltonsprings.com/">https://carrolltonsprings.com/</a>	<a href="mailto:SummerKaafarani@spsd.com">SummerKaafarani@spsd.com</a>	Outpatient locations in Denton and Collin Counties in addition to their hospital
JPS Employee Assistance Program (1)	Annia Palacios, LPC, LCDC, CEAP, Director	Website: <a href="https://jpshealthnet.org/team-members/employee-assistance-program">https://jpshealthnet.org/team-members/employee-assistance-program</a>	<a href="mailto:apalacio03@jpshealth.org">apalacio03@jpshealth.org</a>	EAP program provides free and confidential counseling, crisis support, and referral services to all JPS hospital employees and their immediate family members
Therapy Works Counseling Services (1-2)	Ana Marcela Rodriguez, M.S., LMFT, Founder	Website: <a href="https://en.therapyworkscounseling.com/">https://en.therapyworkscounseling.com/</a>	<a href="mailto:marcela@therapyworkscounseling.com">marcela@therapyworkscounseling.com</a>	Children, teenagers, adults, couples, and families; specialize in attending to the needs of the Hispanic community; all of our counselors are fully bilingual (English and native Spanish speakers); psychological evaluations for extreme hardship immigration cases, VAWA, cancellation cases, U-visas, among others
<b>MIXED MA &amp; DOC SITES</b>				
Assessment, Treatment and Research Services (ATRS) (unknown)	Jill Johansson-Love Ashley Williams	(214) 653-5201 Website: <a href="https://www.dallascounty.org/departments/cscd/cats.php">https://www.dallascounty.org/departments/cscd/cats.php</a>	<a href="mailto:Jill.Johansson-Love@dallascounty.org">Jill.Johansson-Love@dallascounty.org</a> (doctoral applications) <a href="mailto:Ashley.Williams@dallascounty.org">Ashley.Williams@dallascounty.org</a> (master's applications)	Correctional, Substance Use, Trauma
Denton County Friends of Family (4-6)	Kristen Kram, Ph.D., LPC	(940) 387-5131 Website: <a href="https://www.dcf.org/inter">https://www.dcf.org/inter</a>	Directions for applying on website. Can contact Kirsten Kram @ <a href="mailto:kkram@dcfof.org">kkram@dcfof.org</a> with questions	Domestic Violence/Sexual Assault Groups & Individual



		<a href="#">nships</a>		
Irving Family Advocacy Center (4 doc; 4 masters)	Melissa Harrison, M.A., LPC-S	<b>(972) 721-6521</b>  Website: <a href="https://www.cityofirving.org/2642/InternPracticum-Program">https://www.cityofirving.org/2642/InternPracticum-Program</a>	Clinical Director: Melissa (Taylor) Harrison <a href="mailto:mdtaylor@cityofirving.org">mdtaylor@cityofirving.org</a>	Community Mental Health
Nexus Recovery Center (1-2)	Debra Castillo, MS, LPC-S  Stacey Burns, LMSW, LCDC, Chief Clinical Officer	(214) 321-0156  Website: <a href="https://nexusrecovery.org/">https://nexusrecovery.org/</a>	<a href="mailto:dcastillo@nexusrecovery.org">dcastillo@nexusrecovery.org</a>  <a href="mailto:sburns@nexusrecovery.org">sburns@nexusrecovery.org</a>	Addictions/Brief Psychotherapy
Richland Oaks Counseling Center (2)	Kelleigh Head, Psy.D.	469-619-ROCC (7622)  Website: <a href="http://www.richlandoaks.org/training">http://www.richlandoaks.org/training</a>  Email applications to: <a href="mailto:ROCC.Training@richlandoaks.org">ROCC.Training@richlandoaks.org</a>	<a href="mailto:kelleigh.head@gmail.com">kelleigh.head@gmail.com</a>  Friday didactics	Community Mental Health, Group Private Practice
UNT Counseling & Testing Services (1-2)	Arlene Rivero-Carr, Ph.D.	Office: 940-565-2741  Website: <a href="https://studentaffairs.unt.edu/student-counseling">https://studentaffairs.unt.edu/student-counseling</a>  <a href="https://studentaffairs.unt.edu/counseling-and-testing-">https://studentaffairs.unt.edu/counseling-and-testing-</a>	<a href="mailto:Arlene.RiveroCarr@unt.edu">Arlene.RiveroCarr@unt.edu</a> ; All DFW area university counseling center application materials due March 25, 2022.	University Students  <i>**Currently accepting advanced Master's students &amp; Doc students at any level, Fall only start</i>

		<a href="#">services/services/training-program</a>		
TWU Counseling & Psychological Services (3-6)	Victoria Henderson, Ph.D.	Office: 940-898-3801 Website: <a href="https://twu.edu/counseling/-psychology-training-programs/practicum-program/">https://twu.edu/counseling/-psychology-training-programs/practicum-program/</a>	<a href="mailto:vhenderson3@twu.edu">vhenderson3@twu.edu</a> All DFW area university counseling center application materials due March 25, 2022.	University Students  <i>**Doctoral Students have first preference, Fall only start</i>
UTD Student Counseling Center (3-4)	Erin Schrader, Ph.D.	972-883-2575 Website: <a href="https://counseling.utdallas.edu/practicum/">https://counseling.utdallas.edu/practicum/</a>	<a href="mailto:erin.schrader@utdallas.edu">erin.schrader@utdallas.edu</a>  All DFW area university counseling center application materials due March 25, 2022.  Brochure: <a href="https://drive.google.com/file/d/1gNU0rnbRNG1vwcrsv7kS1LxyEf41jqwG/view?usp=sharing">https://drive.google.com/file/d/1gNU0rnbRNG1vwcrsv7kS1LxyEf41jqwG/view?usp=sharing</a>	University Students  <i>**Doctoral Students have first preference, Fall only start</i>
The Gracious Mind Counseling & Wellness (2-5)	Karen McDowell, Ph.D., Founder and Creative Director	Office: 940-228-2227 Website: <a href="https://thegraciousmind.com/">https://thegraciousmind.com/</a>	<a href="mailto:Dr.Karen@thegraciousmind.com">Dr.Karen@thegraciousmind.com</a>	private practice, some testing opportunities, LGBTQ+, outreach opportunities
Lotus Counseling & Psychological Services (1-2)	Nicole Holmes, Ph.D.	469-431-5616 Website: <a href="http://www.lotus-counseling.com">www.lotus-counseling.com</a>	<a href="mailto:nholmes@lotusflowermound.com">nholmes@lotusflowermound.com</a>  Brochure: <a href="https://docs.google.com/document/d/1o64p8NKwM1JiW5-X_Rc6p7r9TZarmj9/edit?usp=shari">https://docs.google.com/document/d/1o64p8NKwM1JiW5-X_Rc6p7r9TZarmj9/edit?usp=shari</a>	<i>**Currently accepting advanced Masters students &amp; Doc students at any level</i>  Preference is doctoral students but also accept 2nd placement master's

			<a href="https://www.va.gov/oc/oc-104874038981494230681&amp;rtpof=true&amp;sd=true">ng&amp;oid=104874038981494230681&amp;rtpof=true&amp;sd=true</a>	<p>students. Asks for a cover letter and CV/resume.</p> <p>Individual, group, couples, family, and limited assessment; open to other opportunities proposed by trainees that are within the scope of the practice and the trainee</p>
<b>DOCTORAL ONLY SITES</b>				
V.A. North TX (10)	Julia C. Smith, Psy.D.	<p>Office: 214-857-3608</p> <p>Clinic: 214-857-3600</p>	<p><a href="mailto:Julia.Smith2@va.gov">Julia.Smith2@va.gov</a></p> <p>The completed application can be emailed directly to <a href="mailto:Julia.smith2@va.gov">Julia.smith2@va.gov</a>. The application deadline is March 30, 2022.</p> <p>Brochure:  <a href="https://drive.google.com/file/d/1cA5c4Qs9KKSDA5ck-F_pRhMSt5yqP_yH/view?usp=sharing">https://drive.google.com/file/d/1cA5c4Qs9KKSDA5ck-F_pRhMSt5yqP_yH/view?usp=sharing</a></p> <p>Application:  <a href="https://drive.google.com/file/d/1QleWAvaEhdq8uWZrHuhHJlsouzv9W-W7/view?usp=sharing">https://drive.google.com/file/d/1QleWAvaEhdq8uWZrHuhHJlsouzv9W-W7/view?usp=sharing</a></p>	<p>Veterans, opportunity for residential &amp; outpatient, Individual &amp; Group</p> <p><i>**Prefer advanced doc students, Fall only start</i></p>

## APPROVED SITES FOR SUPERVISED FIELD WORK

## MIXED MA &amp; DOC SITES

Site	Contact Name	Contact Phone	Contact Email	Clientele/Notes
Assessment, Treatment and Research Services (ATRS)  (formerly CATS)	Jill Johansson-Love  Ashley Williams	(214) 653-5201  Website: <a href="https://www.dallascounty.org/departments/cscd/cats.php">https://www.dallascounty.org/departments/cscd/cats.php</a>	<a href="mailto:Jill.Johansson-Love@dallascounty.org">Jill.Johansson-Love@dallascounty.org</a> (Doctoral applications)  <a href="mailto:Ashley.Williams@dallascounty.org">Ashley.Williams@dallascounty.org</a> (master's applications)	Correctional  Have taken both psychotherapy and assessment SFW, regardless of prior practicum placement or not.
DC Friends of Family*	Kristen Kram, Ph.D., LPC	(940) 387-5131  Website: <a href="https://www.dcof.org/internships">https://www.dcof.org/internships</a>	Directions for applying on website. Can contact Kirsten Kram @ <a href="mailto:kkram@dcof.org">kkram@dcof.org</a> with questions	Domestic Violence  Psychotherapy SFW
Irving Family Advocacy*	Melissa Harrison, M.A., LPC-S	(972) 721-6521  Website: <a href="https://www.cityofirving.org/2642/InternPracticum-Program">https://www.cityofirving.org/2642/InternPracticum-Program</a>	Clinical Director: Melissa (Taylor) Harrison <a href="mailto:mdtaylor@cityofirving.org">mdtaylor@cityofirving.org</a>	Community Mental Health  Psychotherapy SFW
Richland Oaks Counseling Center*	Kelleigh Head, Psy.D. (Doctoral)	469-619-ROCC (7622)  Website: <a href="http://www.richlandoaks.org/training">http://www.richlandoaks.org/training</a>  Email applications to: <a href="mailto:ROCC.Training@richlandoaks.org">ROCC.Training@richlandoaks.org</a>	<a href="mailto:kelleigh.head@gmail.com">kelleigh.head@gmail.com</a>	Community Mental Health  Friday didactics  Psychotherapy SFW (took 1 MA student SU 2018)

DOCTORAL ONLY SITES				
Allen Psychological Services	Erick Gonzalez, Psy.D.	469-247-8637  Website: <a href="https://drerickgonzalez.com/">https://drerickgonzalez.com/</a>	drerickgonzalez@sbcglobal.net	Private Practice  Several students have done assessment SFW here; some psychotherapy availability
AR Psychological Services	Amanpreet Randazzo, Psy.D.	Office: 817-488-0502  Website: <a href="https://www.arpsych.net/">https://www.arpsych.net/</a>	drarandazzo@gmail.com	Private Practice  Several students have done assessment SFW here; some psychotherapy availability
V.A. North TX*	Julia C. Smith, Psy.D.	Office: 214-857-3608  Clinic: 214-857-3600	Julia.Smith2@va.gov	Veterans  Several students have done assessment SFW here
Empowered Healing Dallas	Danica Harris, Ph.D.  Brittany Escuriex, Ph.D.	Danica: 214-679-3083  Brittany: 214-417-5328  Website: <a href="https://empoweredhealingdallas.com/index.html#/">https://empoweredhealingdallas.com/index.html#/</a>	<a href="mailto:DrHarris@EmpoweredHealingDallas.com">DrHarris@EmpoweredHealingDallas.com</a> <a href="mailto:DrEscuriex@EmpoweredHealingDallas.com">DrEscuriex@EmpoweredHealingDallas.com</a>  Send brief cover letter and CV to <a href="mailto:admin@empoweredhealingdallas.com">admin@empoweredhealingdallas.com</a>	Interest in a trauma-informed, social justice lens and approach to all clinical work; individual and couples therapeutic services

				Students will need to be committed to both anti-racist and affirming practices.
Jacqueline Hood, Ph.D. (Private Practice)		972-827-7921  Website: <a href="https://www.dallaschildpsychologist.com/about-dr-hood">https://www.dallaschildpsychologist.com/about-dr-hood</a>	dr.hood@dallaschildpsychologist.com	Serves DFW; specialty in children and adolescents with history of neurodiversity and other social anxieties and concerns (OCD, ASD, ODD, selective mutism); serves GNB and large South East and South Asian population
Dallas Therapy Collective	Justine Kallaugher, Ph.D. (co-owner)	Office: 469-709-9250 Justine: 972-656-9240  Website: <a href="http://www.dallasterapycollective.com">www.dallasterapycollective.com</a>	<a href="mailto:drikallaugher@dallasterapycollective.com">drikallaugher@dallasterapycollective.com</a>	General practice that serves most issues and concerns, ages 14+, but mainly focus on trauma, anxiety, depression, LGBTQ concerns, and spiritual abuse/cult recovery issues.  Practice is intentional about only hiring those

				who value diversity and multiculturalism, as we want to be a safe space for our LGBT/ gender expansive clients
The Telos Project	Alexandra Marks, Psy.D. (Director of Testing)	Office: 682-841-1475  Website: <a href="https://www.thetelosproject.org/">https://www.thetelosproject.org/</a>	<a href="mailto:alexmarks@thetelosproject.org">alexmarks@thetelosproject.org</a>  Due by May 1: CV, cover letter, writing sample	***Must have coursework completed for intellectual and educational testing procedures.  All experience will be testing and will include training, observation of other clinicians, direct administration and scoring of assessment measures, report writing, and observation for intake and feedback sessions. Primary testing population is age 6 and older for educational and cognitive evaluations.

\*These sites have only taken students who completed Practicum with them and then wished to continue with the site immediately after.

## Appendix B: Practicum Site Descriptions

Click on any site name to be taken directly to the site description page

[Assessment, Treatment and Research Services\(ATRS; M.A., Ph.D.\)](#)

[Denton County Friends of the Family \(M.A., Ph.D.\)](#)

[Hope's Door/New Beginning Center \(M.A.\)](#)

[Irving Family Advocacy Center \(M.A., Ph.D.\)](#)

[Nexus Recovery Center \(M.A., Ph.D\)](#)

[Richland Oaks Counseling Center](#)

[Texas Christian University- Counseling & Mental Health Center \(Ph.D.\)](#)

[Texas Woman's University- Counseling & Psychological Services \(M.A., Ph.D.\)](#)

[University of Texas at Dallas- Student Counseling Center \(Ph.D.\)](#)

[Veterans Affairs of North Texas \(M.A., Ph.D.\)](#)

[Youth & Family Counseling \(M.A.\)](#)



**Dallas County Assessment, Treatment, and Research Services**

<https://www.dallascounty.org/departments/cscd/cats.php>

Assessment, Treatment, and Research Services (ATRS) is a provider of substance abuse and mental health services within CSCD. The program provides these services to individuals on community supervision to assist in the successful completion of probation. Primary services delivered by ATRS directly include pre-assessment screening, assessment, crisis intervention, and individual/group counseling. Residential substance abuse treatment is provided by referral to contracted vendors and other state-funded programs and mental health services are provided through referral to community-based agencies. ATRS also serves the CSCD and the courts through clinical consultation, training, committee membership, and research activities. The professional background of ATRS clinical staff vary widely with regard to degree and experience but include those from psychology, social work, licensed professional counseling, and licensed chemical dependency counseling. All have masters or doctoral degrees. Technicians generally possess Associates or Bachelors degrees and are trained in identifying overt but subtle signs of substance abuse and psychological distress. Clerical staff manage the tremendous demand for information and coordinate scheduling of assessment and treatment services.

ATRS has developed an infrastructure for delivery of its services that is designed to adapt to the constantly changing needs of its clients, including the judiciary, other court staff, community supervision officers (CSOs) and those individuals sentenced to community supervision. To accomplish these goals, ATRS is divided into three distinct units: Intake, Assessment, and Counseling/Treatment. These units are further divided into specialty teams. The ATRS Management Team consists of a Manager, a Senior Psychologist, an Assessment Supervisor, two Counseling Supervisors, and a Clinical Services Coordinator/Senior Supervisor who manages intake and operational functions as well as the various cross-functional and clinical activities involving the CSCD and its community partners.

Dallas County ATRS provides a unique opportunity for graduate students in psychology to gain valuable forensic training. We work with individuals from diverse backgrounds who are involved in felony (and at times misdemeanor) probation in Dallas County and have clinical issues with substance abuse and/or mental health. Our program includes two distinct components, assessment, and counseling.

Assessment: ATRS evaluations are court-ordered forensic evaluations. They are typically conducted prior to sentencing to assess substance abuse and mental health issues and how these issues may affect their abilities to complete probation. The Dallas County criminal courts have come to rely heavily on our evaluations in determining court-ordered treatment and other conditions of probation. Our forensic evaluations for the courts also address criminogenic factors, as they are related to risk for recidivism and violence. The evaluations are comprehensive and often include psychological testing and reviews of criminal records. We have an extensive library of psychological tests, including personality, cognitive, and malingering instruments.

Practicum Placement with ATRS: Ideally, a practicum with ATRS is a 2-semester long placement, working at least the equivalent of two full days a week. The emphasis is on forensic assessment and report writing. Students will have the opportunity to conduct multiple court-ordered evaluations and make recommendations directly to the court. Forensic report writing and psychological testing are emphasized as integral parts of the practicum experience at ATRS. Students will have the opportunity to learn about various specialty courts, observe court

proceedings, and consult with professionals such as other clinicians, judges, probation officers, and attorneys.

Supervision: Doctoral Supervision is conducted by forensically trained, licensed psychologist: Dr. Jill Johansson-Love, Supervising Psychologist [jjohanssonlove@dallascounty.org](mailto:jjohanssonlove@dallascounty.org), who is the doctoral practicum contact. The MA Practicum contact is Ashley Williams, LPC at [Ashley.Williams@dallascounty.org](mailto:Ashley.Williams@dallascounty.org).

Location: Our location is at the Frank Crowley Courts Building at 133 N. Riverfront Blvd. near downtown Dallas. Parking is available in an adjacent parking garage.

## Denton County Friends of the Family Practicum Program

<https://www.dcfof.org/>

DCFOF is a non-profit agency that provides free services to victims of relationship violence, sexual assault, and child abuse. These services include individual and group counseling, legal advocacy, case management, crisis response, and a safety shelter. DCFOF serves adult, adolescent, and child victims. In addition, DCFOF provides counseling services for a fee for batterers through our Violence Intervention and Prevention Program.

Our externship offers the student an opportunity to work with trauma survivors and/or abusers within a warm, supportive, and flexible environment. We offer the student the opportunity to tailor their externship experience to meet their own interests and gain diversity in experience. Opportunities include:

- Work with children, adolescents, & adults
- Individual and Group Therapy
- Play and Activity Therapy
- Work with trauma survivors
- Work with Batterers in our accredited Batterer Intervention & Prevention Program (BIPP)
- Work in both a non-residential and residential setting
- Exposure to the legal system through: Court accompaniment, police accompaniment, & witness preparation
- Experience working within a multidisciplinary team of psychologists, LPC's, social workers, legal advocates, and attorneys
- Crisis response/intervention
- Participation in community education and awareness events
- Potential for assessment experience with convicted family violence offenders through Denton County Probation

### General Requirements

- A minimum of a 2 semester commitment (Fall, Spring, Summer)
- A minimum of 20 hours a week on site
- 10-12 client contact hours a week
- On-call crisis response coverage
- 1 formal case presentation per semester

### Supervision

- 1 hour a week of individual supervision
- 2 hours a week of group supervision

Plus the following depending on your areas of focus:

- 1 hour a week of group supervision with LPC-S Registered Play Therapist- Supervisor for students working with children
- 1 hour a week of group supervision with BIPP Counselors for students working with batterers
- 1 hour a week of group supervision on bilingual therapy for Spanish speaking counselors

Benefits

- Flexible scheduling.
- Caring, professional atmosphere with accessible staff and peer support.
- A wide range of professional opportunities within several different programs.
- Quality supervision.
- Equipment available for videotaping and reviewing counseling sessions.
- Gain understanding of the impact of trauma and therapeutic interventions specific to trauma survivors
- Opportunity to gain experience and knowledge in the dynamics of relationship violence and sexual assault
- Learn Evidence Based Treatment protocols for trauma

**Hope's Door New Beginning Center**  
<https://www.hopesdoorinc.org/>

Hope's Door New Beginning Center is a not-for-profit community organization with locations in Plano and Garland. In 2016, two separate organizations, Hope's Door and New Beginning Center, merged together to form one agency. Services are provided to our clients at no charge.

Hope's Door New Beginning Center provides hope and healing to victims of domestic violence and their children. In 2017, our crisis advocates answered 5,854 calls to our emergency hotline and we had 470 adults and children in residence at our emergency shelters over the year. Once those individuals were ready to move to their own place we assisted 150 families through our transitional housing program. All clients, adults and children, are eligible for counseling and 1,496 adults and 908 children were seen last year. Additionally, our legal department assisted 498 survivors through the legal process with child custody, protective orders, restraining orders or divorce representation.

Services and programs offered at Hope's Door New Beginning Center include:

Battering Intervention and Prevention Program (BIPP) – Garland and Plano

BIPP is a class for family violence offenders in which offenders are held accountable for past abusive behavior and taught the fundamentals of leading healthy, nonviolent relationships. Our two BIPP locations work directly with offenders, both men and women, to enhance the safety of family violence victims and their children by challenging ingrained beliefs and entitlement. BIPP provides a designated criminal justice response to family violence; offenders are usually mandated to attend BIPP by a judge or CPS.

Individual and Group Counseling for Adults – Garland and Plano Outreach

Hope's Door New Beginning Center offers free group and individual counseling services to individuals (men, women and children) who are affected by intimate partner and family violence. All counseling services are provided by Licensed Professional Counselors, Licensed Social Workers, LPC-Interns, LMFT-Associates, and Master Level Interns. Group counseling sessions are offered weekly and individual sessions are offered by appointment. We are also proud to provide services for members of the LGBTQ community.

Sexual Assault Program – Garland and Plano Outreach

The Sexual Assault Program offers individual counseling for both adult and child victims of both domestic violence and sexual assault. We also offer a Women's Empowerment group at our Plano location. The group educates women on physical and sexual abuse and creates a healing community by providing recovery services within a group format.

The agency also has a Children's Program, Emergency Shelters, a Legal Advocacy Program, Project Hope education class for anyone wishing to pursue an affidavit of non-prosecution (drop charges) for a domestic violence crime, Community Education, and a Case Management program.

## TRAINING REQUIREMENTS

Student interns are asked for a 6 month commitment of 15 - 20 hours per week. We also ask that during that time the student intern is available to co-facilitate at least one group during the weekdays (Mon - Thurs), which generally occurs between the hours of 6 - 7:30pm. This is not

additional hours but will be included in the 15 - 20 weekly hour commitment. All interns attend Monday's group supervision from 1 - 2pm, except those that have work or school commitments at that time.

**IRVING FAMILY ADVOCACY CENTER**  
**Psychology and Counseling Practicum Training Program**  
**An agency of the Irving Police Department**  
**<https://www.cityofirving.org/2634/Counseling-Services>**

The agency began operations in 1980 as Irving Youth/Family Counseling Services. Its primary concern was juveniles who were delinquent or potentially at risk for destructive behaviors. Over the years, services have expanded and now include counseling to all family members for many mental health issues, although we do not address substance abuse/addiction, psychiatric stabilization and medication management. We prioritize families of domestic violence, victims of crime, and families with a juvenile offender. Counseling services offered include play therapy, individual psychotherapy, couple and family psychotherapy, as well as child adolescent and adult group therapy. Intervention programs include first and subsequent offender programs, parent education, and domestic violence programs. All group programs are in English and Spanish. Adult group programs are integrated with complementary child and adolescent group programs. Irving's diverse population provides opportunities to gain knowledge and experience working with clients from diverse cultural, ethnic and religious backgrounds.

In January of 2002 the agency moved into its current facility. Other agencies now housed in this building are the Irving Police Dept. Domestic Violence, Juvenile Services and Sex Crimes units, Dallas County Child Protective Services, Family Advocacy Center Victim's Services and Counseling Services and the Dallas Children's Advocacy Center. These groups work together to ensure that the victims of crime are provided coordinated services in one location. This cooperative effort, plus an increased visibility in the community, has resulted in greater numbers of clients being referred to the agency for counseling, psychotherapy, case management, psychoeducation and support. With a generous grant from NEC, America Foundation, we are planning to add a high technology teen psychotherapy room which will incorporate state-of-the-art hardware and software which offer therapeutic assistance. Also we are planning to add biofeedback treatment.

The facility provides 11,000 sq. ft. of counseling & education space including 17 counseling rooms, 8 of which are audio/video recording rooms, and two spaces with one-way mirrors for play therapy observation and live supervision. We will be upgrading our audio video recording technology making available real-time observations of treatment rooms with a digitized signal for memory storage and transfer. Computers and phones designated for student use are provided. Treatment rooms are equipped with telephones with an emergency "hot" button which brings an immediate response from Irving Police Dept.

### **Experiences**

The IFAC staff is thoroughly committed to providing practicum students with quality experiences in family, couple, individual, play and group psychotherapy. The staff makes every effort to facilitate growth and skill acquisition through training seminars and through individual and group supervision.

### **Agency Requirements**

Prospective interns are expected to have completed courses covering an introduction to counseling, assessment, a clinical training course, abnormal psychology, and counseling theories. Additional courses in family, couple or group treatment modalities can be beneficial. The university practicum coordinator or the student's department advisor must recommend a student for placement at the Advocacy Center. A personal interview with the agency director or clinical supervisor is required. Background checks will be performed on all acceptable interns

prior to making a formal offer of acceptance, and a criminal record could eliminate a student from further consideration. Interns will be required to sign a general release of liability for the City of Irving for personal injury arising out of duties at the Advocacy Center.

### **Responsibilities**

All students are expected to contract for a minimum of two consecutive semesters at the agency unless other arrangements (mini-practicum, independent studies, etc.) are made with the agency director in advance. University affiliated students are required to work two evening hours and give approximately 16 to 20 hours per week for two semesters with exceptions made on a case-by-case basis. Some more advanced students may complete their responsibilities in less time because they may not need group supervision, specialized supervision or peer group consultation, and they may complete case documentation more efficiently.

These on-site hours are primarily determined by your university requirements but may include:

1. Two hours in agency staffing/didactic training session on Fridays from 9:00 a. m. to 11:00 a.m. (some topics are required, but alternatives arrangements can be made if a student is unable to attend).
2. One hour of one-on-one supervision per week (required) to be arranged with assigned agency supervisor (more time is available if needed)
3. One hour (optional) of group supervision per week. This may be required by the FAC supervisor or by the University Department.
4. Eight to ten hours per week of direct counseling in individual, play, couple, family, group modalities (groups count for two hours of direct contact time) and screening or diagnostic assessment.
5. Three to four hours of preparation, case documentation, and miscellaneous administrative work (this varies by students' level of skill and experience).
6. One hour (optional) specialized supervision as needed (e.g. play therapy, family violence, sexual abuse)
7. One hour (optional) peer group consultation led by senior interns.

Students are expected to complete core trainings offered by this agency in order to meet the needs of our client population. Examples of such training are:

1. Ethics and Professional Standards offered during orientation
2. Cultural, Ethnic, Racial Awareness in a Therapeutic Context
3. Play therapy and Filial Therapy
4. Trauma focused CBT or CPT (using Medical University of South Carolina model)
5. Process and Psycho Educational Groups
6. Family Systems Oriented Psychotherapy
7. Treatment of Sexual Victimization and Domestic Violence
8. Couples Focused Therapy (e.g. John Gottman Institute)
9. Therapeutic Relationship Termination, Transfer and Closure
10. Eating Disorders

### **Agency Hours**

The agency is open for business from 8:00 a.m. to 8:00 p.m. Monday through Thursday and 8 a.m. to 5:00 p.m. on Friday.

### **Location**

Irving Family Advocacy Center



Irving Police Department  
600 W. Pioneer  
Irving, Texas 75061

**Contacts:**

Mildred Betancourt, Ph.D., Clinical Supervisor  
[mbetancourt@cityofirving.org](mailto:mbetancourt@cityofirving.org)  
972-721-6531

Melissa Taylor, LPC  
[mdtaylor@cityofirving.org](mailto:mdtaylor@cityofirving.org)

Agency Telephone: 972-721-6521



**Nexus Recovery Center**  
<http://www.nexusrecovery.org/>

### **Intern Training Program**

Nexus Recovery Center is a non-profit substance abuse and dual diagnosis treatment facility for women and adolescent girls. The residential treatment center is located on a 12-acre campus in east Dallas near I-30 and 635.

Training counselors is one of the core missions of Nexus Recovery Center. The intern program is led by Dr. Cindy Seamans. We are a training site for practicum students and interns at all levels including students in undergraduate, master's level, and doctoral level counseling, social work and psychology programs. Professional license interns including Licensed Chemical Dependency Counselor Interns, Licensed Professional Counselor Interns, Licensed Master Social Workers and post-doctoral Psychology Interns can also receive their supervised training at Nexus.

#### **Overview of Nexus**

Nexus has been serving females in the Dallas area since 1971. It includes outpatient and residential treatment programs for adolescent girls ages 13-17, women 18+ who are pregnant or who bring their young children with them into on-site residential treatment, and adult women. Nexus provides the entire continuum of care for girls and women who abuse substances from medical detoxification, residential treatment, outpatient treatment, and aftercare. Nexus has on-site psychiatric services for residents, and interns work as part of a multi-disciplinary team with psychiatrists and psychiatric fellows.

#### **Clients Served**

Most of the clients that Nexus serves are indigent and their treatment is funded by the state. Some clients are funded by their own private insurance companies, or through private pay. All Nexus clients have substance abuse problems, and many of them are dually diagnosed with co-occurring mental health disorders. Nexus has in-house psychiatric services and can accommodate clients with severe mental illnesses, thus trainees gain experience working with clients with a broad range of co-occurring disorders. Like most women in residential substance abuse treatment, the vast majority of women in our in-patient programs have underlying trauma issues, including childhood sexual and physical abuse, domestic violence, and witnessing violent acts. Clients bring their children with them into treatment at Nexus, thus trainees have the opportunity to work with mothers on parenting issues, and also to work directly with their children. The client population is diverse and includes women of all races and backgrounds.

#### **Training Opportunities**

Trainees have diverse training opportunities at Nexus. Individualized training programs are developed for each trainee to match his or her experience, education, skills and background

with the appropriate level of services to clients. Trainees observe and work side by side with full-time, experienced Nexus counselors and staff members. All trainees receive a thorough grounding in substance abuse treatment basics and work with full-time staff to provide integrated treatment to clients to treat their underlying issues. Since many of the clients at Nexus are indigent and have few resources, trainees learn how to link clients to available community resources.

**Group Supervision:** All trainees are expected to attend the weekly intern supervision group. The supervision group is conducted by senior Nexus staff with supervisory credentials and experience. Interns and practicum students benefit from the support and camaraderie of up to 20 fellow trainees each semester.

**Individual Supervision:** Each trainee is matched with an individual supervisor who will meet with the trainee weekly to meet the needs of the trainee, the agency and the training institution.

**Didactic Trainings:** Didactic trainings are held on-site regularly throughout each semester to meet the training needs of the students and Nexus staff. Recent and scheduled trainings include: Motivational Interviewing; Trauma-informed Care; Mindfulness-Based Relapse Prevention; Suicide and Self Harm; Client Confidentiality and Documentation; Psychiatric Medications; Eating Disorders; Multicultural Awareness; Working with Axis II Clients; Ethics; Countertransference and Self-Care; Boundaries; and DSM -5.

**Range of available training experiences:**

The student/trainees' background and level of training are considered in developing his/her internship program at Nexus. Two-semester or year-long placements are preferred to develop student competencies so they can participate in more training experiences.

- Case Management
- Crisis Intervention
- Assessment
- Admissions/Utilization Review
- Individual Counseling
- Group Counseling
- Family Counseling
- Play Therapy
- Art/Multi-modal Therapy
- Documentation
- Case Staffings

**Trainee requirements:**

Trainees are expected to be at Nexus 20 hours per week with most of the hours during the week during the day when client programming takes place and supervisors are present. In some circumstances trainees can gain some hours on the weekends. A two-semester commitment is preferred.

For more information contact:

Cindy Seamans, PhD., LPC Supervisor, Licensed Psychologist  
 Detox Director  
 214 321-0156 Ext. 2701 [cseamans@nexusrecovery.org](mailto:cseamans@nexusrecovery.org)

Audrey Crouch, MA, LCDC

Director of Adult Women and Detox Programs  
214 321-0156 Ext. 2105 [acrouch@nexusrecovery.org](mailto:acrouch@nexusrecovery.org)

Jim Lindsey, MS, LCSW  
Director Women and Children's Program  
214321-0156 Ext. 2107 [jlindsey@nexusrecovery.org](mailto:jlindsey@nexusrecovery.org)

Nexus Recovery Center  
8733 La Prada Drive  
Dallas, Texas 75228

**Application Process:**

Email Dr. Seamans a copy of your resume and a request for an interview. An interview will be set up with her and with whichever program director seems appropriate to your interests and our needs – options include working with adults, mothers and children or adolescents and working in the residential or outpatient programs. After the interview with the program director, if selected, you will fill out an application and take a drug test. Passing the drug test is a requirement of working on this campus. After that an offer is made and start date determined.

**Richland Oaks Counseling Center**  
<http://www.richlandoaks.org/>

Since 2012, we have offered mental health services to the community regardless of their ability to pay. These services have been offered in 8 different languages. Our therapists are consistently engaged in training, research, reading groups, and case consultation - keeping us ever-growing, challenged, and renewed.

### **OUR MISSION**

Our mission is to provide a full spectrum of quality mental health services to the community. Our services are offered as fee-for-service, with health insurance, at reduced fees, and at no charge to the patient. We aim to have a therapist and fee that matches everyone's circumstances, and to offer such services for how ever long the work takes. We value meaningful work that has deep and lasting effects, and ROCC clinicians collectively support one another in this endeavor. If you're interested in the beautifully challenging and rewarding work of engaged mental health, then let's get started.

### **Overview of Practicum Program**

ROCC's practicum program is a training program designed to provide a variety of educational and clinical experiences to prepare students as generalist practitioners in the field of clinical psychology. One of the primary goals of the program is to help facilitate the personal and professional growth of each intern based on the student's own learning plan. Training in ethical and professional standards will be incorporated in supervision and seminar presentations to prepare the interns for the highest standards of professional conduct. ROCC community is committed to providing an experience consisting of intensive supervision, didactic seminars, case presentations, scholarly presentations, community outreach, marketing, and direct clinical experience.

Richland Oaks Counseling Center has two locations. Main office is located at 1221 Abrams Rd 325, Richardson, TX 75081 and the satellite office is 3900 South Stonebridge Dr., Suite 804 McKinney, TX 75070. Practicum may be providing services at one or both locations.

Our program emphasizes professional development through balanced, comprehensive supervision that affords consistent guidance, encouragement for self-reflection and awareness, and support for increased autonomy and growth. Our aspiration is to provide our students with an experience in learning how to run an autonomous, independent private practice and/or work well within a group setting. A student's ability to work independently, autonomously, advocate for their needs, and work collaboratively on joint and independent projects are goals we will work towards together in order to support the general mission of ROCC. We strive to provide the highest quality training environment and rich clinical opportunities that propel our doctoral trainees into creative, unique, and fulfilling careers in clinical/counseling psychology.

**For Applications:**

- 2 semester placement required
- Advanced students preferred
- Must be able to attend Friday didactic seminar

Send cover letter and CV to the MA or Doctoral Contact below:

Jackie Holmes (Master's)

[jackieholmes@yahoo.com](mailto:jackieholmes@yahoo.com)

972-861-2688

Kelleigh Head, Ph.D. (Doctoral)

[Kelleigh.head@gamil.com](mailto:Kelleigh.head@gamil.com)

972-861-2688



**Texas Christian University  
Counseling and Mental Health Center**

**PRACTICUM PROGRAM**

The TCU Counseling and Mental Health Center provides practicum training for graduate students in counseling and clinical psychology. The practicum requires a two semester commitment (one academic year, mid-August to May.)

**Practicum Training**

The TCU Counseling and Mental Health Center (CMHC) provides practicum training for graduate students in counseling and clinical psychology, which comprises both fall and spring semesters (August to May). Training is tailored to each trainee's developmental level. Training experiences at the TCU CMHC are designed to enable growth, including increased self-awareness and development of clinical skills. Trainees receive exposure to a varied range of professional activities, and the TCU CMHC is committed to providing strong supervision of clinical skills and other professional endeavors.

**Texas Christian University**

TCU is a private teaching and research university located in Fort Worth, Texas. The university has a population of approximately 10,000 students. TCU's athletic teams compete within the Big 12 Conference, and in place are 118 areas of undergraduate study, 53 master's level programs, and 25 areas of doctoral study. TCU is historically affiliated with, but not governed by, the Christian Church (Disciples of Christ.) TCU is committed to values-centered education that promotes high academic achievement, inclusiveness, respect for the individual, and service to others.

**Counseling and Mental Health Center**

The goal of the TCU CMHC is to provide support and assistance to TCU students, in order to facilitate a successful university experience. Presenting concerns addressed at CMHC are primarily anxiety and depression. Issues also include interpersonal/relationship issues, athletic/performance issues, body image concerns, eating disorders, sexual identity issues, grief and loss, and transition issues. The groups program at CMHC includes groups centered on interpersonal process, graduate student support, LGBTQ support, meditation, grief and loss, and therapeutic art. TCU also has strong suicide prevention efforts, which are encompassed in the "R U Ok?" campaign and QPR programs.

**Training Environment**

TCU offers a unique training environment situated in a university counseling center:

- TCU CMHC offers an open door policy so that trainees are able to consult with our multidisciplinary staff
- Trainees are afforded the opportunity to co-facilitate a group while at TCU
- Inclusion of optional focus area if desired by trainee, for experience in a particular area of interest (ex: international students, students with disabilities, sports psychology consultation)
- Direct supervision by an experienced, licensed staff member each semester

- Opportunity to work with a range of TCU students, including diversity in age, family system, socioeconomic status, sexual orientation, and religion/spirituality, among other areas

### Typical Practicum Week

Individual Therapy	7-8 hours
Group Therapy (co-facilitator)	2 hours
Walk-In Triage	1 hour
Individual Supervision	1 hour minimum
Individual Supervision of Group Therapy	30 minutes
Practicum Group Supervision	1 hour
Case Conference/Training	1 hour
Outreach	varies by week
Administrative	2-4 Hours
<b>TOTAL</b>	<b>16 – 18 hours</b>

Additional services (not listed above) provided by practicum trainees at the TCU CMHC include:

- Consultation
- Referrals (psychiatric and off-campus)

### Other Requirements

- Completed courses in ethics, counseling skills, and theories of psychotherapy
- Prefer completed course in group therapy
- Applicants selected will be offered a position, pending final approval from a background check
- Proof of professional liability insurance
- Attendance at a mandatory orientation session prior to start of fall semester
- Digital video recording is required for all individual sessions

### How to Apply

Please submit a complete application, including:

- A vita describing educational and employment experiences
- A cover letter stating your interest and completion of prerequisite courses
- Three references

Applications will be reviewed in April and will continue until positions are filled. TCU CMHC typically holds in-person interviews for a select number of applicants for practicum positions.

Applications and questions/inquiries should be directed to TCU Practicum Coordinator Dr. Kristin Harris-McDonald ([k.mcdonald@tcu.edu](mailto:k.mcdonald@tcu.edu)).

**Application deadline is [late March].**



Texas Woman's University Counseling Center  
**PRACTICUM PROGRAM**

### The Agency

TWU's Counseling Center provides psychological counseling to a diverse student body. A variety of services are provided to help students achieve their educational goals, to learn the process of problem solving and decision making, to develop the capacity for satisfying relationships, and to make full use of their potential for continued growth beyond their educational experience. It is the only campus agency designated to provide psychological services to students. The TWUCC tends to see clients who come from a variety of diverse cultural backgrounds (e.g., age, race/ethnicity, sexual orientation, religion) and many clients have trauma histories (e.g., sexual abuse, physical abuse, neglect). It is a unique training site given the large number of women and non-traditional students the center serves.

### The Training

As a practicum site, the Counseling Center trains graduate level practicum students to apply basic counseling skills working with individual clients. Additionally, practicum students receive training in our intake assessment model and have opportunity to engage in outreach as available at the center. Practicum students do not see couples or groups while at the center. During training at the Counseling Center, students learn to conceptualize from a number of different theoretical orientations and to use a variety of therapeutic techniques within a brief-therapy model of treatment. The Counseling Center accepts four (4) practicum students for Fall through Spring placements. Preference is given to doctoral students enrolled in the TWU Counseling Psychology program, but applications from master's level students are also accepted. Enrollment in TWU's Counseling Psychology doctoral program does not guarantee acceptance for practicum placement.

We understand that practicum students arrive for training with varied levels of experience and expertise in providing psychotherapy. For this reason, we consider each practicum student's developmental level as we plan the training experience. The needs of individual clients as well as the experience level of the practicum students are considered when making therapist assignments. We work to provide practicum students a wide range of presenting problems and monitor each person's readiness for particular clinical issues. The TWU Counseling Center staff honor individual differences of the students with whom we work. We, therefore, provide on-going training about issues of individual and cultural differences. Supervisors attend to gender, race/ethnicity, social class, sexual orientation, age, ablebodiedness, spiritual/religious orientation, etc., and how each of these factors influence client concerns, the therapeutic process and trainee development.

The TWU training program is based on the conviction that professional and personal development are mutually inclusive processes. There is recognition that practicum experience is a critical aspect of one's training as a psychologist. Thus the philosophy of the training program is developmental and focuses on learning and skill building through experience and understanding. The training staff is committed to providing an opportunity for trainees to learn and work in an applied setting as a practitioner with a scientific foundation. Furthermore, the training staff works together to accomplish these goals and provides **professional as well as interpersonal feedback** to each other and trainees.

The training program adheres to the belief that supervision is a valuable and indispensable tool for all trainees and staff. Regardless of the specific work activity, we believe that self-awareness is a critical component of ongoing professional growth. Due to our belief that the therapeutic alliance is a central component of any helping relationship, it is our expectation that practicum students will recognize, improve, and employ those personal qualities that will enhance their work with clients, peers, other center staff, and the university community. Opportunities for personal exploration and self-reflection that impact professional development inevitably occur throughout the training year. Training staff provide ongoing feedback to promote the integration of personal and professional development.

The practicum program functions in a manner consistent with the American Psychological Association's 2002 Revised Ethical Standard 7.04 (Student Disclosure of Personal Information). When appropriate, practicum students are encouraged, but not required, to explore historical influences and personal qualities and how these may either help or hinder psychological interventions and professional interactions. Supervisors are committed to creating a safe, trusting, and respectful environment in order to facilitate this exploration. Supervision is never viewed as psychotherapy, but rather promotion of the practicum student's overall professional development. Training staff, however, have the option to recommend, but not require, outside therapy to individuals who they feel could benefit from in-depth exploration of personal issues which appear to negatively impact one's professional development.

Applicants are required to make a two-semester (Fall and Spring) commitment for 20 hours per week (see hour breakdown below). Practicum students receive supervision from Counseling Center senior staff and/or psychology doctoral interns. Group supervision is conducted in the weekly Practicum Seminar during which clinically-oriented didactic material is presented, agency requirements are reviewed, and supervision of video segments of sessions is provided. Professional Issues Seminar involves clinical presentations by invited speakers on topics pertinent to issues of human diversity and the professional practice of psychology.

**Weekly responsibilities for Fall and Spring practicum are as follows:**

10 hours	Direct client contact (9 individual client hours; 1-2 intake appointments, 30 minutes each)
1.5 hours	Practicum Seminar (Wednesdays, 9am-10:30am)
1.5 hours	Professional issues Seminar (Fridays, 10:30 am-12pm)
1 hour	Individual Supervision
.5 hours	Individual Intake Supervision
.5 hours	Practicum Support
5 hours	<u>Administrative time &amp; other professional development</u>
20 hours	Total each week

**Other Requirements**

1. Confirmation from the department of the student's readiness for the practicum placement.
2. A completed course in ethics or completion of an ethics course by the end of the first semester.
3. Attend mandatory orientation (3-4 days) approximately one week prior to the beginning of the fall semester.
4. Commitment to work one evening (Monday through Wednesday) until 7:00PM.
5. Commitment to scheduling hours at the center at least 3 days per week.

6. Digital video recording is required for all practicum students for all sessions.
7. Attendance at the Diversity Institute workshop and the Ally Training workshop presented by the Counseling Center and Office of Intercultural Services. These trainings are typically held from 9 am until 12 or 1 pm on two Fridays during the semester and are mandatory in the fall semester.
8. Attendance at staff development functions as available.

Please read more about our TRAINING PHILOSOPHY at the counseling center website in the internship application. (<http://www.twu.edu/counseling/internship.asp>)

### **To Apply**

Applications are due **[late March]**. A complete application includes a cover letter indicating your interest in and fit with the TWUCC practicum program and your curriculum vitae. **Application materials should be submitted via e-mail to the Practicum coordinator, Dr. Victoria Henderson, at [vhenderson3@twu.edu](mailto:vhenderson3@twu.edu).**

If you are being considered for a practicum position, we will contact you to schedule on an on-site interview. The selection process will continue until all positions are filled. If you have any questions, please contact Dr. Henderson at 940-898-3801 or at [vhenderson3@twu.edu](mailto:vhenderson3@twu.edu). Thank you!



University of Texas at Dallas  
[www.utdallas.edu](http://www.utdallas.edu)

### **Student Counseling Center**

The primary emphasis of the SCC is to provide programs and services designed to assist students in achieving the emotional well-being necessary for success. The SCC embraces an “open door” policy providing trainees opportunities to consult with our multidisciplinary staff, including our staff psychiatrist. The SCC is also home to an APA accredited Doctoral Internship, which includes three full-time interns.

### **Training Program**

The UT Dallas Student Counseling Center (SCC) offers practicum training for three (3) graduate students in counseling and clinical psychology. The practicum program encompasses the Fall and Spring semesters, beginning in mid-August and concluding in early/mid May. The training program provides comprehensive supervised experiences in university counseling center services and functions. Practicum students are on-site 20 hours per week, with half of their time devoted to direct clinical service provision.

### **Training Model and Philosophy**

The SCC is committed to intensive supervision and furthering trainees' personal and professional growth. The training curriculum follows a developmental model that integrates the needs and goals of each trainee. In general, areas of focus for training will include clinical and case conceptualization skills, note and report writing, multicultural competency, case presentations, multidisciplinary collaboration, professional identity development, and enhancing self-awareness as a therapist.

### **Practicum Activities**

Services provided by Practicum Trainees include:

- Individual therapy
- Initial Evaluations/Diagnostic Assessments
- Educational programs and outreach
- Group Therapy
- Consultation
- Psychiatric referral

### **What makes UTD a unique training environment?**

UT Dallas is diverse in the ethnicity of its American students and the variety of countries represented by its international students. International students come from over 90 countries and represent nearly 22% percent of the student body. Other facts:

- Student pop. of over 27,500; projected to be up to 28,000 next year;
- Rated in the top 25 schools nationally for student racial/ethnic diversity
- Male 57%, Female 43% • White (30%), Asian-American (23%), International (22%), Hispanic/Latino/a (14%), African-American (5%)
- Undergraduate 66%, Graduate 34 %; Full time 78% Part time 22 %
- Top Undergraduate Majors: Computer Science, Biology, Arts and Technology, Mechanical Engineering, Accounting, Neuroscience, Finance, Business Administration, Information Technology and Systems, Healthcare Studies, Electrical Engineering, Biomedical Engineering



### Typical Week Schedule

Direct Service Provision*	8-10 hours
Individual Supervision**	1 hours
Initial Evaluation (IE) Supervision***	1 hour
Group Supervision/Case consultation	1.5 hours
Practicum Training Seminar	1 hour
Practicum Cohort Support Time	.5 hours
<u>Administrative</u>	<u>5 hours</u>
TOTAL	20 hours

\* Direct Service Provision includes individual therapy, initial evaluations, and group counseling.

\*\* Supervision will be conducted by Senior Staff Psychologists in the Fall and by Doctoral Psychology Interns who are supervised by Licensed Psychologists in the Spring.

\*\*\*IE supervision is provided in the Fall. IE consultation is provided in the Spring on an as-needed basis

### Application Procedure

Applications are due [Late March]

A complete application includes the following:

1. Curriculum vita describing educational and employment experiences
2. Cover letter stating your interest in/fit with the practicum program at UT Dallas and confirmation of your completion of prerequisite courses including: ethics, pre-practicum counseling skills and theories of psychotherapy.
3. Names/contact information of three references

Application materials should be submitted via e-mail to the Interim Practicum Training Coordinator:

Erin Schrader, Ph.D.

[eas130430@utdallas.edu](mailto:eas130430@utdallas.edu)

Phone: 972-883-2575 Fax: 972-883-6413

Upon review of your application, if you are considered for a practicum position, we will contact you with an invitation for an on-site interview. On-site interviews will be scheduled for one hour blocks between [Early April].

### Student Counseling Center

Phone: 972-883-2575

Fax: 972-883-6413

<http://www.utdallas.edu/counseling/>

### Mailing Address

UT Dallas Student Counseling Center  
800 W. Campbell Rd., SSB45  
Richardson, TX 75080

## VA North Texas Health Care System (VANTHCS)\*

<https://www.northtexas.va.gov/psychology>

\*The following descriptions are for internship and postdoc positions; no practicum description available at this time.

### VANTHCS

VA North Texas Health Care System (VANTHCS) with headquarters in Dallas has multiple locations (listed below) serving Veterans in North Texas and southern Oklahoma.

- Dallas VA Medical Center
- Polk Street VA Clinic, Dallas
- Plano VA Outpatient Clinic
- Fort Worth VA Outpatient Clinic
- Tyler VA Outpatient Clinic
- Sam Rayburn Memorial Veterans Center, Bonham

### Program Overview

VANTHCS serves 38 north Texas and 2 southern Oklahoma counties and is one of 5 designated Centers of Innovation by the Office of Patient Centered Care and Cultural Transformation. Current trends indicate continued growth of the number of patients served through VANTHCS.

Our facility houses the largest VA Mental Health Service Line in the nation. This makes our hospital rich with clinical training opportunities in the area of psychology and mental health. VANTHCS provides mental health services across levels of care, including primary care mental health integration, general outpatient, residential and domiciliary treatment, and inpatient psychiatry. The VA North Texas Health Care System's training in Psychology includes APA-Accredited programs at the Doctoral and Postdoctoral levels. Supervisory psychologists are members of the Psychology Section of our Mental Health Service. There are now approximately 100 doctoral-level, licensed psychologists who provide clinical care, many of whom are available as clinical supervisors. Fellows will work with one to two Primary Supervisors during their fellowship year depending on the selected emphasis area. In addition fellows will work with a separate supervisor for their Evidence-Based Psychotherapy (EBP) rotation. Training sites include general mental health, substance use treatment, PTSD, Geropsychology, primary care medicine, specialty care medicine and surgery, neurology, and rehabilitation programs. Training occurs in both inpatient and outpatient venues.

VANTHCS is teaching hospital, with over 2000 trainees of all disciplines working and learning in our medical center each year. As such, providing excellent clinical training is a significant priority not just for our fellowship program, but for our facility as a whole. Our trainees are respected and supported regardless of where they work in our sprawling medical center. The Psychology Section of Mental Health of the Veterans Affairs North Texas Health Care System (VANTHCS) (i.e., the integrated Dallas, Texas and Bonham, Texas Department of Veterans Affairs Medical Centers) offers to doctoral students in Clinical and Counseling Psychology a full-time, one-year, Predoctoral Internship in Professional Psychology that is fully accredited by the American Psychological Association (APA). VANTHCS is affiliated with the UT Southwestern Medical Center in Dallas. Many of our psychology staff hold faculty appointments with UT Southwestern Medical Center and are engaged in training medical students, residents, as well as psychology trainees. In addition to the various satellite clinics associated with the

VANTHCS, psychology training staff are embedded throughout the medical center in both Mental Health and Medically oriented teams and clinics

### **Application Checklist**

- Completion of VA Application form
- Curriculum Vitae
- Two* letters of recommendation sent to support your application. Please list names of references here:

*Notes:*

- a.) One of these must be from the Director of Training or a professor at your graduate school indicating approval of your seeking placement at the VANTHCS and confirmation of your graduate student standing.*
- b.) Please have supervisors/references email letters of recommendations directly to Dr. Julia Smith, Assistant Training Director; [Julia.Smith2@va.gov](mailto:Julia.Smith2@va.gov)*

- Official Graduate Transcript (scanned copy is fine)

### **Submission and Deadline**

All application materials must be submitted *electronically*, preferably in one email, to Dr. Smith at [Julia.Smith2@va.gov](mailto:Julia.Smith2@va.gov). The only exception to this will be the letters of recommendation which are to be emailed directly to Dr. Smith by your references/supervisor(s).

**The application deadline is[Late March]. We may begin interviews prior to this date for applications received early.**

**Youth and Family Counseling**  
<https://www.youthandfamilycounseling.org/>

MENTAL HEALTH AND COUNSELING SERVICES  
 ON A SLIDING SCALE FOR  
 RESIDENTS OF DENTON COUNTY

**Community Counseling**

Residents in the community can obtain psychological treatment for a variety of issues and receive these services at an affordable rate. Counseling is led by masters-level therapists that are either fully licensed (Licensed Professional Counselor, Licensed Clinical Social Worker or Licensed Marriage and Family Therapist) or are working towards their licensure. All are trained to work with a broad range of issues and have experience doing individual, family, and relationship counseling, as well as play therapy. Our agency is dedicated to offering professional counseling services comparable to those received by families who can afford expensive private practice treatment. The message to our families is that they are respected, valued, and believed to have the ability to get better within their family system.

**First Offender and At-Risk Kids Program**

By using the First Offender Program, resources from the police departments, community, schools, and family could combine to address the initial causes of illegal "acting out" behaviors before crime patterns became habituated. It was determined that a combination of education and family counseling would be the most effective means to address these goals. The First Offender Program is a voluntary program that consists of six family counseling sessions provided to the families at no cost. Families may elect to continue counseling sessions at a cost of \$30.00 each and approximately 60% of participating families choose to continue.

**Group Counseling**

**TEEN T.H.R.I.V.E - TEEN HOPE: RESILIENCE, INDIVIDUALITY, VALUES AND EMPOWERMENT:** A counseling group which helps teens with emotion regulation through a Dialectical Behavioral Therapy (DBT) model. DBT was developed by Marsha Linehan, PhD, for the treatment of severe and complex emotion dysregulation. DBT has been empirically researched and proven effective with children, adolescents, and adults for the treatment of many mental health issues.

**PARENT EDUCATION AND FAMILY STABILIZATION GROUP:** As we all know, we were not given a "book" or "Words of Wisdom" when we left the hospital with our children. Raising children, throughout their developmental stages is extremely tough. Knowing when to listen, when to discipline, when to be tough and when to sit back and allow them to make their own mistakes is a moving target. There is no true "right" way. But there is guidance to allow us to make improved choices, based on our family's needs, the youth's developmental stage, and much research and experience. This course meets the expectations of the Texas Family Code, and the SAMHSA Six Protective Factors, that assist in guiding Parenting Programs.



Location:

105 Kathryn Dr #3A  
Lewisville, TX 75067  
(972) 724-2005

306 N. Loop 288 #101  
Denton, TX 76209  
Fax - (972) 539-0403

**Practicum Information:**

- 2 semester commitment required
- Must have at least 1 prior practicum placement (i.e. does not take beginning therapists)
- Send cover letter and CV to:

Theresa "Terri" M. Donsbach, LCSW-S, CT  
Executive Director  
[tdonsbach@youthandfamilycounseling.org](mailto:tdonsbach@youthandfamilycounseling.org)

**Appendix C: Vita Template**

Vita

**[FULL NAME]****CONTACT INFORMATION****Home**

[Street Address]  
 [City, State Zip]  
 [Home Phone]  
 [Cellular Phone]  
 [e-mail Address]

**Office**

[Street Address]  
 [City, State Zip]  
 [Home Phone]  
 [Cellular Phone]  
 [e-mail Address]

**EDUCATION**

**[Most Recent University Attended]** [Degree][Mon. Year-Mon. Year]  
 Major: [Insert Major Here]

**[Previous University Attended]** [Degree][Mon. Year-Mon. Year]  
 Major: [Insert Major Here]

**WORK EXPERIENCE**

**[Position/Title]** [Mon. Year-Mon. Year]  
 [Organization Name]  
 [City and State of Organization]

**Supervised Clinical Training**

**[Position/Title]** [Mon. Year-Mon. Year]  
 [Organization Name]  
 [City and State of Organization]

**Teaching Experience**

**[Position/Title]** [Mon. Year-Mon. Year]  
 [Department, University/College]  
 Courses Taught: [Course number and *name* (undergraduate or graduate)]

**SERVICE AND LEADERSHIP**

**[Position/Title]** [Mon. Year-Mon. Year]  
 [Agency/Organization]  
 [City and State]

**RESEARCH EXPERIENCE**

**Presentations**

[List, beginning with the most recent, any poster, or paper presentations you have received credit for working on. Formatting should adhere to the guidelines stipulated in the 6<sup>th</sup> edition of the APA's *Publication Manual*.]

**Publications**

[List, beginning with the most recent, any publication you have received credit for working on. Formatting should adhere to the guidelines stipulated in the 6<sup>th</sup> edition of the APA's *Publication Manual*.]

**Research Team**

[Briefly describe your experience working on a research team or in a clinical lab.]

**HONORS AND AWARDS**

<b>[Name of Grant/Scholarship]</b>	<b>[Year Awarded]</b>
[Institution/Organization/University]	<b>[Amount of Grant]</b>
[City and State]	

<b>[Name of Award]</b>	<b>[Year Awarded]</b>
[Institution/Organization/University]	
[City and State]	

**PROFESSIONAL AFFILIATIONS**

[List professional organizations to which you belong]	<b>[Year Joined]</b>
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**CLINICAL AND SCHOLARLY INTERESTS**

[List your clinical and scholarly interests]

PROFESSIONAL REFERENCES**[Name, Credentials]**

[Title]

[Organization/Affiliation/Institution/University]

[Department/College]

[Street Address]

[City, State Zip Code]

[Office Phone]

[e-mail Address]

**[Name, Credentials]**

[Title]

[Organization/Affiliation/Institution/University]

[Department/College]

[Street Address]

[City, State Zip Code]

[Office Phone]

[e-mail Address]

**[Name, Credentials]**

[Title]

[Organization/Affiliation/Institution/University]

[Department/College]

[Street Address]

[City, State Zip Code]

[Office Phone]

[e-mail Address]

UNDERGRADUATE AND GRADUATE COURSEWORK IN PSYCHOLOGY

***Undergraduate Courses***

[University]

[Course Number: *Course Name*]

***Graduate Courses***

[University]

[Course Number: *Course Name*]

**Appendix D: Example Cover Letters**

Hello Dr. Holmes,

Thank you very much for your consideration of my vita in regard to a practicum placement at Friends of the Family.

I have reviewed the offerings for practicum experience at your site and hope that my experience and style are a good fit for the site. I have extensive crisis advocacy experience as a volunteer sexual assault counselor in Northern California, and have utilized my current practicum experience at Counseling Institute of Texas as an opportunity to transition those advocacy activities into skills that are more appropriate for a counseling role. I have worked with clientele having extensive trauma history, and am also observing groups treating sex offenders, working to understand how their own histories have translated into their perpetration of the cycle of sexual violence onto their victims. My work at CIT has been with individuals, couples, families, and adolescents, and I am looking forward to having the opportunity to continue that work while expanding my experience to include group work when possible.

I look forward to hearing more about your organization, and potentially the opportunity to meet you for a placement interview. My vita is attached, and I would be happy to answer any additional questions you might have.

Thank you very much,  
[Name]

[Date]

Dr. Smitha Bhat  
Practicum Program Coordinator  
University of Texas at Dallas  
Counseling Center  
800 W. Campbell Rd.  
Richardson, Tx 75080

Dear Dr. Bhat:

I was extremely excited to learn about the practicum placement opportunity at the University of Texas at Dallas' Counseling Center. I feel that this placement will be beneficial for my growth in learning skills needed to pursue becoming a licensed psychologist. I am interested most in learning how to develop proper client/therapist relationships, creating client case notes, creating case conceptualizations, brief therapy methods, diagnosis and more. I hope that you allow for this letter to express my interest in obtaining a practicum placement with your site.

I'm a friendly and caring person. I always look to aid others in a most efficient manner. I have great interpersonal skills, from my working in customer service for over 5 years. I am also great with my communication skills with others from working with diverse racial and age backgrounds in my various employments and volunteer services. People always find me to be extremely helpful, organized, and reliable. In addition, I have strong computer skills, extremely accurate data entry skills, and telephone etiquette.

I have completed the requirements necessary to begin practicum (i.e. the ethics course, prepracticum counseling skills and the counseling therapy course). I am currently finishing the last required course, necessary for practicum.

I greatly appreciate the opportunity to have an interview with you so that I may show you these skills and why I will be the perfect candidate for your position. Please also find a current list of all references cited in my curriculum vitae.

Thank you for your consideration.

Sincerely,

[Name]  
Doctoral Student  
Texas Woman's University  
Counseling Ph.D. Program

[Date]

Dr. Cheatham:

I am interested in the possibility of a practicum placement at the Irving Family Advocacy Center for the Fall 2012 and Spring 2013 semesters. I am a current doctoral student in counseling psychology at Texas Woman's University. I hold a master's degree in psychology from Augusta State University. Prior to starting my current program, I worked for about eight years as a masters' level clinician in the prison system (primarily with violent and sexual offenders) and also did some part-time work with community mental health; the populations I have the most experience with are the seriously and persistently mentally ill, dual diagnosis patients, and clients with character pathology. I am a licensed LPA in North Carolina but am not licensed in Texas. Currently I am doing therapy and assessment with jail diversion clients through my practicum with CATS.

I am very excited about the learning opportunities and experiences at the Irving Family Advocacy Center, particularly the opportunity to work with probationers and other adjudicated individuals and/or crime victims. I also look forward to the opportunity to expand my experience and skills working with non-forensic populations. I have heard excellent things about the training opportunities and diversity of your clients from some of my fellow students who have completed practicums at the Advocacy Center recently, including...[students names]

My hours are reasonably flexible although I do have to work around my current doctoral course load; I am not yet certain what my fall and spring course load will be. Additionally, I typically work as either the instructor of record or a graduate assistant for various undergraduate courses and will have to manage those time obligations as well. I am willing to work evening or weekend hours as needed as well.

I am pleased to have the opportunity to meet with you and/or your staff for an interview for a practicum placement. My phone number is [phone number] and my email address is [email address].

I look forward to speaking with you soon in order to set up an interview.  
Sincerely,

[Name]

Doctoral Student, Counseling Psychology Program  
Texas Woman's University



[Date]

Dr. Gary Massey  
Director of Adult Outpatient Services  
University Behavioral Health of Denton  
2026 West University Drive  
Denton, Texas 76201

Dear Dr. Massey:

I hope that you will consider my application for counseling practicum supervision at University Behavioral Health of Denton or Northpointe. As a Master's Candidate in Counseling Psychology, I am particularly interested in receiving training at UBH or Northpointe.

In my current position, I have had occasion to collaborate with the care center of UBH and assist in coordinating care for patients in crisis. Although I am applying to my first semester of practicum, my experience has granted me greater understanding of the needs and presentations of the individuals seeking treatment at UBH. Additionally, prior to entering the graduate program at Texas Woman's University, I aided children and adolescents as a mental health case manager, and I believe that this familiarity will be advantageous if I earn a placement at Northpointe.

As a practicum student, I hope to shape my clinical and theoretical knowledge, cultivate therapeutic interventions, and develop supportive relationships so that I may better serve others. If selected for practicum placement and supervision at UBH or Northpointe, I am confident that the opportunity will enhance my development as a future therapist and be of great benefit to the individuals for whom I will provide care.

I have attached my vita for your review. Thank you for your consideration.

Respectfully,

[Name]  
[Phone]  
[Email]

## Appendix E: Example Interview Questions

### Interview Preparedness

- What attracted you to our site?
- What would you bring to our agency?
- What concerns do you have about our site?
- Do you have questions?
- What makes you a good candidate?

### Professionalism

- How do you work as part of a team?
- How are your time management skills?
- How will you effectively balance practicum and coursework?
- What's the hardest part about working with our client population?
- Is there any group you wouldn't want to work with?
- What do you do if you have a conflict with a peer or supervisor?
- How do you feel about paperwork?
- On a scale of 1-10 how would you rate yourself: communication, working in team?
- How would you handle a source of tension between yourself and another student?

### Future Planning

- Where do you see yourself in your future career?
- With what population do you foresee yourself working when you graduate?
- Where are you planning to apply for internship?
- Where do you see yourself in \_ years?

### Personal Characteristics

- What's an object that would describe you?
- Do you have the ability to be flexible?
- How do you react under stress?
- What has been the biggest learning experience for you? Why?
- How do you see yourself participating in group work? What role in the group do you typically tend to take?
- What lead you to want to be a therapist?
- Why do you want to work with \_ population?

### Supervision

- What is difficult for you about supervision?
- What do you seek in a supervisor?
- When would you seek out supervision?
- Do you have the ability to consult with other staff when necessary?

### Conceptualization\Treatment

- What theoretical orientation(s) do you identify with and why?
- How do you deal with resistant clients?
- How are you with confrontation?
- What would you do with a client who was acutely homicidal/suicidal/psychotic?
- What is the importance of multiculturalism?
- How do you conceptualize our clients

What do you think our clients need?

Are you comfortable self-disclosing, and if so when do you self-disclose?

#### Diagnosis/Assessment

Given an example of a difficult assessment case and/or struggle with differential diagnosis and describe what strategies you used to address the case and/or make the appropriate diagnosis.

Do you have experience with psychological assessments?

#### Previous Experience

Give an example of a difficult case and discuss alterations to treatment planning, case conceptualization, and intervention in support of increased progress towards client goals.

What lead you to make the alterations in treatment planning, case conceptualization, and intervention? Where they effective and how did you evaluate the effectiveness?

Beyond providing a safe atmosphere and healing relationship, what therapy interventions are you particularly adept with? How can you use these interventions with our client population?

Do you have experience conducting groups?

Do you have experience with substance abuse and addictions?

Have you taken a cross cultural class?

Do you have experience with crisis intervention?

Do you have leadership experience and the willingness to lead a group?

#### Strength\Weakness

What alternative interventions will you use if your most strong interventions are not effective with our population?

What are your biggest strengths and how might you use these strengths to enhance your work with our client population? How might these strengths serve to hinder your effectiveness with our client population?

What are your biggest weaknesses and how might these weaknesses impact your work with our client population? How could you use this weakness to increase your effectiveness with our client population? What have you done to improve your weaknesses and how effective has this been?

What sorts of clients do you think might be challenges for you?

What is ideal population for you to work with? What population would you not want to work with?

#### Role Play

Let's pretend I am one of your clients and I am presenting with depression, suicidal ideation, and resistance (role play begins)

Presented scenarios or vignettes for how to treat a client using your chosen theoretical orientation

#### Ethical Issues

Give an example of struggle you had with an ethical issue related to direct client care? How did you resolve the issue?

How would you handle ethical situations?

#### Scheduling

Do you have a problem coming 4 to 5 days a week?

Are you available Thursdays from 8 to 12? (they have their staff meeting that day)

How many hours available and willing to work?

Site Specific Questions

What do you know about substance abuse; have you taken any trainings, classes, attended 12-step meetings, etc.? (Sante)

What do you know about domestic violence and Hope's Door?

**Appendix F: Consent for Recording**

## TEXAS WOMAN'S UNIVERSITY

## Consent for Recording of Counseling Sessions

I, the undersigned, do hereby consent to the recording of my voice and/or image by \_\_\_\_\_, acting on this date under the authority of the Texas Woman's University. I understand that the material being recorded may be made available only for educational and supervisory purposes, and I do hereby consent to such use.

I hereby release the Texas Woman's University and the undersigned party acting under the authority of the Texas Woman's University from any and all claims arising out of such taking and recording for supervision purposes only as is authorized by the Texas Woman's University.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Guardian or Nearest Relative  
if Participant is a Minor

\_\_\_\_\_  
Date

\* \* \* \* \*

The above consent form was read, discussed, and signed in my presence. In my opinion, the person signing said consent form did so freely and with full knowledge and understanding of its contents.

\_\_\_\_\_  
Authorized Representative of the  
Texas Woman's University

\_\_\_\_\_  
Date

### Appendix G: Definitions and Decision Rules for Classifying Practicum Time

Students are required to spend a **minimum** total of **175** clock hours in practicum-related activities during a long semester. At least **75** of these hours must be in **direct service** to clients (i.e., assessment and/or treatment). A **minimum** of **60** hours of the 175 will be spent in supervision by TWU faculty and on-site staff supervisors. The remaining hours will typically involve administrative duties, additional clinical contact, supervision, professional workshops or other comparable training experiences.

Some practicum sites have had difficulty generating sufficient clients and consequently some students have had difficulty achieving the minimum number of direct contact hours. Also, the training experiences at some sites increasingly include team consultation components or other variations of direct service and supervision. Accordingly, the following guidelines, decision rules and/or conversion formulas for classifying training experiences for practicum logs have been approved.

<u>Type of Training Activity</u>	<u># Hours Spent in Activity</u>	=	<u># Hours Direct Service</u>	or	<u># Hours Supervision</u>
A. Direct Therapy	1		1		0
B. Co-Therapy	1		1		0
C. Psychoeducation (i.e. facilitating parenting group)	1		1		0
D. Live observation of other student doing therapy with <b>supervisor present</b> and with consultation <b>during</b> session in which you <b>actively</b> participate (i.e. "team" treatment).	2		1		1
E. Live observation of site supervisor or other student doing therapy with supervisor observing	1		0		1
F. Viewing tapes of master therapists	2		0		1
G. Individual or group supervision with site supervisor or TWU faculty supervisor	1		0		1
H. Team consultation	1		0		1
I. Other training-oriented experience (Check with TWU faculty supervisor.) (10% of training hours may be obtained by attendance at workshops or conferences)					

Other activities not included in the above list may be considered and classified as administrative time on practicum logs. Consult with your TWU supervisor

**Appendix H: Practicum Log and Summary Form**





**APPENDIX I: Student, Site, and Supervisor Evaluation Forms**

Texas Woman's University  
Department of Psychology – Counseling Psychology Graduate Programs

**STUDENT PRACTICUM LOG  
SUMMARY SHEET**

Name of Student \_\_\_\_\_

Semester \_\_\_\_\_

Agency Placement \_\_\_\_\_

Agency Supervisor \_\_\_\_\_

University Supervisor \_\_\_\_\_

Practicum Hours:

Direct Service \_\_\_\_\_

Supervision \_\_\_\_\_

Administrative \_\_\_\_\_

Total for the Semester \_\_\_\_\_

Signatures:

\_\_\_\_\_ Student

\_\_\_\_\_ Agency Supervisor

**PRACTICUM EVALUATION OF PROFESSION-WIDE COMPETENCIES**

Revised 8/28/2017

Name of Supervisee/Student: \_\_\_\_\_

Name of Supervisor/Instructor: \_\_\_\_\_

Name of Practicum Site: \_\_\_\_\_

Semester in TWU Practicum: (circle/bold) 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup> 5<sup>th</sup>+

TWU Program: (circle/bold) MA or DOC

**Introduction:** The Evaluation of PWCs-Practicum form is designed to provide feedback on counseling-related skills and behaviors from both practicum site supervisors and practicum class instructors. Please rate the trainee on each section using the following scale, commensurate with the student's development.

<b>1</b>	<b>Unsatisfactory</b>	Student's performance is unacceptable in all, or nearly all, areas. Work is not commensurate with the expected level of training and development.
<b>2</b>	<b>Marginal</b>	Student's performance is below average. Work showed marked deficits in ability to function at expected level of training and development.
<b>3</b>	<b>Satisfactory</b>	Student's performance was acceptable. Work demonstrates basic competence at the expected level of training and development.
<b>4</b>	<b>Very Good</b>	Student's performance is above average. Work shows advanced functioning related to expected level of training and development.
<b>5</b>	<b>Outstanding</b>	Student's performance is consistent with exceptional performance of advanced competence related to expected level of training and development.

The supervisee/student and the supervisor/instructor both receive copies of this form after they have signed it. The original form will be placed in the student's academic file.

Students must score a minimum of 3 on all sections of their faculty Practicum Evaluations in order to pass the semester. Students who attain ratings of 1 or 2 on any section of the Practicum Evaluation will be required to complete a supplemental learning experience related and tailored to the identified deficit(s). If Practicum ratings have not improved by the next semester of Practicum, the student will be placed on a formal Remediation Plan. If students do not successfully complete the Remediation Plan, they will be dismissed from their program. If students obtain ratings of 1 or 2 in their last semester of required Practicum, the Remediation Plan will include a minimum of one semester of additional Practicum to allow faculty to evaluate the impact of the plan.

In cases where students' performance reflects an egregious ethical breach or incompetence (as defined in each program's Policy Statement on Student Impairment, Incompetence, Values, and Ethical Misconduct), faculty reserve the right to dismiss the student prior to remediation.

## PROFESSION-WIDE COMPETENCIES – PRACTICUM

Please rate the student in each of the specific competencies noted in the boxes below using the scale at the top of this form. Narrative comments are strongly encouraged.

### 1. Ethical and Legal Standards

Specific Competency	Score
A. Knowledgeable of and acts in accordance with each of the following: 1. The APA Ethical Principles of Psychologists and Code of Conduct; 2. Relevant laws, regulations, rules, and policies at the organizational, local, state, regional, and federal levels and relevant professional standards and guidelines.	
B. Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve the dilemmas.	
C. Conducts self ethically across practicum activities.	

Comments on Strengths and Areas for Growth:

### 2. Individual and Cultural Differences (ICD)

Specific Competency	Score
A. Understands how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people similar to and dissimilar from themselves.	
B. Demonstrates knowledge of the current theoretical and empirical scholarship related to addressing diversity in psychotherapy.	
C. Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences, including: -working effectively with novel and familiar areas of individual and cultural diversity -working effectively with those whose group membership, demographic characteristics, or worldviews are different from their own.	

Comments on Strengths and Areas for Growth:

### 3. Professional Values, Attitudes, and Behaviors

Specific Competency	Score
A. Behaves consistently with the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.	
B. Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.	
C. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.	

Comments on Strengths and Areas for Growth:

### 4. Communication and Interpersonal Skills

Specific Competency	Score
A. Develops and maintains effective relationships with clients, colleagues, communities, organizations, and supervisors.	
B. Communicates effectively orally, nonverbally, and through written expression characterized by being informative and well-integrated; demonstrate a thorough grasp of professional language and concepts (e.g., recordkeeping, case presentations).	
C. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.	

Comments on Strengths and Areas for Growth:

## 5. Assessment

Specific Competency	Score
A. Demonstrates knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including client strengths and psychopathology.	
B. Demonstrates understanding of human behavior contextually (e.g., family, social, societal and cultural).	
C. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors, including context, to the assessment and/or diagnostic process.	
<i>Doctoral Only Below this Line – Use N/A if your site does not include Assessment</i>	
D. Selects and applies assessment methods drawing from the best available empirical literature and reflective of the science of measurement and psychometrics; collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment and relevant client diversity characteristics.	
E. Interprets assessment results following current research and professional standards and guidelines to inform case conceptualization, classification, and recommendations, while managing decision-making biases, distinguishing subjective from objective aspects of assessment.	
F. Communicates orally and in writing the findings and implications of the assessment accurately and effectively with sensitivity to a range of audiences.	

Comments on Strengths and Areas for Growth:

## 6. Intervention

Specific Competency	Score
A. Establishes and maintains effective relationships with clients.	
B. Basic Counseling Skills (e.g., sets goals, tracks clients, poses relevant open/closed questions, reflects content and affect, separates content and process, summarizes, handles silence effectively, structures sessions).	
C. Intervention Implementation (e.g., exercises therapeutic control, deepens affect, uses in the moment process, recognizes and handles resistance effectively, implements interventions one at a time and follows through on them, comfortably discusses sensitive issues, attends to crisis interventions when needed).	
D. Develops evidence-based intervention plans specific to client goals.	
E. Implements interventions informed by the current scientific literature, assessment findings (if applicable), diversity characteristics, and contextual variables.	

F. Applies the relevant research literature to clinical decision making.	
G. Modifies and adapts evidence-based approaches effectively when a clear evidence base is lacking	
H. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.	

Comments on Strengths and Areas for Growth:

## 7. Supervision

Specific Competency	Score
A. Demonstrates knowledge of the supervision process including one's own roles and responsibilities as trainee.	
B. Uses supervision process to reflect on areas of strength and those needing improvement.	
C. Demonstrates willingness to admit errors and accept feedback and to be observed and evaluated by supervisor.	
D. Integrates feedback from supervisor into clinical practice.	

Comments on Strengths and Areas for Growth:

## 8. Consultation/Interprofessional Skills

Specific Competency	Score
A. Demonstrates knowledge and respect for the roles and perspectives of other professionals.	
B. Demonstrates knowledge of consultation models and practices.	

Comments on Strengths and Areas for Growth:

**General Narrative Summary:**

Signature of Supervisor/Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Supervisee/Student: \_\_\_\_\_ Date: \_\_\_\_\_

Revised 9.8.2017

TEXAS WOMAN'S UNIVERSITY  
 Department of Psychology and Philosophy  
 Counseling Psychology Program  
 Practicum Site / Supervisor Evaluation Form

Agency: \_\_\_\_\_

Supervisor & Title: \_\_\_\_\_

Current Date: \_\_\_\_\_

Placement Semester/Year: \_\_\_\_\_

Instructions: Use the following rating scale to rate the agency as a training site.

1	2	3	4	5
Unsatisfactory	Needs Improvement	Adequate	Good	Excellent

AGENCY RATINGS:

- \_\_\_\_\_ 1. Agency orientation to administrative processes (e.g., agency's mission & policies, required paperwork, etc.)
- \_\_\_\_\_ 2. Initial training regarding clinical processes (e.g., clinical populations to serve, theoretical emphasis, therapeutic options, etc.)
- \_\_\_\_\_ 3. Opportunity to work with diverse populations and a variety of client issues
- \_\_\_\_\_ 4. Exposure to a variety of theoretical orientations to clinical practice
- \_\_\_\_\_ 5. Allows students to explore a variety of theoretical approaches & interventions
- \_\_\_\_\_ 6. Meets individual supervision needs
- \_\_\_\_\_ 7. Meets group supervision needs
- \_\_\_\_\_ 8. Fosters professional growth (e.g., gain clinical knowledge and skills)
- \_\_\_\_\_ 9. Fosters personal growth as counselor (e.g., self-confidence, autonomy, exploration of personal biases, etc.)
- \_\_\_\_\_ 10. Provides guidelines for professional conduct & adherence to ethical standards
- \_\_\_\_\_ 11. Staff modeling of professional conduct and ethical standards
- \_\_\_\_\_ 12. Treatment of practicum students by professional staff
- \_\_\_\_\_ 13. Physical work space provided for practicum students
- \_\_\_\_\_ 14. Emotional climate of agency as a whole
- \_\_\_\_\_ 15. Emotional climate of specific workgroup (e.g., group supervision)
- \_\_\_\_\_ 16. Equipment adequacy and availability (e.g., videotape recorder)
- \_\_\_\_\_ 17. Access to extra consultation regarding client concerns
- \_\_\_\_\_ 18. Availability of in-service training throughout practicum

Please use reverse side for additional comments.



Texas Woman's University  
Supervisor Evaluation Form

Name of Agency: \_\_\_\_\_

Name of Supervisee: \_\_\_\_\_

Name of Supervisor and Title: \_\_\_\_\_

Semester: \_\_\_\_\_ Academic Program: \_\_\_\_\_

Using the following 5-point rating scale, please rate your supervisor on each of the dimensions listed below:

1	2	3	4	5
Unsatisfactory	Needs Improvement	Adequate	Good	Excellent

- \_\_\_\_\_ 1. Aids in establishing and maintaining the focus of supervision.
- \_\_\_\_\_ 2. Aids in setting appropriate professional and training goals, tasks, and experiences for this practicum.
- \_\_\_\_\_ 3. Is dependable (prompt for meeting, consultation).
- \_\_\_\_\_ 4. Promotes productive use of our supervisory time.
- \_\_\_\_\_ 5. Values supervision and expresses interest in the process.
- \_\_\_\_\_ 6. Works at hearing and understanding my concerns; has respect for my opinion and input.
- \_\_\_\_\_ 7. Has respect for personal individual differences between supervisor and supervisee.
- \_\_\_\_\_ 8. Is self-disclosing and shares his/her own experiences, feelings and values.
- \_\_\_\_\_ 9. Works on establishing a climate of trust.
- \_\_\_\_\_ 10. Works toward conflict resolution between self and supervisee in constructive ways.
- \_\_\_\_\_ 11. Is willing to examine supervisor-supervisee relationship in a non-threatening manner.
- \_\_\_\_\_ 12. Gives continuous and relevant feedback about my strengths in a supportive and well reasoned manner.
- \_\_\_\_\_ 13. Gives continuous and relevant feedback about my weakness in a supportive and well reasoned manner.
- \_\_\_\_\_ 14. Gives continuous and relevant feedback about my semester goals.
- \_\_\_\_\_ 15. Interest in my professional and personal growth as a counselor.
- \_\_\_\_\_ 16. Demonstrates awareness of and sensitivity to my professional/developmental level; fosters an appropriate level of autonomy (i.e. was not too intrusive or too "hands-off").
- \_\_\_\_\_ 17. Willingness to allow experimentation with a variety of theoretical approaches and counseling techniques.
- \_\_\_\_\_ 18. Articulates his/her own theoretical position in a clear, consistent fashion.
- \_\_\_\_\_ 19. Discusses theory and application; facilitates development of my own theoretical position.
- \_\_\_\_\_ 20. Explores various therapeutic processes and their uses (i.e. confrontation, support, timing).
- \_\_\_\_\_ 21. Discusses and supports experimentation with a variety of theory based techniques.
- \_\_\_\_\_ 22. Has knowledge of, uses and recommends appropriate references that help in my clinical work.
- \_\_\_\_\_ 23. Is knowledgeable about and promotes awareness of ethical issues.
- \_\_\_\_\_ 24. Knows community resources and helps me refer appropriately.
- \_\_\_\_\_ 25. Demonstrates an awareness of the potential impact of human biases (e.g., races, sex-role, class) in the counseling/therapy process and shows an ability to help me recognize and deal with these biases.
- \_\_\_\_\_ 26. Was accessible for extra consultation and/or emergency supervision.

### Global Evaluation of Supervisor

Please summarize your perceptions of your supervisor in the following areas:

A. Specific strengths as a supervisor

B. Specific limitations as a supervisor

C. Recommendations for growth as a supervisor

Please include any other evaluation information you feel is relevant for your supervisor to know about his/her supervisory style.

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Supervisee's Signature

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Supervisor's Signature