



DOCTORAL PRACTICUM HANDBOOK

Ph.D. Psychology
Counseling Psychology Concentration

TENNESSEE STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF PSYCHOLOGICAL SCIENCES AND COUNSELING

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DOCTORAL PRACTICUM HANDBOOK

COUNSELING PSYCHOLOGY PROGRAM

INTRODUCTION

The faculty in counseling psychology acknowledge that practicum experiences are an indispensable part of training in counseling psychology. Practice is an important part of the overall program and is approached developmentally. The attainment of competency at each developmental level, as reflected in the Competency Skill Rating Form, is essential to the success in subsequent practica, internship and eventual licensure and other credentialing. This handbook has been prepared to assist doctoral students in the Psychology Department at Tennessee State University for their participation in the practica series for the optimal training as professionals.

The following definitions, objectives, guidelines and procedures have been developed by the faculty of counseling psychology program as an aid for doctoral students as they seek to fulfill the practicum requirements.

PHILOSOPHY

The procedures outlined in this policy are meant to assist students in their practicum experience by:

- outlining the sequence of requirements to be followed in placing a student in a practicum site,
- detailing practicum requirements,
- setting forth clearly the student's responsibilities with regard to the practicum, and
- providing information concerning appropriate record-keeping.

Practicum experiences are designed to be of the highest quality in terms of developing counseling skills for professional growth. The development of these skills is viewed in the broadest sense as:

- acquisition of specific intervention skills;
- understanding of and ability to use conceptual skills as it relates to self awareness of and appropriate handling of emotional reactions to clients;
- awareness of and appreciation for human diversity; and
- development of mature professionalism.

A mature professional is characterized by demonstrated ethical behavior, sound judgment, effective communication skills with fellow professionals, and a commitment to contributing to the profession of counseling psychology.

DEFINITION OF PRACTICUM

1. A practicum is a developmentally appropriate, planned, and supervised practical experience completed during the education process in clinical settings and consists of observing and applying principles, methods, and techniques (both assessment and interventions) learned in the training program. Both the training program and licensing boards require practicum for the purpose of advancing applied skills development. ***A doctoral level practicum shall be considered valid only if it follows an appropriate Masters practicum.***
2. Field-based supervisors of doctoral practica must hold a doctoral degree from an accredited institution and must be licensed psychologists with the designation health service provider. The site supervisor must provide a minimum of one hour per week of direct supervision as well as additional supervision as needed. Some practicum sites may offer more than one supervisor and group supervision as well.
3. University practicum supervisors maintain an on-going relationship with practicum students. Participation in a weekly on-campus seminar with university supervisors is required for all practicum students.
4. The university and the cooperating agencies provide appropriate support for the internship experience including:
 - A. Provision for participation in continuing professional development activities.
 - B. An appropriate work environment with adequate supplies, materials and office space.
 - C. A commitment to the practicum as a training experience.
5. The practicum experience is conducted in a manner consistent with the current legal and ethical standards of the profession.
6. The practicum is systemically evaluated in a manner consistent with the specific training objectives of the program. Mid-term feedback to practicum students by the site supervisor concerning performance is strongly encouraged. A formal evaluation of the practicum student's performance will be made at the end of the practicum on forms provided by the department of psychology. Performance evaluation common to a given site also will be utilized.

The core program faculty have previously approved sites at which the required practica may be conducted. There are suggested sites specifically for those enrolling in PSYC7365-7366 with a wider selection for students who will be enrolling in PSYC7367-7368. Potential sites suggested for the elective summer practica are also listed. See Appendix A (pp. 18-20) for a list of previously approved practicum sites. If a student desires to conduct a practicum at a site that has not been pre-approved, the criteria for doctoral practicum sites can be found in Appendix B (p. 21) of this handbook.

PRACTICUM OUTSIDE THE NASHVILLE METROPOLITAN AREA

Our expectation is that students complete the Practica series locally. Exceptional circumstances to this requirement will be amended with the specific permission of the Graduate Faculty Committee.

THE SEQUENTIAL PRACTICA

The courses PSYC 7160 (Pre-practicum), PSYC 7255 (Psychopathology), and PSYC 7260 (Internal Practicum) must have been successfully completed prior to registering for the field-based PSYC 736- sequence. PSYC 7365 is the initial field-based practicum, and each subsequent practicum is then sequential; i.e., PSYC 7366 follows PSYC 7365, PSYC 7367 follows PSYC 7366, etc. PSYC 7369 is offered in the summer as an optional specialized practicum experience. By completing the sequential practica, no additional practicum is required.

PSYC 7160. PRE-PRACTICUM

Catalogue Description (1) This pre-practicum experience is the first in a series of training experiences designed to facilitate progressively greater degrees of skill development in counseling psychology. Ethics of practice and working with diverse populations is stressed. Skills Assessment including areas such as Mental Status Examinations, interviewing, history taking and interpersonal dynamics must be satisfactorily completed prior to enrollment in subsequent Practice Core components. A review by the Counseling Psychology Program committee may result in the course being repeated if necessary. Failure to satisfactorily complete assessment of skills will result in removal from graduate program. Available only to graduate students in counseling psychology. Prerequisite: Admission to the doctoral program in Counseling Psychology.

Principle Topics Covered. Intervention techniques, Individual and group dynamics training, Multicultural/Diversity Issues

Rationale. This course is proposed as part of the Practice Core of the doctoral program and part of the overall curriculum revision.

PSYC 7260. PRACTICUM

Catalogue Description (1) This course is designed to provide students an opportunity to observe clinical work of advanced students and to provide counseling to clients with normal developmental concerns under faculty and advanced doctoral student supervision. Prerequisites: PSYC 7160.

Expanded Description: This course will involve role plays of clinical session, and a practicum experience in which you design, implement and evaluate two outreach presentations conducted on campus and/or with a community agency or agencies. Students also will deliver an

abbreviated version of an outreach presentation in class to demonstrate skill and provide/receive feedback on their work.

Principle Topics Covered. Opening session and developing rapport, case conceptualization, professional issues, Intake report and treatment planning, outreach planning, relationship management, beginning interventions, termination.

Rationale. This course is a primary course in the Practice Core sequence of the doctoral program as part of the overall curricular revision.

PSYC 7365-6-7-8-9 PRACTICUM

Catalogue Description Five semester sequence of doctoral advanced practice core for Counseling Psychology students. Includes field experience in an approved setting of which 75% should be direct clinical work, weekly supervision seminar with practicum students and university supervisor, and weekly individual supervision with licensed psychologist as site supervisor. During PSYC 7368, students will provide supervision to advanced masters students enrolled in PSYC 6506. Students enrolled in PSYC 7368 must have completed or concurrently be enrolled in PSYC 7557. PSYC 7369 will be offered to students desiring a specialization practicum (e.g., assessment, forensics) on an as-needed basis for summer elective enrollment and may be taken upon completion of PSYC 7365 & 7366. All students must demonstrate proof of current professional liability insurance. Prerequisite: Permission of Counseling Psychology Practicum Coordinator one semester before beginning course; PSYC 7260.

Note: PSYC 7365 and PSYC 7366 require 250 clock hours each per semester with a minimum of 15 hours per week during an academic semester. Both PSYC 7367 and PSYC 7368 entail continued clinical involvement. The distribution of the 250 clock hours is as follows: 50% of the required hours are allocated to direct client services and 50% of the required hours are spent in indirect services and individual and group supervision.

Principle Topics Covered. Issues and topics relevant to external rotations at various counseling sites and supervision. Development and presentation of outreach presentations are principle in this practicum. Multicultural issues are taken into consideration.

**DOCTORAL PRACTICA SERIES IN COUNSELING PSYCHOLOGY AND
DEVELOPING COMPETENCIES**

CLASS #	REQUIRED HOURS	DISTRIBUTION OF HOURS
PSYC 7160	16 hours	All in class hours
PSYC 7260 Site: classroom setting and outreach presentation site Focus: outreach	48 hours	Weekly seminar Delivery of 2 outreach presentations Supervision: Weekly group Faculty supervision.
PSYC 7365 & 7366 Site: Selected from approved sites Focus: Intake, reading & study skills evaluations outreach, assessment, and clinical interventions	250 hours per semester 125 hours of direct contact minimum	Weekly seminar 8-9 hrs. individual or group direct contact hours per week; Supervision: Weekly individual at site and group at university
PSYC 7367 & 7368 Site: Selected from approved sites Focus: Intensive individual & group psychotherapy	250 hours per semester 125 hours of direct contact minimum	Weekly seminar 8-9 hrs. individual or group direct contact hours per week; Supervision: Weekly individual site and possibly group site; Faculty group supervision
PSYC 7369 (optional) Site: Negotiable Focus: Specialty	150 hours for Summer Session 50 hours of direct contact	Weekly seminar Supervision: Weekly individual at site; group at university

EVALUATING COMPETENCY-BASED TRAINING IN THE PRACTICUM SEQUENCE

Providing students with good counseling and clinical skills is central to the training courses in Counseling Psychology program. In order to evaluate the process of clinical training, instructors must be able to measure learning progress satisfactorily and evaluate performance objectively.

The clinical trainer has the responsibility to determine whether each student has achieved the knowledge, attitudinal concepts and skills defined in the training course objectives. One approach to the assessment of knowledge and skills is through the "mastery learning" approach to clinical training. Using this approach measures learning through:

1. initial assessment of each participant's and the group's general knowledge and skills in the course topic. [The initial assessments are used as a guide for the clinical instructor in knowing on what areas of training to focus in the course.]
2. continual assessment of each trainee's mastery of the knowledge and skills defined in the course objectives.
3. at the end of the course, determine whether progress has been made toward achieving the training objectives.

Skill assessment will be measured through the use of competency-based skill assessments such as learning guides and checklists that measure clinical skills or other observable behaviors. Learning guides are used to facilitate learning the steps and/or tasks necessary in performing specific skills or activities. Checklists will be used to evaluate performance of the skill or activity objectively.

Course objectives will serve as the learning guides for all practicum courses.

CHECKLISTS FOR EVALUATING PERFORMANCE FOR THE FIRST YEAR ARE AS FOLLOWS:

- Involvement in research
- Performance of Teaching Assistantship Duties (if applicable)
- Completion of Clinical Skills Course (see specifics listed under PSYC 7160 and PSYC 7260 below)
- Completion of other first-year courses
- Exhibition professional development through appropriate classroom behavior (for example:
attendance, use of cell phones and beepers during class, appropriate interpersonal interactions with peers and faculty alike), professional memberships, participation in GPSO, and
development of peer and faculty relationships
- Multicultural competency is assessed annually utilizing The Survey of Graduate Students' Experience with Diversity Scale throughout the Students Practica Series starting with PSY 7160

PSYC 7160 PRE-PRACTICUM

- A. At the beginning of the semester, all students will complete an assessment of current knowledge of diverse populations.
- B. Through the use of role play throughout the semester, specific skills will be assessed through use of competency ratings. Student must exhibit a minimum of “basic competency” in the following in order to pass: (Competency Rating Form can be found in Appendix C, p.23.)
 - I. Opening Session and Developing Rapport
 - A. Greeting
 - B. Explanation of roles and expectations
 - C. Addressing administrative tasks
 - D. Beginning the therapy session
 - II. Exploration of Problem/Case Conceptualization
 - A. Exhibiting empathy/rapport
 - B. Showing respect
 - C. Exhibiting nonverbal matching
 - D. Use of minimal encouragers
 - E. Paraphrasing
 - F. Pacing and/or leading the session
 - G. Verbal tracking
 - H. Reflect feeling
 - I. Clarification
 - J. Use of open-ended questions
 - K. Summarization
 - L. Use of behavioral descriptions
 - M. Use of appropriate closed questions
 - N. Perception checks
 - O. Focusing
 - P. Feedback
 - Q. Maintaining eye contact
 - III. Professional Issues
 - A. Ethics awareness
 - B. Professional demeanor

PSY7260 PRACTICUM

- A. Students will be taught the structure of developing an outreach presentation. Two outreach presentations, appropriate for the practicum site, will be developed and presented at the student’s practicum site. Student will present one of these in class to demonstrate this skill.

- B. Faculty supervisor will evaluate student at Mid-Term and Final using the TSU Practicum Evaluation form. Student must receive a grade of B or above.
- C. At the end of the semester, students will complete an assessment of current knowledge of diverse populations.
- D. Through the use of role play throughout the semester, specific skills will be assessed through use of competency ratings. Student must exhibit a minimum of “basic competency” in the following in order to pass: (See Competency Rating Form in Appendix D, p. 25.)
 - I. Opening Session and Developing Rapport
 - A. Greeting
 - B. Explanation of roles and expectations
 - C. Addressing administrative tasks
 - D. Beginning the therapy session
 - II. Exploration of Problem/Case Conceptualization
 - A. Exhibiting empathy/rapport
 - B. Showing respect
 - C. Exhibiting nonverbal matching
 - D. Use of minimal encouragers
 - E. Paraphrasing
 - F. Pacing and/or leading the session
 - G. Verbal tracking
 - H. Reflect feeling
 - I. Clarification
 - J. Use of open-ended questions
 - K. Summarization
 - L. Use of behavioral descriptions
 - M. Use of appropriate closed questions
 - N. Perception checks
 - O. Effective use of silence
 - P. Focusing
 - Q. Feedback
 - R. Maintaining eye contact
 - III. Problem-Solving Skills
 - A. Setting and defining goals
 - B. Exploring and understanding Concerns
 - C. Developing and exhibiting understanding of alternatives
 - D. Implementing alternative
 - E. Use of special techniques
 - F. Use of process counseling
 - IV. Action Phase/Confronting Incongruities
 - A. Immediacy
 - B. Use of self-disclosure
 - C. Confrontation

- D. Use of directives
- E. Identifying logical consequences
- F. Interpretation
- V. Closing
 - A. Summarization of content/feeling
 - B. Review of plan
 - C. Rescheduling
 - D. Termination of session
 - E. Session evaluation
 - F. Follow-up
- VI. Professional Issues
 - A. Ethics awareness
 - B. Professional demeanor

CHECKLISTS FOR EVALUATING PERFORMANCE FOR THE SECOND YEAR ARE AS FOLLOWS:

- Completion of program of study
- Passing marks on qualifying exam
- Involvement in research
- Performance of teaching assistantship duties (if applicable)
- Successful completion of community practicum placement (PSY7365 and PSYC7366)
- Successful completion of other courses
- Exhibit professional development through appropriate classroom behavior (for example: attendance, use of cell phones and beepers during class, appropriate interpersonal interactions with peers and faculty alike), professional memberships, participation in GPSO, and development of peer and faculty relationships
- Multicultural competency is assessed annually utilizing throughout the Students Practica Series starting with PSY 7160

PSYC 7365 PRACTICUM

- A. Case conceptualization is stressed and at least one case is written and formally presented in class. See Appendix E, for Case Presentation Outline.
- B. Practicum site supervisor will evaluate student at Mid-Term and Final using the TSU Practicum Evaluation form. Student must receive a grade of B or above.
- C. Each student will discuss at least one client each week. All students participate in discussion and provide appropriate feedback. Case conceptualization and use of appropriate interventions will be evaluated.

PSYC 7366 PRACTICUM

- A. Case conceptualization is stressed. Two cases are written and formally presented in class. See Appendix E, for Case Presentation Outline.
- B. Practicum site supervisor will evaluate student at Mid-Term and Final using the TSU Practicum Evaluation form. Student must receive a grade of B or above.
- C. Each student will discuss at least one client each week. All students participate in discussion and provide appropriate feedback. Case conceptualization and use of appropriate interventions will be evaluated.

CHECKLISTS FOR EVALUATING PERFORMANCE FOR THE THIRD YEAR ARE AS FOLLOWS:

- Take and pass comprehensive exam
- Involvement in research (progress on development of dissertation proposal)
- Performance of teaching assistantship duties (if applicable)
- Successful completion of community practicum placement (PSYC 7367 and 7368)
- Successful completion of supervision of master's student
- Successful completion of other courses
- Exhibit professional development through appropriate classroom behavior (for example: attendance, use of cell phones and beepers during class, appropriate interpersonal interactions with peers and faculty alike), professional memberships, participation in GPSO, and development of peer and faculty relationships
- Multicultural competency is assessed annually throughout the Students Practica Series starting with PSYC 7160

PSYC 7367

- A. Case conceptualization is stressed. Two cases are written and formally presented in class. See Appendix E, p. 28 for Case Presentation Outline.
- B. Practicum site supervisor will evaluate student at Mid-Term and Final using the TSU Practicum Evaluation form. Student must receive a grade of B or above.
- C. Each student will discuss at least one client each week. All students participate in discussion and provide appropriate feedback. Case conceptualization and use of appropriate interventions will be evaluated.

- A. Case conceptualization is stressed. Two cases are written and formally presented in class. [See Case Presentation Outline in Appendix E.](#)
- B. Practicum site supervisor will evaluate student at Mid-Term and Final using the TSU Practicum Evaluation form. Student must receive a grade of B or above.
- C. Each student will discuss at least one client each week. All students participate in discussion and provide appropriate feedback. Case conceptualization and use of appropriate interventions will be evaluated.

PRACTICUM OBJECTIVES

In keeping with the identity of APA Division 17 Society of Counseling Psychology, supervised practica will focus on the development of counseling, psychotherapy, assessment, and consultation skills while incorporating the objectives of the 2002 APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (found in entirety on the APA Division 17 webpage www.div17.org). Objectives for the practicum experiences are that students will:

1. Become socialized to the culture of the practicum setting and develop a clearer understanding of the norms, values, priorities and processes that occur as well as the special attention that must be paid to providing culturally-competent psychological practice within the setting.
2. Learn culturally appropriate assessment skills required for helping clients to define their concerns and establish proper goals.
3. Develop skills necessary to make individually and culturally sensitive diagnoses of concerns presented by clients at the site.
4. Develop treatment plans appropriate for the presenting problems and goals of clients-in-context of their culture, familial culture, and community in relation to their multicultural past, present, and future.
5. Conduct counseling with a wide range of client problems using individual, group, and family interventions with awareness of cultural and contextual factors.
6. Develop greater cultural competencies in the selection of appropriate theories, concepts, and empirically based interventions and the assessment of the effects of a given strategy.
7. Conduct outreach and consultation work where appropriate and/or necessary.
8. Participate in psycho-educational activities and professional seminars/workshops when possible.
9. Develop competencies required to perform the professional tasks assigned by the agency where the practicum is occurring.
10. Become a fully functioning member of the agency.

APPLICATION AND PLACEMENT PROCESS

A student must complete successfully Pre-Practicum (PSYC 7160) and Practicum (PSYC 7260), or be currently enrolled in PSYC 7260, prior to making application for placement in the field practicum series. An appropriate master's practicum is also a prerequisite. Students may be enrolled in appropriate course work concurrently with the practicum. A formal application for the practicum is required. Application forms are available in this handbook as well as on request from the PSYC 7260 instructor. Students planning to do a practicum must apply for sites in the preceding spring semester.

With the exception of summer specialty practicum, all practica placements begin in the fall and **last a minimum of two (2) semesters**. The application process is as follows:

1. Students file a Doctoral Practicum Application Form (see Appendix F, p. 29) with the Program Coordinator for practicum to begin the fall semester **or** for summer session.
2. After presenting the practicum application (with vita/resume) to the Program Coordinator, an interview **must** be scheduled with Program Coordinator to discuss your practicum readiness and interests.
3. Guidance and assistance will be provided by the Program Coordinator to students in their search for a practicum that offers goodness of fit to student interests, program goals and philosophy, availability of client contact, and appropriateness of various sites. Among the efforts made to assist students in their search for a practicum are:
 - providing a listing of appropriate practicum sites with addresses and phone numbers (Appendix A, p. 18),
 - making phone calls to sites to endorse students, and
 - remaining available to consult and support students in their pursuits of a practicum. ***It is important for a student to realize that at times, you may be the only student to interview at a given site. At other times, you may be one of several students to interview at a given site.***
4. You are required to interview with a site you are considering (and which is considering you). The interview is a time when you will have an opportunity to "look over" the site. For example, you will want to know the kinds of clients you would be seeing, type and amount of on-site supervision, special requirements (e.g., mandatory staffings or required in-service training), and amount and distribution of required on-site time (e.g., how many days of the week, day and evening hours, how time can be scheduled around your classes, etc.).
5. Although the Program Coordinator and members of the faculty provide guidance and support in the practicum search, it remains the ultimate responsibility of the student to secure placement in a practicum.

REQUIREMENTS FOR PRACTICUM

The following requirements hold for all students who are registered for PSYC 7260, PSYC 7365, 6, 7, 8, and 9 and have been accepted for a practicum at an approved site.

1. **A signed Practicum Contract** signed by student, site supervisor, and university supervisor must be presented to university supervisor **within one week** after the practicum has begun. The contract will include (a) name and title of supervisor, (b) how and when supervision will be provided, (c) beginning and ending dates and frequency of supervision, (d) kinds of direct activities [e.g. assessment/testing, counseling, consultation, etc.] practicum student will be performing, (e) supervisor's expectations of trainee, and (f) supervisor's approach to supervision. (See Appendix H for sample letter and Appendix I for sample contract.)
2. Prior to beginning the practicum, the Ethics Code Verification Form (Appendix J) and the Acknowledgment of Risk Form (Appendix K) must be signed and returned to the instructor for the practicum class.
2. Students must provide proof of professional liability insurance within one week after the practicum has begun.
3. Attend a weekly on-campus seminar as part of the practicum experience. Field supervisors will be invited to one of the seminars.
4. Fulfill the tasks assigned by University faculty supervisor in a timely and professional manner.
5. Keep a log of all practicum activities (See Record Keeping in later section and Appendix N, p. 42 for sample of Record Log). The log should include:
 - a. Site where the practicum is scheduled and supervisor's name.
 - b. Date and topic of the individual supervisor session including any difficulties where greater attention is needed, as well as patterns of growth and development.
 - c. Summary statement of the activity for each week.
 - d. An integrative summary of each month and semester experience with each forwarded to the university coordinator.
 - e. Review and sign the university evaluation form prepared by the supervisor.
6. Maintain a journal of your personal experiences with practicum in order to monitor your own growth and development over sequential experiences of practice training.

PAID PRACTICUM TRAINING

The Counseling Program does not permit accrual of clinical hours or clinical training experiences that are a part of the student's standard paid employment. The reason for this is related to the purpose of practicum. Under guided supervision, the purpose of practicum is to gain professional

skills for which you have not already been trained or mastered. That said, paid practicum opportunities may be available at some local practicum sites. Typically, practica are unpaid and the Program does not track the availability of funds at any site. Funding opportunities may vary from site to site and year to year. The program is not responsible for negotiating pay rate or for distribution of funds promised by the site. Students may not exceed 24 hours per week at the practicum site and must adhere to all other guidelines articulated in the doctoral program's Practicum Handbook.

If a student would like the Counseling Program to consider paid practicum training at a local site, **before accepting a position the student must complete a “Request for Paid Practicum Training”** form (see Practicum Handbook). The student should present the form to their potential on-site supervisor early in their experience so that they are apprised of the program's expectations and submit the completed form to the Practicum Coordinator for faculty review and consideration.

TIME-OFF AND HOLIDAY BREAKS

Breaks and self-care are important. Students are encouraged to arrange this with their practica sites. The program does not have a protocol as the needs and availability over the winter break varies across agencies. For instance, continued training is typically not available at Counseling Centers over the break and clients who go to private practices may be traveling; while VAs and correctional settings have more stable and consistent client contact.

Each student should speak with their site supervisor about time off /time on site over the winter break. If you are low on hours, it is strongly encouraged that you use this as an opportunity to continue to train. Also, if you are at a site where clients have significant mental health needs, this will be a factor too. Regardless of the site, the winter break varies from 4-6 weeks. Stepping away from clinical services and relationships for this amount of time may not be feasible. Working with your supervisor to schedule breaks will help ensure continuity of care.

RESPONSIBLE INDIVIDUALS

Program Coordinator: This individual is responsible for on-going liaison with practicum sites and for the development of new sites. The Program Coordinator makes appraisal of the quality and appropriateness of sites and maintains a list of all potential sites. The Program Coordinator also receives reports from the practicum sites on student performance and is responsible in conjunction with the Practicum Instructor for mailing evaluation forms to on-site supervisors. The Program Coordinator serves as overall coordinator of activities related to practicum.

Practicum Coordinator: This individual is responsible for on-going liaison with practicum sites and for the development of new sites. The Coordinator makes appraisal of the quality and appropriateness of sites and maintains a list of all potential sites. The Practicum Coordinator prepares new editions of the *Doctoral Practicum Handbook* to assure it is current and serves as overall coordinator of activities related to practicum.

University Supervisor and/or Practicum Instructor: The University Supervisor provides a minimum of one hour of individual supervision per week and is available for case consultation in emergency situations. The University Supervisor conducts a weekly on-campus seminar that focuses on diagnostic, assessment, treatment, ethical, and other issues relevant to the practicum. The University Supervisor remains informed concerning the student's progress in the practicum and assigns the student's grade.

On-Site Supervisor: The On-Site Supervisor is responsible for administrative aspects of the practicum at the practicum location. The On-Site Supervisor may provide, depending on agency policy of practicum site, case supervision as well. The On-Site Supervisor gives evaluative feedback to Program Coordinator and University Supervisor concerning student's performance.

DIFFICULT CASES/EMERGENCIES

As a matter of policy, students are required to bring, as quickly as possible, to the attention of the On-Site supervisor, any case involving an expressed or implied threat to the life or property of either the client or others. Students are also required to solicit assistance from the agency in any case involving the client's admission of having committed, or threat to commit any crime. These concerns need to be brought also to the attention of the University Supervisor.

In cases of emergency, practicum students should contact the On-Site Supervisor or his/her assigned back-up professional. The individual with whom you talk first will assist you in deciding which other individuals to involve at what point. These incidents need to be discussed as well with your University Supervisor. ***The cardinal rule in emergencies is to seek consultation.***

RECORD KEEPING

Each practicum site or 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. Client privacy must be protected, and no formal records are to be removed from the agency. Also, the identity of clients is not to be disclosed to any persons outside the agency.

PRACTICUM LOG: The practicum log is the student's record of all practicum work performed in the practicum site and at the university for the semester. The practicum log will be an account and verification of your time at the practicum site. See [Appendix L](#), p. 42 for sample of Practicum Log.

Ideally, log entries are made daily. Minimally, the log entries will be made and ratified weekly. If students are lax on log entries, details are likely to be soon forgotten and time credit lost.

At the end of the semester, fill out the summary, total practicum hours, sign the sheet and have the agency supervisor sign it. Staple summary sheet and log sheets together and give to the University Supervisor and Program Coordinator for the permanent departmental files. It is advisable for

students to make and secure photocopies of their personal practicum logs and other documents for their own use. In the future, when various credentialing and professional membership applications ask for practicum training and supervision hours, the numbers and descriptive data will be readily available.

ETHICS

Students are to conduct themselves in a professional manner in all aspects of their practicum activities. Students are expected to be familiar with ethical codes and standards of practice adopted on August 21, 2002 by the APA Council of Representatives which becomes effective on June 1, 2003. The Ethical Principles of Psychologists and Code of Practice guide the behavior of members of professional organizations. Practicum students must be informed concerning their ethical responsibility to and relationships with clients, the profession, the site/agency, and other professionals.

Practicum students in counseling psychology are expected to have membership in the American Psychological Association and, not only possess a copy of Ethical Principles of Psychologists and Code of Conduct (APA, 2002), but sign and return the Ethics Code Verification form (see Appendix E, p.24) with their application for practicum.

Note: Students are also asked to bring to the attention of the university supervisor any instance of unethical or unprofessional conduct at the practicum site, especially any activity affecting you, your clients, or the performance of your duties.

LIABILITY INSURANCE

Student malpractice or professional liability insurance is required for the practicum. The American Psychological Association Insurance Trust provides malpractice insurance for graduate students in psychology and other mental health majors. Students are advised to purchase a minimal coverage of \$1,000,000/\$3,000,000. Contact APA at 1-877-637-9700 or apply on-line at www.apait.org. Students are also asked to sign an Acknowledgment of Risk and Consent for Treatment (see Appendix H) in case of the student requiring medical attention while on practicum.

EVALUATION

While evaluation of psychological skills is largely an individual matter based on specific goals set by the student and the supervisor, evaluation forms developed by training program in the Department of Psychology provide general guidelines for experience in different areas.

It is the joint responsibility of the student and On-Site Supervisor, at the beginning of the semester, to establish specific goals in these areas. It is the On-Site Supervisor's responsibility at formal evaluation sessions to provide feedback evidence of the student's progress in these areas. Evaluation of your performance is both individualized and normative. The evaluation will take into

account your own baseline and goals, but also estimates your performance relative to other students at the same level of training.

While evaluation should be ongoing during the course of a semester, formal evaluation takes place at the end of the semester when the On-Site Supervisor provides the University Supervisor and Program Coordinator with written evaluation on forms provided by the department (Appendix J, p. 31). The University Supervisor will then assign a grade based on the evaluation. A copy of the form will be reviewed and placed in your permanent file by the Program Coordinator. The student also has the opportunity to evaluate the effectiveness of training and supervision of the practicum site. This is an internal evaluation for our training program to determine if the site is and continues to be an appropriate practicum placement for our students. See Appendix K, p. 34.

CONTINUATION AT PRACTICUM SITE

If a student wishes to continue working in a practicum site beyond the 250 hours required for the course, appropriate and clearly defined arrangements must be made with the on-site supervisor. The on-site supervisor must agree to your continuing in the agency or site under his or her supervision. The terms of the agreement should be written and signed by both the student and the on-site supervisor. ***The university faculty can no longer be responsible for your professional activities once you have completed the course requirements and have been assigned a grade.***

APPENDICES

APPENDIX A



COLLEGE OF EDUCATION
3500 John A. Merritt Boulevard
Nashville, TN 37209

PSYCHOLOGY DEPARTMENT

Counseling Psychology Training Program

Potential practicum training sites	
Organization	Client Population/Service
Athena Consulting & Psychological Services 1720 West End Ave., Ste. 240 Nashville, TN 37203 Dr. Maria Walton mariawalton223@gmail.com (615) 320-1155	Private practice Youth, adolescents, adults Assessment, psychotherapy
Austin Peay State University Counseling Center 524 College St. Clarksville, TN 37044 John DeMarzo, LPC-MHSP Training Coordinator P.O. Box 4564 Clarksville, TN 37044 (931) 221-6162 demarcoj@apsu.edu	Undergrad. and grad. Students Primarily Individual therapy Groups, Outreach, Career Consultation
Belmont University Counseling Center 1900 Belmont Blvd. Nashville, TN 37212 Lesley C. Muenzen, LCSW (615) 460-6856 lesley.muenzen@belmont.edu *Requires and outside supervisor *Applicants can now apply through the jot form on Belmont's website and attach their resume and cover letter there. Applications are usually accepted until March 1st. https://www.belmont.edu/counseling/clinical-training.html	Undergrad. and grad. Students Primarily Individual therapy Groups, Outreach, Career Consultation
Centerstone Community Mental Health Centers Human Resources Dept. P.O. Box 40406 Nashville, TN 37204-0406 Ken Lass, PhD 460-4232 recruiter@centerstone.org (615) 463-6600	Ind., Couples, Family, Children More chronically mentally ill Intervention, Assessment For more information visit www.centerstone.org Deadline: May 1

Organization	Client Population/Service
Cumberland Heights P.O. Box 90727 Nashville, TN. 37209 Carroll Bagwell or Allen Berger (615) 353-4303 carroll_bagwell@cumberlandheights.org	Individuals and group Free standing chemical dependency rehab In-patient and day patient
DeBerry Special Needs Facility Department of Corrections 7575 Cockrill Bend Industrial Road Nashville, TN 37209-1057 Dr. Amini Azimi (615) 350-2700	Adult male in-patient Intervention, Assessment Deadline: approx. May 15
Dr. Mark Phillips 7640 Highway 70 South, Suite 209 Nashville, Tennessee, 37221 646-1141	Neuropsychology testing
Elam Center, Meharry Medical College 1215 21st Avenue South Nashville, TN 37232 Dr. Bailey, Dr. Lockert (supervisor) (615) 936-3195	Individual, group, potential, family therapy, inpatient and outpatient, substance abuse
Family & Children's Services (F&CS) The Honey Alexander Center 2400 Clifton Ave Nashville, TN 37209 615-320-0591 615-212-9819 Emily Chadwick, LMSW emily.chadwick@fcsnashville.org	
Fisk University Counseling Center 1000 17th Avenue N. Nashville, TN 37208 Groups, Outreach, Career Dr. Sheila Peters (615) 329-8617 (615) 497-2963 speters@fisk.edu Dr. Jeremy Lynch jlynch@rossbg.com (931) 220-1384	Undergrad. and grad. students Primarily Individual therapy Nashville, TN 32708 Consultation
Health Connect America, Inc 1321 Murfreesboro Pike, Suite 300 Nashville, TN 37217 Shae Porter, BA, Program Director (615) 656 0227	The site does not offer any practicum opportunities for 2023 due to the unavailability of a licensed psychologist on staff.

Organization	Client Population/Service
Imani Behavioral Health, PLLC 404 BNA Drive, Suite 200 Nashville, TN 37217 Dr. Jeremy Lynch jlynch004@gmail.com 1931542-6637	Individual, Couples, Family, Alcohol & Substance Abuse, Anger Management, Groups
INSIGHT Counseling Center 119 Thomas Dr. Nashville, 37205 Carol Smith (615) 383 2115, ext. 112 carol@insightcenters.org	
Matthew Walker Comprehensive Health Center Locations in Nashville, Clarksville, Smyrna Dr. Jeremy Lynch (931) 220-1384 jlynch@rossbg.com	Community Mental Health Ind., Couples, Family, Children
Meharry Pediatrics 1005 Dr DB Todd Jr Blvd. Nashville, TN 37208 Dr. Jeremy Lynch (931) 220-1384 jlynch@rossbg.com	Psychotherapy Children
Metro Office of Family Safety 610 Murfreesboro Pike, Nashville, TN 37210 LaToya Townsend Director of training latoyatownsend@jisnashville.gov 615-453-1606	
Middle Tennessee Mental Health Institute Stewarts Ferry Pike Nashville, TN 37214 Dr. Joe Mount (615) 902-7531	Psychiatric Hospital, In- & out-patient treatment, Intervention, assessment, Psychosexual Evaluations, Pre/Post Sentencing Clinical, Evaluations The site is not offering practicum for Summer 2023, but there may be availability for Fall 2023. Please contact them in late summer for more information.
Nashville Cares 633 Thompson Lane Nashville, TN 37204 and 442 Metroplex Drive Building D Nashville, TN 37211 Amna Osman Kara Rauscher - krauscher@nashvillecares.org Cory Roroya - croroya@nashvillecares.org	

Organization	Client Population/Service
Nashville Center for Trauma and Psychotherapy 1801 West End Suite 520 • Nashville, TN 37203 (615) 268- 3344 Stephanie Pinson info@nashvilletherapy.com	Anxiety, depression, couples, trauma, child play therapy, teens, addiction, EMDR therapy.
Nashville Neuro, PLLC Dr. Yasmeen Neal yneal@nashvilleneuro.com (615) 747-2525	
Nashville Psych 4535 Harding Pike, Suite 102 Nashville, TN 37205 Dr. Daniel Goldstein Email cover letter, a de-identified sample report and CV to dan@nashvillepsych.com *Previous assessment experience required * Employee position may be Available if you have CPA	Private practice, Children, adolescents, and adults Assessment and potential, for counseling Part-time and full-time, practicums Deadline February 24th Application link: :https://www.nashvillepsych.com/training-opportunities/
Omni Community Health 115 Winwood Dr., Ste. 105 Lebanon, TN 37087 Myrna K. Kemp, PhD. LPCMHSP mkemp@omnicommunityhealth.com 615-453-1606 Pandora's Awakening Renee Burwell contact@pandorasawakening.com (615) 375-6896	Couples, sex, trauma therapy
Replenish Her Counseling 210 25th Avenue North, Suite 1220 Nashville, TN 37203 615-258- 5557 Christine Finnegan christine@replenishher.com	Individual therapy (adult, adolescent, children) Family therapy Couples therapy Group therapy
Rogers Behavioral Health Jason Gibbs, PhD Jason.Gibbs@rogersbh.org (615) 760-3991 4230 Harding Pike #707, Nashville TN, 37205	OCD and Anxiety Depression, Addiction Eating Disorders, Trauma Emotional Dysregulation Mental Health Recovery Anxiety and Depression Recovery in ASD

Organization	Client Population/Service
Sabin Behavioral Health 404 North Castle Heights Ave Suite F Lebanon, TN 37087 615 269 4990 (615)953-9862 Erin Kenny office@sabintn.com	Cognitive-behavior therapy
Smith Behavioral Health and Wellness, LLC 210 25th Avenue North, Suite 1220 Nashville, TN 37203 615 269 4990 – 615-953-9862 Jessica Smith jessicasmith@smithbhw.com	Application link: https://www.smithbhw.com/services-6
Tennessee Department of Correction (TDOC) 320 Sixth Avenue North, 4th Floor Rachel Jackson Building Karen Milliner jkmilliner@teamcenturion.com (615) 350-3100 ext.3596	
Tennessee Department of Mental Health and Substance Abuse Services Middle Tennessee Mental Health Institute Stewarts Ferry Pike Nashville, TN 37214 Joyce Kovacs Joyce.Kovacs@tn.gov (615) 902-7400	
Tennessee Prison for Women 3881 Stewarts Ln. Nashville, TN 37218 Supervisor: Dr. Eric Gauén (615) 741-4713 eric.gauen@corizonhealth.com	Correctional Facility Psychotherapy Women, underserved
Tennessee State University Counseling Center Dr. Jesse Aros jaros@tnstate.edu (615) 963-5632	Undergrad. and grad. students Outreach, Intervention, Career Consultation
The Ranch Tennessee PB Outpatient Services Tennessee Nancy Kirby, Ed.D Nancy.Kirby@promises.com	

Organization	Client Population/Service
The Ross Center 900 Glendale Lane Nashville, TN 37204 Locations in Nashville, Clarksville, Franklin Charnequa A. Kennedy 615-338-6341 ext. 124 615-981-6014 CV/resume and cover letter to ckennedy@rossbg.com	Independent practice Counseling, assessment Children, adults
Trevecca Counseling Center 333 Murfreesboro Pike Nashville, TN 37210 Jonathon Roy, Ph.D. LPC-MHSP larke.strong@omnicommunityhealth.com (615) 248 1308	
Vanderbilt Children's Hospital 2200 Children's Way Nashville, TN 37232 Dr. Linda Ashford, Ph.D linda.ashford@vumc.org (615) 936-0249	Hospital Children Assessment, counseling The site is not offering practicum for Summer 2023-2024.
Vanderbilt Department of Psychiatry Adult Services 1500 21st Avenue South Nashville, TN 37212 Sonia Matwin, PhD sonia.matwin@vumc.org	The site is not offering Practicum for the 2023-24 academic year Assessment Practicum In-patient hospital Deadline: approx. April 15
Vanderbilt Community Mental Health Center 1601 23rd Avenue S. Nashville, TN 37212 Mary Magestro, M. Ed., Sr. LPE (615) 327-7287 mary.magestro@vanderbilt.edu	Community Mental Health Adults, children, families Deadline: approx. April 15
Vanderbilt Kennedy Center Treatment and Research Institute for Autism Spectrum Disorders (TRIAD) 110 Magnolia Cir. Nashville, TN 37203 (615) 343-5753 Dr. Rachel Hundley Rachel.j.hundley@Vanderbilt.edu	Children/Adults Assessment

Organization	Client Population/Service
Vanderbilt Kennedy Center – new added 110 Magnolia Cir. Nashville, TN 37203 (615)343 3752 Andrew Elmer Molnar, Jr., Ph.D. andrew.e.molnar@vumc.org	Pediatric Neuropsychology
Vanderbilt Osher Center for Integrative Health 3401 West End Ave Suite 380 Nashville, TN 37203 Dr. Elizabeth G Walsh 615-500-5265 elizabeth.g.walsh@vumc.org	The site is not offering Practicum for the 2023-24 academic year. Hospital/Medical Psychotherapy Adults, older adults
Vanderbilt University Counseling Services (UCC) 2015 Terrace Place Nashville, TN 37203 (615)322 1326 Training Coordinator Mary Clare Champion, Ph.D., HSP Training Coordinator <i>Practicum Training Coordinators</i> Melissa Porter, Psy.D., HSP Mary Clare Champion, Ph.D., HSP mary.c.champion@vanderbilt.edu Application Frances Niarhos, PhD frances.niarhos@vanderbilt.edu	Adjustment, mood and anxiety disorders, eating disorders, trauma, and substance abuse Applications deadline approx February 10 https://www.vanderbilt.edu/ucc/training-opportunities/clinical-practicum-placement/
Vanderbilt University Psychological and Counseling Services Nashville, TN Dr. Monicah Mohumba monicah.muhomba@vanderbilt.edu (615) 322-2571	Primarily Individual therapy Groups, Outreach, Career Counseling, assessments Deadline: approx. April 10
The Village of Kairos 1451 Elm Hill Pike, Suite 250 Nashville, TN 37210 (615) 551-1327 Eboni Webb, PsyD, HSP ewebb@thevillageofkairos.com	Individual and group therapy for adolescents, parents, families http://www.thevillageofkairos.com

Organization	Client Population/Service
TVHS VAMC Murfreesboro, TN (Alvin C. York Campus) 3400 Lebanon Pike 615-225-3507 Send CV to Elizabeth.Corsentino2@va.gov and Natalie.Heidelberg@va.gov	Older veterans (60+) Individual therapy Cognitive assessment Geropsychology
TVHS VAMC Murfreesboro, TN (Alvin C. York Campus) General Outpatient 3400 Lebanon Pike Murfreesboro, TN 37129 Send CV to Nicholas Denton, Ph.D fowler.denton@va.gov 615-225-6660	Veterans w/wide range of diagnoses Individual, group therapy Personality testing Diagnostic interviewing CBT, ACT, STAIR
TVHS VAMC Murfreesboro, TN (Alvin C. York Campus) General Outpatient 3400 Lebanon Pike Murfreesboro, TN 37129 Send CV to Amy.owen2@va.gov and Lisa.lively-brindley@va.gov	Veterans w/wide range of diagnoses Individual therapy Potential for Group and couples therapy Diagnostic interviewing CBT, ACT, STAIR, EMDR
TVHS VAMC Murfreesboro, TN (Alvin C. York Campus) Veterans Recovery Center 3400 Lebanon Pike Murfreesboro, TN 37129 Erin Patel, Psy.D., ABPP; erin.patel@va.gov 615-873-6827 Patrick Michaels, Ph.D Patrick.Michaels@va.gov 615-225-6726	Veterans w/severe mental, illness (e.g. schizophrenia, schizoaffective, bipolar, chronic PTDS, major depression) Individual and group therapy Diagnostic interview Potential for couples, family, therapy
TVHS VAMC Murfreesboro, TN (Alvin C. York Campus) Post Deployment Outpatient Clinic 3400 Lebanon Pike Murfreesboro, TN 37129 Send CV to Erica.barnes@va.gov 615-225-3449.	Veterans within 5 years of discharge and OEF/OIF/OND Age range 20-60 Individual and group therapy Diagnostic interview

Organization	Client Population/Service
TVHS VAMC Nashville, TN General Outpatient 1310 24th Avenue South Nashville, TN 37212 Dr. Jennifer Kasey Jennifer.Kasey@va.gov 615-873-8277 Dr. Jonathan Rudiger jonathan.rudiger@va.gov 615-873-8459	Veterans w/mild to moderate depression Brief and long-term individual psychotherapy Potential for couples and group therapy
TVHS VAMC Nashville, TN General Outpatient Mental Health Annex 1310 24th Avenue South Nashville, TN 37212 Dr. Eric Aureille Eric.Aureille@va.gov 615-873-6817	Typically combat veterans Ages range 20-80 Diagnostic assessment Psychotherapy CBT, mindfulness, Cognitive Processing Therapy
WILLED BY WELLNESS, LLC 1410 17th Avenue South, Nashville TN 37212 Courtney Williams (919) 671 6555 courtney.williams@willedbywellness.com	Application Deadline- June 1st (for a Fall start date) https://willedbywellness.com/

APPENDIX B



College of Education
3500 John A. Merritt Boulevard
Nashville, TN 37209

PSYCHOLOGY DEPARTMENT

Criteria for Doctoral Practicum Sites

Practicum sites must be familiar to the Counseling Psychology core faculty and approved by them according to the following criteria:

1. The practicum site should be a service installation with training as one of its functions. Psychological services in the setting should conform to all relevant APA standards and guidelines.
2. The practicum site must have been in existence for a minimum of two years.
3. The practicum experience is conducted in a manner consistent with the current legal-ethical standards of the profession.
4. The site should provide the student with a high degree of access to professional psychologists who will serve as appropriate role models.
5. The site should provide **at least**:
 - a. One hour of individual supervision per week by a licensed psychologist/HSP.
 - b. A minimum of an average 8-9 client contact hours per week. These hours may include assessment, consultation, outreach or individual, group, couple, and family therapy.
 - c. Other practicum activities might include attending case conferences, writing of reports, and clinical notes, group supervision
 - d. An appropriate work environment with adequate supplies, materials and office space.
6. As an upper limit, practicum sites should not require more than 20 hours of students' time per week. However, in negotiation with practicum site supervisors, students may choose to commit more time to their practicum activities according to their training interests and needs, and in considerations of other demands they may have.

7. The practicum is systemically evaluated in a manner consistent with the specific training objectives of the program. Mid-term feedback and a formal evaluation of the practicum student's performance will be made at mid-term and at the end of the practicum on forms provided by the Department Psychology. Performance evaluation common to a given site will also be utilized.
8. The student may be paid a stipend for the practicum. Please see 'Paid Practicum Policy'.
9. While there are many excellent psychologists in private practice, the number of potential client hours is not guaranteed. As a result, this program needs assurance that private practices will be able to provide appropriate clinical hours for practicum students. Exception to this **may** be made for an elective practicum for training with special populations (Example: dissociate disorders).
10. Potential Practicum Sites must provide the following information to be considered:
 - a. Name of Organization
 - b. Type of agency
 - c. Location (May have several locations. Include only those in which student may be placed.)
 - d. Client population served
 - e. Services provided
 - f. Contact person
 - g. Names of potential supervisors, their degrees, and licensing
 - h. Specialized populations/services
 - i. Other information that may impact practicum student.

APPENDIX C

Name: _____ Evaluation #: _____ Score: _____

COUNSELING SKILL COMPETENCY RATING FORM – PSYC 7160

DIRECTIONS:

For each of the following criteria that the student demonstrates, make a marking or check when that the skill is demonstrated. Then assign points for consistent skill competency using the rating scales below. List any observations, comments, strengths and weaknesses in the space provided.

- 3 Used the skill with specific impact on client (active competency)
- 2 Used the counseling skill with basic competency
- 1 Used but needs improvement
- 0 Did not use or identify the counseling skills
- NA Not applicable for this counseling session

SPECIFIC CRITERIA	COMMENTS	SKILL COMPETENCY RATING
-------------------	----------	-------------------------------

A. OPENING SESSION AND DEVELOPING RAPPORT

Section Score: _____

- 1. Greeting _____
- 2. Explanation of roles and expectation _____
- 3. Addressing administrative tasks _____
- 4. Beginning therapy session _____

B. EXPLORATION OF PROBLEM

Section Score: _____

- 1. Exhibit empathy/rapport _____
- 2. Show respect _____
- 3. Exhibit nonverbal Matching _____
- 4. Use of minimal encourager _____
- 5. Paraphrasing _____
- 6. Pacing and/or leading session _____

SPECIFIC CRITERIA	COMMENTS	SKILL COMPETENCY RATING
7. <u>Verbal tracking</u>		
8. <u>Reflect feeling</u>		
9. <u>Clarification</u>		
10. <u>Use of open-ended questions</u>		
11. <u>Summarization</u>		
12. <u>Use of behavioral description</u>		
13. <u>Use of appropriate closed question</u>		
14. <u>Perception checks</u>		
15. <u>Focusing</u>		
16. <u>Feedback</u>		
17. <u>Maintained eye contact</u>		
C. <u>PROFESSIONALISM:</u>		Section score:
1. <u>Ethics awareness</u>		
3. <u>Professional demeanor</u>		

APPENDIX D

Name: _____ Evaluation #: _____ Score: _____

COUNSELING SKILL COMPETENCY RATING FORM – PSYC 7260

DIRECTIONS:

For each of the following criteria that the student demonstrates, make a marking or check when that the skill is demonstrated. Then assign points for consistent skill competency using the rating scales below. List any observations, comments, strengths and weaknesses in the space provided.

- 3 Used the skill with specific impact on client (active competency)
- 2 Used the counseling skill with basic competency
- 1 Used but needs improvement
- 0 Did not use or identify the counseling skills
- NA Not applicable for this counseling session

SPECIFIC CRITERIA	COMMENTS	SKILL COMPETENCY RATING
-------------------	----------	-------------------------------

A. OPENING SESSION AND DEVELOPING RAPPORT

Section Score: _____

- 1. Greeting _____
- 2. Explanation of roles and expectation _____
- 3. Addressing administrative tasks _____
- 4. Beginning therapy session _____

B. EXPLORATION OF PROBLEM

Section Score: _____

- 1. Exhibit empathy/rapport _____
- 2. Show respect _____
- 3. Exhibit nonverbal Matching _____
- 4. Use of minimal encourager _____
- 5. Paraphrasing _____
- 6. Pacing and/or leading session _____

SPECIFIC CRITERIA	COMMENTS	SKILL COMPETENCY RATING
7. <u>Verbal tracking</u>		
8. <u>Reflect feeling</u>		
9. <u>Reflect Meaning</u>		
10. <u>Clarification</u>		
11. <u>Use of open-ended questions</u>		
12. <u>Summarization</u>		
13. <u>Use of behavioral description</u>		
14. <u>Use of appropriate closed question</u>		
15. <u>Perception checks</u>		
16. <u>Effective use of silence</u>		
17. <u>Focusing</u>		
18. <u>Feedback</u>		
19. <u>Maintained eye contact</u>		
C. <u>PROBLEM-SOLVING SKILLS</u>		Section Score:
1. <u>Set and define Goals</u>		
2. <u>Explore and understand concerns</u>		
3. <u>Development and exhibit understanding of alternatives</u>		
4. <u>Implement alternative</u>		
5. <u>Use of special techniques</u>		
6. <u>Use of process counseling</u>		

SPECIFIC CRITERIA	COMMENTS	SKILL COMPETENCY RATING
<hr/>		
D. ACTION PHASE/ CONFRONTING INCONGRUITIES		Section score:
1. <u>Immediacy</u>		
2. <u>Use of self-disclosure</u>		
3. <u>Confrontation</u>		
4. <u>Use of directives</u>		
5. <u>Identifying logical consequences</u>		
6. <u>Interpretation</u>		
E. CLOSING		Section score:
1. <u>Summarization of Content/feeling</u>		
2. <u>Review of Plan</u>		
3. <u>Rescheduling</u>		
4. <u>Termination of Session</u>		
5. <u>Evaluation of Session</u>		
6. <u>Follow-up</u>		
F. PROFESSIONALISM:		Section score:
1. <u>Ethics awareness</u>		
2. <u>Professional demeanor</u>		

APPENDIX E

CASE PRESENTATION OUTLINE

Presenter:

Date:

- I. Presenting Problem
 - A. Referral issue
 - B. Symptoms
 - C. Onset
- II. Psychosocial History (to be written in paragraph form)
 - A. Age
 - B. Gender
 - C. Prior treatment (out- and in-patient, medication, response to treatment, drug treatment, etc.
 - D. Psychiatric family history
 - E. Personal medical history
 - F. Alcohol and drug history
 - G. History of sexual/emotional/physical abuse
 - H. History of medical conditions that may mimic mental disorders
 - I. History of loss
 - J. Relationship with family and social support
- III. DSM-IV Diagnoses
 - Axis I:
 - Axis II:
 - Axis III:
 - Axis IV: (including level of severity)
 - Axis V: Past year GAF =
 - Current GAF =
- IV. Current Treatment Modality, Therapeutic Goals and Objectives
 - A. Case conceptualization or clinical picture (core issues, core affect, intrapersonal and interpersonal issues or patterns, etc.)
 - B. Therapeutic goals
 - C. Treatment modality
 - D. Treatment interventions
- V. Other Treatment Related Issues
 - A. Length of treatment
 - B. Current Response to Treatment
 - C. Prognosis
 - D. Final recommendations

APPENDIX F



PSYCHOLOGY DEPARTMENT

College of Education

3500 John A. Merritt Boulevard
Nashville, Tennessee 37209

DOCTORAL PRACTICUM REQUEST FORM

PSYC 7365 & PSYC 7366 PSYC 7367 & PSYC 7368 PSYC 7369 (Circle appropriate course number/s)

Instructions: Submit this form to the Practicum Coordinator by March 15. You need to do so even if you are continuing in your current practicum site. If this form is not received by March 15, it will be assumed that you are not interested in practicum for the upcoming academic year.

Name: _____

Current Year in the Program: _____

Year you plan to apply for internship: _____

Provide the following information and check which one should be used if we need to contact you quickly.

☐ Telephone No. _____

☐ E-Mail Address: _____

List all previous (both masters and doctoral) and current practicum experience, if any, including dates:

1. _____

2. _____

3. _____

If continuing in the same practicum, specify name of current site:

If you are interested in a new practicum, specify your choices **in order of preference**. Do not limit your list to less than three choices unless you prefer not to have a practicum if your other choices are unavailable.

1. _____

2. _____

3. _____

Attach a signed *Ethics Code Verification* form and your updated vita which indicates: a) other relevant work or volunteer experience and b) relevant coursework required by the sites you listed as preferences. You may also use the back of this form to make additional comments such as Identifying any needs or conditions that need attention concerning a practicum assignment for you in this practicum.

NOTE: All students are required to show proof of student malpractice insurance **before** beginning practicum. Malpractice insurance can be obtained through APA **but you must be a member before applying for the insurance**. Contact APA at 1-877-637-9700 or apply on-line www.apait.org.

APPENDIX G

Tennessee State University
Psychology Department

Doctoral Practicum Contract Cover Letter [Sample]

(TSU Stationery)

[Inside Address]

Dear [**Practicum Supervisor's Name**]:

Enclosed is a contract to formalize the arrangement between the Department of Psychology at Tennessee State University and (**Student's Name**), a student enrolled in a doctoral practicum course at Tennessee State University. A number of practicum activities have been selected based on APA guidelines and state licensing or certification requirements.

We realize that a practicum site may not be able to provide access to all the activities we have selected. Please indicate on the contract the activities that you will provide.

We appreciate and thank you for your interest and cooperation in the professional training and development of our students in counseling psychology.

Sincerely,

(Name of Practicum Coordinator)

APPENDIX H

Tennessee State University, Psychology Department **Doctoral Practicum Contract¹**

This agreement is made on _____ between _____
(Date) (Practicum Site)
and the Department of Psychology at Tennessee State University. The agreement will be
effective for the period from _____ to _____ for
_____ per week for _____.
(No. Hours) (Name of Student)

Purpose

The purpose of this agreement is to provide a qualified graduate student with a practicum experience in the discipline of counseling psychology.

The Department of Psychology at TSU Agrees:

1. to assign a university faculty liaison to facilitate communication between the university and site;
2. to notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
3. that the faculty liaison shall be available for consultation with both site supervisors and students and shall be immediately contacted should a problem or change in relation to student, site, or university occur; and
4. that the university supervisor is responsible for the assignment of a grade for the practicum performance.

The Practicum Site Agrees:

1. to assign a practicum supervisor who has appropriate credentials, time, and interest for training the practicum student.
2. to provide opportunities for the student to engage in a variety of counseling and assessment activities under supervision and for evaluating the student's performance (see below for some suggested practicum activities);
3. to provide the student with adequate work space, telephone, office supplies, and staff to

¹ Adapted from *Practicum & Internship: Textbook for Counseling and Psychotherapy* (2nd ed.).

conduct professional activities;

4. to provide supervisory contact that involves some examination of student work using observation, audio/visual tapes, and/or live supervision; and
5. to provide written evaluation of student based on criteria established by the university program.

With the above specified time frame, _____
(Site Supervisor)

will be the primary practicum supervisor. The training activities (checked below) will be provided for the student in sufficient amounts to allow for adequate evaluation of the student's level of competence in each activity. The faculty liaison or supervisor, _____, will communicate with the student and practicum supervisor concerning progress, problems, and performance evaluations.

Suggested Practicum Activities

- | | |
|--|-------------------------------------|
| 1. Individual Counseling/Psychotherapy | 6. Consultation |
| Personal/Social Nature | Referrals |
| Occupational/Educational Nature | Team Collaboration |
| 2. Group Counseling/Psychotherapy | 7. Psychoeducational Activities |
| Co-leading | Parent Conferences |
| Leading | Outreach |
| 3. Intake Interviewing | Client Orientation |
| 4. Testing | Contact Community Resources |
| Administration | In-Service |
| Analysis | 8. Career Counseling |
| Interpretation of Results | 9. Individual Supervision |
| 5. Report Writing | 10. Group or Peer Supervision |
| Record-keeping | 11. Case Conferences/Staff Meetings |
| Treatment Plans | 12. Other (Please List): _____ |
| Treatment Summaries | _____ |

Practicum Site Supervisor: _____ Date: _____

Student: _____ Date: _____

Faculty Supervisor: _____ Date: _____

Tennessee State University

Department of Psychology

Ethics Code Verification

All students in the Counseling Psychology program are expected to familiarize themselves with and adhere to the current ethical standards and code of conduct for psychologist. This form is used to provide verification to the program that our students have (a) received a copy of the current APA Ethical Standards and Code of Conduct for Psychologist, (b) have familiarized themselves with it, and (c) have been advised and encouraged to consult with their program advisors, faculty and supervisors on issues of ethical and professional concern.

This form must be signed and returned to the program coordinator or director within the first 6 weeks of students' first fall enrollment in the program. (For students who entered the program prior to Fall 2003, please sign and return the form within 2 weeks of it receipt.)

My signature below indicates that I have received or obtained the current APA Ethical Standards and Code of Conduct for Psychologist and have been advised to asked questions of my program advisor, faculty or supervisors about any ethical issues or concerns that arise during my tenure in the program.

Student (please print)

Date

Signature _____

APPENDIX J

Tennessee State University Psychology Department

Acknowledgment of Risk and Consent for Treatment for Practicum Participants

I acknowledge that there are certain risks inherent in my participation in this practicum, including, but not limited to risks arising from:

- Driving to and from the practicum site, or while in the course of practicum activities;
- Unpredictable or violent behavior of certain client populations served by the practicum site;
- Exposure to infectious diseases, including tuberculosis or other airborne pathogens, and hepatitis, HIV or other blood borne pathogens.

I acknowledge that all risks cannot be prevented and could result in my bodily injury, up to and including death, and agree to assume those risks beyond the control of University faculty and staff. I agree that it is my responsibility to understand and follow the Practicum Site's policies and procedures designed to identify and control risks, including safety and security procedures and blood borne pathogen policies, and to obtain any immunizations which the Practicum Site may recommend or the University require. I represent that I am otherwise capable, with or without accommodation, to participate in this practicum.

Should I require emergency medical treatment as a result of accident or illness arising during the practicum, I consent to such treatment. I acknowledge that Tennessee State University does not provide health and accident insurance for practicum participants and I agree to be financially responsible for any medical bills incurred as a result of emergency or other medical treatments. I will notify my Practicum Instructor if I have medical conditions about which emergency personnel should be informed.

Name of Practicum Site: _____

Printed Name of Student: _____

(Signature of Student)

(Date)

APPENDIX K

Tennessee State University
Department of Psychology

Summary of Site Visit
Psychology 7365, 6, 7, 8, 9

STUDENT IDENTIFICATION:

Name: _____ SSN: _____

Academic Advisor: _____

PRACTICUM SITE:

Name of Site: _____

Address: _____

Telephone: _____ Number of Practicum Students: _____

Site Supervisor (Name and Degree): _____

SUMMARY OF VISIT:

Date: _____ Time: _____

Persons Contacted During Visit: _____

Adequacy of Facilities: _____

Activities of Practicum Student: _____

Nature of Existing Problems: _____

Feedback from Site Supervisor: _____

COMMENTS (with signature of university visitor)

Trainees may not have been engaged at your site in all the activities listed below. Please mark those activities which were not included at your site with "NA." Your candid assessments are most helpful assisting and advising the student regarding her or his further development as a professional psychologist. Students cannot be given credit for a semester's practicum placement hours until the completed evaluation has been received at TSU.

PRACTICUM EXPERIENCE DIMENSIONS

A. Professional Behavior

- _____ 1. Is appropriately engaged in staff meetings.
- _____ 2. Works effectively on joint projects with others.
- _____ 3. Displays appropriate skills when presenting (cases or content material)
- _____ 4. Participates actively in training sessions.
- _____ 5. Behaves in professional manner with other staff members.
- _____ 6. Appropriately identifies and utilizes consultation
- _____ 7. Demonstrates initiative.
- _____ 8. Completes tasks promptly and on schedule.
- _____ 9. Adheres to basic ethical and legal standards.
- _____ 10. Is sensitive to multicultural and individual and cultural differences.
- _____ 11. Is open to feedback.
- _____ 12. Awareness of own biases and effect on work.
- _____ 13. Engages in reflective activities related to their work with clients
- _____ 14. Is organized and well prepared

B. Assessment

- _____ 1. Ability to appropriately select assessment instruments and techniques.
- _____ 2. Ability to appropriately administer, assessment instruments and techniques.
- _____ 3. Ability to appropriately interpret assessment instruments and techniques.
- _____ 4. Ability to write clear reports.
- _____ 5. **Number of integrative reports completed: _____
- _____ 6. Ability to conceptualize clients using the current DSM, including differential diagnosis
- _____ 7. Ability to develop appropriate recommendations.
- _____ 8. Skills in providing feedback to clients on assessment findings.

List Assessment Instruments administered and number of administrations completed during this practicum: (Use back of this form is needed)

C. Interventions Skills

- _____ 1. Able to complete Intake/initial interview to assess client needs and status.
- _____ 2. Displays empathy/sensitive
- _____ 3. Utilizes listening skills and communicates effectively
- _____ 4. Develops appropriate treatment plans.
- _____ 5. Ability to appropriately assess risk.

Individual Therapy

- _____ 6. Manages own affect without compromising treatment or therapeutic relationship.
- _____ 7. Knowledge of current literature with regard to treatment for specific client concerns.
- _____ 8. Implements treatment plan with respect to short term goals,
- _____ 9. Monitors utility and efficacy of treatment plans during treatment,
- _____ 10. Modifies treatment plan when needed.
- _____ 11. Ability to evaluate progress of therapy.
- _____ Demonstrates appropriate termination skills.

Group Therapy

- _____ 12. Ability to lead or co-lead a group.
- _____ 13. Understanding of at least one major theory of group development.

Outreach

- _____ 14. Participated in an outreach presentation
Topic/Title: _____
Group: _____
- _____ 15. Organized an outreach presentation
Topic/Title: _____
Group: _____
- _____ 16. Organized and lead/co-lead an outreach presentation.
Topic/Title: _____
Group: _____

D. Career Counseling

- _____ 1. Ability to conceptualize client career issues.
- _____ 2. Competence in career counseling.
- _____ 3. Knowledge of career assessment instruments.
- _____ 4. Facilitation of goal setting with career clients.
- _____ 5. Knowledge of available career information resources.

After evaluating the basic areas of field experience, please provide narrative answers to the five general questions about the student's performance.

NARRATIVE COMMENTS

- 1. What are the trainee's special talents, competencies, and strengths?
- 2. What are the trainee's deficits requiring attention in the future?
- 3. What recommendations would you give to the trainee to correct weaknesses?

4. What are your general impressions of the trainee's professional potential?

Practicum Hours: Total Clock Hours: _____ Direct Service Hours: _____

Supervisory Hours: _____

Based on the above evaluation, do you endorse this student as competent to see clients within their scope of practice? _____ Yes _____ No

(Signature of Supervisor)

(Date)

(Student signature)

(Date)

APPENDIX M



PSYCHOLOGY DEPARTMENT

College of Education
3500 John A. Merritt Boulevard
Nashville, TN 37209

STUDENT EVALUATION OF PRACTICUM SITE

DIRECTIONS: Complete this form both at midterm and at the end of the practicum. This form should be turned in to the Practicum Coordinator. This is an "in-house" form for evaluating practicum sites. Your comments and ratings will not be shared with the site or site supervisor. Thank you.

Name: _____

Site: _____

Site Supervisor: _____

Rate the following aspects in regard to your practicum site and experiences:

1 = Very satisfied 2 = moderately satisfied 3 = satisfied
4 = moderately unsatisfied 5 = Very unsatisfied
NA = not applicable

- | | | | | | | | |
|----|---|---|---|---|---|---|----|
| 1. | Amount of on-site supervision. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. | Quality and usefulness of on-site supervision. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. | Usefulness and helpfulness of on-site personnel. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. | Relevance of experience to career goals. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. | Exposure to and communication of goals. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. | Exposure to and communication of procedures. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. | Exposure to professional roles and functions. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. | Exposure to information about community resources. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. | Rate all applicable experiences which you had at your site: | | | | | | |
| | a. Report writing | 1 | 2 | 3 | 4 | 5 | NA |

b.	Intake interviewing	1	2	3	4	5	NA
c.	Administration and interpretation of tests	1	2	3	4	5	NA
d.	Staff presentations/case conferences	1	2	3	4	5	NA
1 = Very satisfied 2 = moderately satisfied 3 = satisfied							
4 = moderately unsatisfied 5 = Very unsatisfied							
NA = not applicable							
e.	Individual counseling	1	2	3	4	5	NA
f.	Group counseling	1	2	3	4	5	NA
g.	Family/couple counseling	1	2	3	4	5	NA
h.	Consultation	1	2	3	4	5	NA
i.	Career counseling	1	2	3	4	5	NA
j.	other: _____	1	2	3	4	5	NA
10.	Overall evaluation of the site	1	2	3	4	5	NA

Evaluation of Supervisor

What are/were your supervisor's strengths?

In what areas does your supervisor need improvement?

Would you recommend this supervisor to another student? Would you recommend this site to another student?

_____ YES

_____ NO

_____ YES

_____ NO

COMMENTS: [On the other side of this sheet, include any further comments]

APPENDIX N

Name: _____ **Practicum Hours Data Record** Circle: PSYC7260 PSYC7365 PSYC7366 PSYC7367 PSYC7368 PSYC7369
 Site: _____ Supervisor: _____
 Address: _____ City/State/Zip: _____ YEAR: _____

PRACTICUM HOURS	WEEK # ____		WEEK # ____		WEEK # ____		WEEK # ____		WEEK # ____		WEEK # ____		WEEK # ____		WEEK # ____		WEEK # ____	
INTERVENTION & ASSESSMENT EXPERIENCE	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
A. Individual Therapy																		
Older Adults																		
Adults (18-64)																		
Adolescents (13-17)																		
School Age (6-12)																		
Pre-School Age (3-5)																		
Infants (1-2)																		
B. Career Counseling	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Adults																		
Adolescents																		
C. Other Psychological Interventions																		
Intakes																		
Other Structured Interviews																		
Substance Abuse Interventions																		
D. Psychological Assessments (List names on back)																		
E. Other Psychological Experience																		
Supervision of other students																		
Program Development or Outreach																		

Other: List																		
TOTAL INDIVIDUAL INTERVENTIONS OR ASSESSMENTS (A+B+C+D+E)																		
F. Group Counseling																		
Adults																		
Adolescents																		
Children																		
G. Family Therapy																		
H. Couples Therapy																		
TOTAL HOURS (A-H)																		
SUPERVISION HRS																		
One-on-One																		
Group/Class																		
Peer																		
TOTAL SUPERVISION HRS																		

Report miscellaneous hours on back

Student Signature: _____
 Site Supervisor: _____
 Faculty Signature: _____

Date: _____
 Date: _____
 Date: _____