

**Florida International University
Department of Psychology**



**Counseling Psychology
Masters Program**



Student Handbook

Fall 2008

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College of Arts & Sciences
Department of Psychology**

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Counseling Psychology Masters Program

The information contained in this Handbook is designed to guide Students through the educational and clinical training experience requirements necessary for completing the masters degree in psychology with a specialization in counseling, and for obtaining a license as a Mental Health Counselor as outlined in Florida Statute 491. The degree requirements for the Counseling Psychology Masters program are designed to be consistent with the state licensure requirements, however, the Board of Clinical Social Work, Marriage & Family Therapy and Mental health Counseling meets several times annually and may change the rules outlined in Chapter 491 at any meeting. It is recommended that all Students obtain a copy of the Florida Statutes (Laws and Rules) governing the profession. Students should stay current with changes and new information by maintaining contact with the Florida Board.

Division of Medical Quality Assurance
Board of Clinical Social Work, Marriage and Family Therapy and Counseling Psychology
4052 Bald Cypress Way
Tallahassee, Florida 32399-3258
www.doh.state.fl.us/mqa
(850) 245-4474

It is recommended that Students join the Florida Mental Health Counselors Association (FMHCA), which offers important information regarding upcoming changes in the laws and rules as well as other vital information. Their website is <http://www.floridamhca.org/>

It is also suggested that students planning to have a career in Psychology and Counseling join the American Counseling Association and the American Psychological Association. They both offer student memberships, many discounts, publications, etc. and they offer student liability insurance.

ACA Membership Services: 800-347-6647 x. 222, <http://www.counseling.org/>.
APA Membership Services: 800-374-2721 <http://www.apa.org/students>.

You are responsible for the material in this handbook

Most of the counseling program policies and requirements are explained in the Student Handbook –please read all of it; you are responsible for all of it. You will be asked to sign a form, indicating that you have read all the materials and understand that you are responsible for knowing and complying with program requirements.

Informed Consent

Description of Course Expectations and Program Experiences

The course content and experiential activities in the Counseling Program are designed to afford students the opportunity to advance their personal, intellectual, and professional development. Throughout the program of study, you will be expected to receive and integrate feedback concerning your personal, academic, and professional strengths, limitations, and performance as a counselor.

The expectations of the counseling curriculum are that you will explore and recognize the effect that your personal beliefs, values, issues, emotions, and behaviors have on your ability to function as a counseling professional. Students in the Counseling Psychology Masters Program are encouraged to seek out experiences for personal growth and reflection (i.e., personal counseling) while in the program to assist in this self reflective process. This service is offered free of charge for students, at the FIU Counseling Center. The various teaching methods, courses, practica, and internships, will require that you develop and demonstrate your counseling skills as you work with other students in role-play scenarios and with clients in actual counseling sessions. You will be required to share audio and/or video tapes of these sessions with your supervisors, instructors, and peers for feedback. In addition to technical feedback about your developing counseling and interviewing skills, you will be asked to consistently and systematically examine your behaviors, beliefs, and emotions in relation to your counseling activities and experiences.

Student Responsibilities

It is the student's responsibility to know and follow the American Counseling Association Code of Ethics. According to the Code, counselors-in-training have a responsibility to adhere to the laws, rules, and policies that govern professional behavior at the placement setting. Furthermore, students have the same obligation to clients as those required of a professional counselor.

Impairment and Remediation

If, in the professional judgment of a supervisor, instructor, or faculty member, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training, a student may be referred for faculty review and remediation. At that time the Faculty Review Committee will be called to review the performance evaluations, record, and behavior of the student and to make recommendations as to whether the student should refrain from providing counseling services and/or develop a plan for remediation (see appendix for full explanation of policy).

The 2005 American Counseling Association Code of Ethics

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx> provides the foundation for our ethical standards. *Section F.9.b* states that faculty members:

"...1) assist students in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to the institutional policies and procedures."

Attestation Statement:

I have read the Student Handbook. I am willing to adhere to the principles, requirements and student responsibilities as described. I have also read the description of course requirements and program experiences required in the curriculum on the program website w3.fiu.edu/psychstudents. I am willing to participate fully in the courses and requirements of the Counseling Program. I further understand that a course grade of B or better must be obtained to progress in and graduate from the program.

Student Name

Signature & Date

Student Survival Guide & Tips

Contact Information: email, phones, and addresses

The Counseling Program, and the psychology department in general, depend on e-mail as the main method of communication. You must have an active e-mail account registered with the Counseling Program Office, the Graduate Secretary, and the Department Main Office, that you check daily. It is your responsibility to ensure that you receive important communications.

If your contact information changes at any time during the course of completing the program please fill out the contact information page found in the [Program Forms](#) , and turn into the following people:

Counseling Program Office staff
Graduate Secretary
Department Main Office Assistant

Disability/Impairment Issues

If you have an impairment, including temporary, due to health, psychological, family, or personal reasons, understand that it is your responsibility to let those who supervise you know of your disability/impairment. Personal problems do not “excuse” you from conducting yourself in a professional manner (e.g. meeting clients on time, showing up for class, etc.). Faculty, instructors and supervisors are usually willing to make reasonable accommodations if they are consulted in a timely manner.

If you have a more extensive disability (e.g. Learning Disability, a physical or mental health condition) that may affect your academic, research, or clinical performance, you should consult with the Disability Resource Center. Reasonable accommodations can be made if a disability is documented, but needs to be done “before” a problem occurs not after.

Contact information for the Disability Resource Center is as follows:

University Park Campus
GC 190
Voice: (305) 348-3532
TTY: (305) 348-3852
Fax: (305) 348-3850

University Graduate School (UGS)

Florida International University's Graduate School assists both prospective and current graduate students in the pursuit of graduate-level programs of study.

At the UGS website you can find information and forms for many things, including but not limited to:

Time limits for Graduation
Transfer Credit Limits
Leave of Absence
Graduation
Graduate Student Catalog
Graduate Policies & Procedures

Please take some time to visit their website (<http://gradschool.fiu.edu/>), as you will find it useful for addressing many different issues. The UGS website also includes important deadlines for graduate students. All of the information in this section is found in the Graduate Course Catalog. It is highly recommended that you download a copy of the Graduate Course Catalog.

Maintaining Active Student Status

A student who is admitted into the program must maintain active status. Active status is defined by UGS as enrolling in at least 1 credit within one academic year. Any student who does not enroll in courses at the University for one full academic year (Fall, Spring, & Summer) or more must apply for readmission. The student must meet the University and program regulations in effect at the time of application for readmission. Applications for readmission are processed the same as an application for admission with the exception of needing to provide documentation already provided. If the application and supporting documents are not received by the appropriate deadline, the application will be considered for admission for the following term. If a student needs to take one full year off, that student must submit a Petition for Exception to Graduate Requirements form to receive permission to take a leave of absence. The form must be completed by the student and submitted to the Program Coordinator.

Academic Warning, probation, and dismissal

A graduate student whose cumulative GPA falls below a 3.0 will be placed on warning, indicating academic difficulty. A graduate student on warning whose cumulative graduate GPA remains below 3.0 in the following semester will be placed on probation, indicating serious academic difficulty. Finally, a graduate student on probation whose cumulative and semester GPA's fall below a 3.0 will be automatically dismissed from his or her program and the University. Further, in the Counseling Program a course grade of "B" or better must be obtained to progress in and graduate from the program.

Forgiveness Policy

The forgiveness policy allows students to repeat two courses to improve their GPA. Only the grade received on the last repeat is used in the GPA calculation. Under the University's forgiveness policy, students must file a "Repeated Course" form with the Office of the Registrar. Repeated courses will be appropriately designated (T: attempted; R: last repeat) Students may repeat no more than two courses under this policy with no course being repeated more than once.

Academic Calendar

It is important that you stay up to date with university dates and deadlines. You can find all important University deadlines are available on the Academic Calendar which can be obtained by visiting my.fiu.edu. This is the same calendar that faculty, instructor, and administrators use to plan their courses. The academic calendar also includes dates in which the University is close (i.e. holidays). You are responsible for obtaining a copy of the academic calendar and adhering to the university's deadlines for registration, drop/add, graduation application, etc.

Non-Degree Seeking

Students are able to take no more than 12 credits (4 courses) as a non-degree seeking student (special student) before being admitted into the Counseling Program. Credits earned as a non-degree seeking student will not be counted toward a degree at the University unless a *Course Inclusion Form* is submitted and approved. Those student who completed up to 12 credits as a non-degree seeking student must complete and submit a *Course Inclusion Form* during their first semester after being admitted in the program. The acceptance of such credit must be recommended by the graduate program and approved by the Dean of the University Graduate School. The University will not allow more than 12 credits of non-degree seeking courses to be transferred to your current program. Please obtain a *Course Inclusion Form* from the Graduate Secretary and submit the completed form to the Program Coordinator.

Enrollment in Courses Outside of Department of Psychology

Students may take up to 6 credits of coursework outside of the Psychology Department . Students must obtain permission from the Program Coordinator before they enroll in any courses outside of the Counseling Program. Approval must be received from the Graduate Director before the Program Coordinator can give students permission to take courses outside of the program.

Syllabi

It is important that you keep all syllabi from all graduate courses taken!!! You may need to use your syllabi as evidence that you have covered a specific topic as part of one or more courses. Thus, it is important to keep a copy of your course syllabi for ALL graduate level classes. You will need your syllabi when you register to become an intern with the State of Florida. You can also find brief descriptions of our courses in the graduate catalog, Student Handbook, and program website (w3.fiu.edu/psychstudents).

Practicum/Internship

It is important that you keep a copy of any and all documents submitted for practicum/internship. This includes but is not limited to:

- Application for Practicum/Internship
- Petition for Change in Placement
- Clinical Training Agreement
- Confidentiality Agreement
- Consent to Record
- Supervision Plan
- Commitment Contract for Placement
- Activities Log
- Weekly Hours Log
- Student/Supervision Feedback Form
- Practicum/Internship Verification Form
- Area of Specialization Form
- Proof of Student Liability Insurance
- End of Semester Evaluation Checklist

Keep copies of any form that you submit in your clinical experience folder with your syllabi.

Form Status

In order to ensure a smooth experience as a student of the Counseling Program you must make sure that all of the forms necessary for the different phases of the program are in order. You will be held responsible for keeping your paperwork up-to-date. If your paperwork is not up-to-date you may miss out on important deadlines, or communications related to practicum/internship, graduation, registration, etc.

Therefore you must check your paperwork status with the Student Assistant every major semester (Fall & Spring). You may schedule an appointment or drop by the office when you are on campus. If you are dropping in please phone ahead of time to make sure that the Student Assistant is available. Please refer to the [student website](#) for important dates and deadlines for submitting forms, or applying for graduation.

Student Website

The Counseling Program has worked very hard to establish and maintain a student website for our current students. Besides e-mail, the student website is an efficient mode of communication to our students. It is your responsibility to check the website regularly for updates, changes, and instructions. You may access the student website at w3.fiu.edu/psychstudents .

Emergency Information

In the event of any type of emergencies, we would like our students to be prepared. Our main concern is the safety of our students! Please become familiar with the university's policies in cases of emergencies. FIU's Office of Emergency Management has information to help you personally prepare for emergencies (including hurricanes), as well as notify the university community about any emergencies. Please visit the Office of Emergency Management website at www.fiuoem.com . They will provide you with definitions of emergencies, notification procedures, and resources. Some quick resources include:

FIU's emergency hotline : 305-348-HELP (available 24/7)

FIU's emergency website: www.fiu911.org (goes live as soon as the university has declared an emergency situation)

Ethics

Your professional training at FIU includes becoming socialized to the role of a counselor. As a counselor in training you must conduct your clinical, and personal activities in a manner that is consistent with the American Counseling Association (ACA) ethics guidelines and standards. As a graduate student (effective immediately) you are required to know and abide by the ACA ethics guidelines and standards. You may download a free copy of the guidelines at any time by going to the ACA website: www.counseling.org/Resources/Codeofethics/TP/Home/CT2.aspx .

Professional Conduct

Counseling students are in a professional training program and are expected to behave in a professional manner throughout their training. Examples of unprofessional behavior include: frequently arriving late for classes, supervision, clinical appointments with clients, or other professional meetings; inappropriate dress during clinical activities. Evidence of unethical behavior in research, clinical work, or classes (e.g. cheating on exams, or plagiarism) will be dealt with according to the policies of the university, and a student may be referred for remediation which could lead to dismissal from the program.

FIU Mission Statement

[Florida International University](#) is an urban, multi-campus, research university serving South Florida, the state, the nation and the international community. It fulfills its mission by imparting knowledge through excellent teaching, promoting public service, discovering new knowledge, solving problems through research, and fostering creativity.

Department of Psychology Mission Statement

The vision of the FIU [Psychology Department](#) is to achieve recognition as a leading department in the field. The goal is to be nationally competitive and locally relevant -- to attain the balance in teaching and research needed to achieve the University's goal of serving the people of Southeast Florida, the state, the nation and the international community. In achieving this vision, the mission of the Psychology Department is to:

- Create new knowledge about human behavior
- Apply what we know of human behavior to improve the human condition
- Attract and support top scholars in our discipline
- Educate, train and humanize students
- Serve the community in which we live
- Serve our department, the University, and our discipline

Counseling Program Description

The Counseling Psychology Masters Program at Florida International University consists of 60 credit hours of graduate study that lead to a Masters of Science in Psychology (M.S. in Psychology) and eligibility to become licensed to practice as a Mental Health Counselor (LMHC). The Program is designed to train practitioners and researchers who can function in a variety of mental health settings in both the private and public sector. The core curriculum is intended to prepare students for advanced study in psychology with a focus on developing applied counseling and therapeutic skills for working in multicultural environments with populations that range across the life span from childhood to later adulthood.

Students are given the opportunity to work in both on-campus and community based settings to gain hands-on supervised clinical training with diverse populations. Students further develop an area of specialization in the field of counseling psychology to acquire expertise with particular problems and populations, through independent study and research with individual faculty members. Students are trained to utilize various methods in examining and implementing evidence based treatments in Counseling Psychology and psychotherapy that have a significant impact on maladaptive and adaptive functioning with populations that range across the life span within multi cultural environments.

Program Curriculum Requirements

Description of Curriculum

Goals: To prepare future therapists, counselors, consultants, and researchers, for the independent and licensed professional practice of counseling, psychotherapy, and psychotherapy research.

Our program focuses on providing students with a solid foundation in Counseling Psychology, and opportunities for specializing in a range of clinical problems and diverse populations.

Objectives:

- To offer courses that emphasize an evidence based structure for customizing the therapeutic relationship (ESR's) and treatment methods (EST's) to individual clients.
- To offer courses and clinical training that fulfill the masters degree requirements for a Florida license in Mental Health Counseling.
- To facilitate students' growth toward a professional identity that focuses on development of counselor competencies, cultural awareness and ethical standards in line with the APA and ACA Codes of Ethics.
- To offer students an opportunity to specialize in a particular clinical problem and specific population through faculty guided research and selected clinical training experiences.
- To facilitate students' recognition of what qualifies as evidence of effective practice through the instruction of, and exposure to, methods of outcome research designed to
 - tailor the therapeutic relationship
 - develop appropriate treatment goals,
 - implement effective treatment and
 - measure treatment outcome.
- To provide instruction & skills training to enable students to utilize applied behavioral science and counseling theories, and evidence based methods and techniques, for the purpose of
 - describing,
 - preventing, and
 - treating psychological problems, *and*
 - enhancing mental health and human development.

I. COURSEWORK

All coursework is completed in sequence following a two-year or three-year Academic plan.

II. CLINICAL TRAINING (9-15 credit hours)

Requirements for the completion of the 1000 hours of clinical experience follow the CACREP guidelines for practica and internship and CACREP standards for clinical instruction.

- ▶ 400 hours of practicum
- ▶ 600 hours of internship
- ▶ Forty percent of clinical work is in direct client contact.
- ▶ Trainees will receive 1 hour of individual supervision per week and
- ▶ 1 ½ hours of group supervision per week by a qualified professional
- ▶ Formal evaluation of student's performance.

CLP 6945 Clinical Practicum (3)

Prerequisite: Admission to program, Permission of Program Coordinator

This is the first semester of supervised experience in clinical techniques and methods. Topics include basic overview of ethics, professional identity, basic interviewing skills, and group supervision. Assessment, clinical interviewing and case presentation methods skills are covered.

CLP 6943 Advanced Clinical Practicum (3)

Prerequisite: Completion of Practicum

This is the second semester of the supervised clinical practicum where students are given the opportunity to sharpen basic counseling skills through their work with clients. Tapes & transcriptions of counseling sessions are shared for peer review and feedback during group supervision. Counselor counter transference issues are introduced and reviewed.

CLP 6948 Clinical Internship (3)

Prerequisite: Completion of 400 hours of Practicum

Supervised Clinical experiences in which students are engaging in individual, group, and family counseling/psychotherapy sessions. Course focus is on the development of a professional identity through individual and group exercises designed to promote self awareness and insight pertaining to becoming a professional counselor/therapist.

CLP 6949 Advanced Clinical Internship (3-6)

Prerequisite: Completion of Internship.

Advanced supervised clinical experiences in which students are engaging in individual, group, and family counseling/psychotherapy sessions including treatment planning and implementation. Students will have the opportunity to develop an in depth case study and advanced case conceptualization based on a specific client and clinical problem, thereby demonstrating the development of a treatment plan and implementation, application of a clinical intervention or treatment of the problem, and treatment outcome.

III. AREA OF SPECIALIZATION:

You must submit the [Declaration of Area of Specialization](#) form which is due at the end of your second semester in the program. Please see [Important Dates](#) on the student website for specific dates for submission of any forms.

(Students choose one Area)

AREA I: Qualifying Paper

Advanced Case Conceptualization

AREA II: Masters Thesis PSY 6971 (6 credits)

Supervised research on an original research project.

Course Descriptions

CYP 6536 Principles & Methods of Psychological Consultation (3): This course provides an introduction to basic counseling skills and theories and looks at variables of the counselor-client relationship and the stages of counseling and psychotherapy. The course will help students develop an understanding of how theoretical perspectives of counseling and psychotherapy approaches can be applied to patients' presenting problems, the development of treatment goals and therapeutic intervention (e.g., basic strategies and techniques).

CLP 5185 Current Issues in Mental Health (3) This course covers foundational as well as current issues in mental health, mental health counseling, and mental health research. The course focuses on Evidenced Based Practices in mental health that includes aspects of the therapeutic relationship (ESR's), and treatment methods (EST's). This course also looks at clinical practice guidelines as they pertain to specific interventions for specific clinical circumstances.

PCO 6206 Principles & Practices of Counseling & Psychotherapy:

License Content Area: *Counseling Theories & Practice*

This course reviews counseling theories and advanced practice with a focus on patient assessment, case conceptualization, treatment planning, and measurement of treatment outcome. This course will also guide students through the development of an advanced case conceptualization and a personal approach to counseling and psychotherapy based on methods of psychotherapy integration.

CYP 6526 Psychological Methods of Program Evaluation (3)

License Content Area: *Research & Program Evaluation*

This course provides an overview of the methods and principles of program evaluation of human service programs. It also surveys the methods available for clinical research (e.g., random clinical trials, process outcome) and the application of the basic principles of such methods. Student will become familiar with conceptualizing, designing, and writing a research project and program evaluation project.

CLP 5931 Ethical Code in Psychological Practices (3):

Licensing Content Area: *Legal, Ethical, & Professional Standards*

This course provides an overview of ethical theory and its practical applications to psychotherapy and mental health counseling. The course will cover the APA and ACA Codes of Ethics as well as issues related to Florida Statute 491, Rule Chapter 64B4, F.A.C., legal issues and professional identity.

CYP 6766 The Psych of Cross Cultural Sensitization (3):

Licensing Content Area: *Social & Cultural Foundations*

This course will offer a series of weekly seminars to increase student sensitivity to working with clients from different cultural backgrounds to: (1) to facilitate awareness of cultural differences and their impact on social and human service delivery, services (2) identify students own personal biases and values and (3) to help students develop culturally appropriate intervention skills.

CYP 5534 Groups As Agents Of Change (3):

Licensing Content Area: *Group Theories & Practice*

This course provides an overview of theoretical concepts and research findings relevant to group psychotherapy. The course covers therapist issues, patient election criteria, group structuring, and basic therapeutic techniques. Students will acquire basic skills in leading group therapy sessions and dealing with difficult situations through experiential exercises.

CLP 5166 Advanced Psychopathology (3)

Licensing Content Area: *Diagnosis & Treatment of Psychopathology*

In this course students will gain knowledge and understanding of psychopathology, its symptoms, diagnosis, and treatment. Students will become familiar with the DSM-IV-TR, used to describe psychological disorders. Cultural and medical issues will be covered as relevant to the diagnosis of a particular disorder. Students will learn to classify psychopathology using the DSM-IV-TR, and gain an understanding of cultural variants in diagnosis and treatment.

PCO 5996 Theory, Research, & Treatment of Addictive Behavior (3)**Licensing Content Area:** *Substance Abuse*

This course provides an overview of the latest theory and research findings that pertain to the process and development of addictive behavior and the stages and mechanisms of change. The course focus is on providing a practical and comprehensive overview of the major developments in our understanding of the biological mechanisms of chemical dependency and addiction including the neuro-biological underpinnings of substance abuse disorders. Students will be presented with basic therapeutic techniques, intake procedures and diagnostic instrumentation with respect to substance disorders.

CLP 6436 Intro. to Psychological Assessment (3):**Licensing Content Area:** *Individual Evaluation & Assessment*

This course provides an overview of the principles and methods underlying the administration, construction and evaluation of psychological tests and measures. Students will become familiar with the instruments available for assessment and measurement along with strategies for selecting, administering, and interpreting assessment and evaluation instruments. Ethical and legal considerations will also be reviewed.

CYP 6936 Current Issues in Community Psychology (3)**Licensing Content Area:** *Counseling in Community Settings*

This course provides an in depth examination of research and practice in the area of community psychology with issues related to preventing mental health disorders and promoting mental health and wellness. This course will look at the design and implementation methods used to implement program and policies that build and strengthen communities. Topics include: prevention, program evaluation, change strategies, social support, empowerment of client populations, self-help and non professional helpers, outreach, social justice, and social policy.

PCO 5251 Couples & Family Systems (3):

This course provides an overview of the latest theory and research findings pertaining to psychotherapy interventions, and models of couples and family counseling. The course focus is on providing a practical and comprehensive overview of the major theoretical perspectives in the field of marriage and family therapy. The course covers an historical overview of family theories and family therapy as well as research, training, and professional issues. Basic therapeutic techniques, intake procedures and diagnostic instrumentation with respect to families, subsystems, and couples will also be addressed.

DEP 5405 Seminar in Psych of Adulthood & Aging (3)**Licensing Content Area:** *Career & Lifestyle Assessment*

This course provides an overview of career development and other life factors relevant to adulthood and aging from a lifespan developmental perspective. Issues related to research and proven strategies for working with clients both young and old in all stages of their career will be reviewed. Career and lifestyle assessment instruments and techniques will also be presented. The interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development will also be examined.

CLP 6498 Diagnosis & Treatment of Sexual Disorders (3):**Licensing Content Area:** *Human Sexuality Theories*

This course focuses the recent theory and research pertaining to sexual disorders and treatment. The course will offer an in depth clinical examination of sexual functioning, emphasizing disorders of gender identity, paraphilias and other dysfunctions of intimacy problems.

DEP 5068 Applied Lifespan Developmental Psychology (3):**Licensing Content Area:** *Human Growth & Development*

This course is an advanced introduction to applied lifespan developmental psychology, with a particular focus on how a developmental understanding aids in the prevention of human problems, the relief or remediation of problems and symptoms, and the enhancement of positive potentials across the entire human lifespan. This course will also review knowledge development, methodology, and application in the area of applied developmental psychology.

Clinical Training

The clinical training experience allows students the opportunity to work in a clinical setting and participate in supervised clinical experiences that are necessary to fulfill the 1000 hours of pre-Master's experience that is part of the requirements to qualify for a license in Mental Health Counseling.

The 1,000 hours of Supervised Clinical Experience is made up of two parts.

- **Clinical Practicum** defined as 400 clock hours of supervised clinical experience.
- **Clinical Internship** defined as 600 clock hours of supervised clinical experience.

And follows CACREP standards for practicum and internship, where forty percent of the clock hours are made up of direct client contact and sixty percent of the clock hours are made up of non-direct clinical experience.

Please refer to the [Practicum & Internship Manual](#) located in Part II of this handbook for more information on the Practicum & Internship.

Area of Specialization

In addition to the coursework and clinical training, students are required to complete either a Masters Thesis or a Qualifying Paper as an Area of Specialization.

IMPORTANT: Students must declare an Area of Specialization (Thesis or Case Conceptualization Paper) by the end of the second semester. The declaration is made by completing the [Declaration of Area of Specialization](#) in the program forms section of your handbook. **This form should be completed and turned in to the Program Coordinator by the end of your second semester. See [Important Dates](#) in the student website for specific dates.**

Note: The number of credits required for Clinical Practicum, Clinical Internship, and Masters Thesis are dependent on the student's selection of an Area of Specialization.

AREA I SPECIALIZATION: CASE CONCEPTUALIZATION

The Qualifying Paper is defined as an advanced case conceptualization that is completed as part of the clinical experience. Students should consult the Area I Specialization Instructions in this manual for specific instructions on completing the project. The student will be guided through the process during the Advanced Clinical Internship course.

CLP 6945 Clinical Practicum (3 credits)
CLP 6943 Advanced Clinical Practicum (3 credits)
CLP 6948 Clinical Internship (3 credits)
CLP 6949 Advanced Clinical Internship (6 credits)
Successful Completion of Qualifying Paper

NOTE: See [Appendix](#) for instructions on how to complete a Case Conceptualization

AREA II SPECIALIZATION: MASTERS THESIS

Students selecting to complete a Master Thesis must complete Form C: Thesis Committee Appointment, and return to the Graduate Secretary. Students are responsible for consulting the University's Academic Calendar for important deadlines and forms regarding the completion of a master's thesis. Students should also consult the Area II Specialization Instruction in this manual for important information for completing the project.

CLP 6945 Clinical Practicum (3 credits)
CLP 6948 Clinical Internship (3 credits)
CLP 6949 Advanced Clinical Internship (3 credits)
PSY 6971 Masters Thesis in Psychology (6 credits)

NOTE: Please refer to the Regulations for Thesis/Dissertation Preparation Manual for instructions on how to complete a Master's Thesis. The manual can be found at http://www.fiu.edu/%7Eugs/thesis_dissertation_manual.html

Graduation Information

Graduation Procedures and Guidelines

I. Eligibility

To be eligible for the Masters of Science in Psychology, Counseling Psychology Specialization, the student must meet the following:

1. Satisfactory completion of all required courses in the curriculum (60 credit hours)
2. Complete either a Masters Thesis **or** Qualifying Paper

II. Application for Graduation

Step 1. The student must apply online through the academic link on PantherSoft. Make sure you apply for the correct Academic Program (Arts & Sciences Master's) and Major/Academic Plan (Psychology). Application for graduation must be completed by the deadline during the beginning of the final semester of studies. Students who do not graduate during that semester must re-apply for Graduation for the semester in which they plan to graduate. See the [Important Dates](#) for application deadline.

Step 2. Complete the [Graduation Checklist](#), and the [Alumni Data Form](#) (found in the Program Forms section in the Handbook)

Step 3 Schedule a **Certification for Graduation Meeting** with the Program Coordinator, by the deadline during the semester you are planning to graduate. The following documents must be completed and brought with you to the meeting.

- Completed and Signed Case Conceptualization Proposal
- Copy of unofficial transcript
- Completed Graduation Checklist
- Completed Academic Plan
- Completed Alumni Data Form

III. Graduation Activities

Students who will graduate at the end of a major semester (Fall or Spring) are invited to participate in University and College graduation activities.

NOTE: For commencement information, including the commencement guide please go to the University's website (http://advancement.fiu.edu/events_commencement.htm)

Program Forms

Academic Plan 2007: 2 Year Commitment Form
2 Year Course Sequence
3 Year Commitment Form
3 Year Course Sequence

Change of Academic Plan
Declaration of Area of Specialization
Case Conceptualization Proposal
Alumni Data
Graduation Checklist
Change of Contact Information

**Academic Plan 2007
FIU Department of Psychology
Counseling Psychology Masters Program
2-Year Commitment Form**

Name: _____ **Date:** _____

Address: _____ **City:** _____ **State:** _____ **Zip:** _____

Telephone: _____ **E-mail** _____

It is important that you read the following and acknowledge with your signature below.

- 1. The Academic Plan must be completed and filed by the end of the first semester of enrollment.**
- 2. Any changes to the Academic Plan must be approved by submitting a *Change of Plan Form*.**
- 3. You must obtain and read the program manual for important information regarding, practicum/internship, thesis, qualifying paper, licensing, and other graduation requirements.**
- 4. Compliance with all program deadlines is mandatory. Important dates can be found on the student website at w3.fiu.edu/psychstudents, and in the program manual.**
- 5. Courses are subject to availability. The time/semester offered is subject to change.**

Faculty Advisor Signature: _____

Student Signature: _____

2 YEAR COURSE SEQUENCE AREA I: QUALIFYING PAPER

FALL 20 ____		SPRING 20 ____		SUMMER 20 ____	
YEAR 1					
Course	GR.	Course	GR.	Course	GR.
CYP 6536 Principles & Methods of Psychological Consultation (3)	_____	CLP 6436 Intro to Assessment (3)	_____	DEP 5405 Seminar in Psych of Adulthood & Aging (3)	_____
CLP 5931 Ethical Code in Psychological Practices (3)	_____	PCO 6206 Principles & Practices of Counseling & Psychotherapy (3)	_____	CLP 6498 Diagnosis & Treatment of Sexual Disorders (3)	_____
CLP 5166 Advanced Psychopathology (3)	_____	CYP 5534 Groups As Agents Of Change (3)	_____	CYP 6766 The Psych of Cross Cultural Sensitization (3)	_____
YEAR 2					
FALL 20 ____		SPRING 20 ____		SUMMER 20 ____	
Course	GR.	Course	GR.	Course	GR.
CYP 6536 Psych Methods of Program Evaluation (3)	_____	DEP 5068 Applied Lifespan Developmental Psychology (3)	_____	PCO 5311 Theory, Research, & Treatment of Addictive Behavior (3)	_____
CYP 6936 Current Issues in Community Psychology (3)	_____	PCO 5251 Couples & Family Systems (3)	_____	CLP 6949 Ad. Clin Internship (4)	_____
CLP 6945 Clinical Practicum (3)	_____	CLP 5185 Current Issues in Mental Health (3)	_____	Case Conceptualization	_____
CLP 6943 Ad. Clinical Practicum (3)	_____	CLP 6948 Clinical Internship (3)	_____	**17 hours/week on site for a total of 272 hours	
		CLP 6949 Ad. Clinical Internship (2)	_____		
**25 hours/week on site for a total of 400 hours		**21 hours/week on site for a total of 335 hours			
* EACH PRACTICUM & INTERNSHIP CREDIT HOUR = 67 CLOCK HOURS (67 CLOCK HOURS/ 1 CREDIT OF PRACTICUM OR INTERNSHIP)					

**Academic Plan 2007
FIU Department of Psychology
Counseling Psychology Masters Program
3-Year Course Sequence**

Name: _____ **Date:** _____

Address: _____ **City:** _____ **State:** _____ **Zip:** _____

Telephone: _____ **E-mail** _____

It is important that you read the following and acknowledge with your signature below.

- 6. The Academic Plan must be completed and filed by the end of the first semester of enrollment.**
- 7. Any changes to the Academic Plan must be approved by submitting a *Change of Plan Form*.**
- 8. You must obtain and read the program manual for important information regarding, practicum/internship, thesis, qualifying paper, licensing, and other graduation requirements.**
- 9. Compliance with all program deadlines is mandatory. Important dates can be found on the student website at w3.fiu.edu/psychstudents, and in the program manual.**
- 10. Courses are subject to availability. The time/semester offered is subject to change.**

Faculty Advisor Signature: _____

Student Signature: _____

3 YEAR COURSE SEQUENCE AREA I: QUALIFYING PAPER

FALL 20__		SPRING 20__		SUMMER 20__	
YEAR 1					
Course	GR.	Course	GR.	Course	GR.
CYP 6536 Principles & Methods of Psychological Consultation (3)	_____	CLP 6436 Intro to Assessment (3)	_____	DEP 5405 Seminar in Psych of Adulthood & Aging (3)	_____
CLP 5931 Ethical Code in Psychological Practices (3)	_____	PCO 6206 Principles & Practices of Counseling & Psychotherapy (3)	_____	CLP 6498 Diagnosis & Treatment of Sexual Disorders (3)	_____
CLP 5166 Advanced Psychopathology (3)	_____	CYP 5534 Groups As Agents Of Change (3)	_____		
YEAR 2					
FALL 20__		SPRING 20__		SUMMER 20__	
Course	GR.	Course	GR.	Course	GR.
CYP 6536 Psych Methods of Program Evaluation (3)	_____	DEP 5068 Applied Lifespan Developmental Psychology (3)	_____	CYP 6766 The Psych of Cross Cultural Sensitization (3)	_____
CYP 6936 Current Issues in Community Psychology (3)	_____	PCO 5251 Couples & Family Systems (3)	_____	PCO 5311 Theory, Research, & Treatment of Addictive Behavior (3)	_____
CLP 6945 Clinical Practicum (3) 12.5 hrs/week on-site for a total of 200 hours	_____	CLP 6943 Ad. Clinical Practicum (3) 12.5 hrs/week on-site for a total of 200 hours	_____	CLP 6948 Clinical Internship (3) 12.5 hrs/week on-site for a total of 200 hours	_____
YEAR 3					
FALL 20__		SPRING 20__		SUMMER 20__	
Course	GR.	Course	GR.	Course	GR.
CLP 6949 Ad Clin Internship (3) 12.5 hrs/week on-site for a total of 200 hours	_____	CLP 5185 Current Issues in Mental Health (3)	_____		
		CLP 6949 Ad. Clin Internship (3) 12.5 hrs/week on-site for a total of 200 hours	_____		
		Case Conceptualization	_____		

*** EACH PRACTICUM & INTERNSHIP CREDIT HOUR = 67 CLOCK HOURS (67 CLOCK HOURS/ 1 CREDIT OF PRACTICUM OR INTERNSHIP)**

Change of Academic Plan

Student must submit completed form prior to any changes in Academic Plan. This form must be approved before you may may changes to your academic plan (i.e. enroll in a course outside of the department, not enroll in a course that you were supposed to enroll in for that semester, etc.). This form must be approved by all committee members before change can take effect. **Please submit this form with your original Academic Plan (both pages) attached.**

I. Student Information

Student name: _____ Student ID#: _____ Email address: _____
Phone #: _____ Date: _____ Program: _____

Admission Semester & Year: _____

II. Semester & year you are planning to graduate: _____

III. Reason for Change:

Please describe in full detail your reason(s) for changes to your academic plan. Use back of page if needed.

IV: Additional information/comments

Dr. Lisa Lewis Arango

Dr. William Kurtines

Dr. Wendy Silverman

Approved & Date

Denied & Date

Declaration of Area of Specialization

This form is to be submitted to the Program Coordinator by the end your second semester in the program. Please refer to [Important Dates](#) page on the Student Website for specific dates for all forms.

1. Student Information

Student Name: _____ Date: _____

What semester did you officially begin the program? _____

When do you anticipate that you will graduate from the program? _____

Currently enrolled in the:

_____ PCP Program

_____ CP Program

2. Area of Specialization:

_____ I am planning to complete an Area I Qualifying Paper.

_____ I am planning to complete an Area II Masters Thesis (skip to # 4).

3. Declaration Statement

I hereby declare my Area of Specialization as described above.

Student Signature

Date

NOTE: If declaring Area I: Qualifying Paper, you must also submit the Case Conceptualization Proposal Form within a week of the date you submitted your declaration form.

Practicum & Internship Verification Form

Student Name: _____ Date: _____

To become a Registered Intern, a letter must be sent from the University to the Board that verifies that the 1000 hours of Clinical Training Experience was completed in accordance with the CACREP standards. The letter should be signed by the Department Chair that provides and certifies the following information to be provided by the student.

Please complete this form and return to the Program Coordinator when you are preparing to apply to the Board as a Registered Intern.

	Semester taken	Site Name	# of hours completed
CLP 6945 Clinical Practicum	_____	_____	_____
CLP 6945 Clinical Practicum	_____	_____	_____
CLP 6943 Ad. Clinical Pract	_____	_____	_____
CLP 6948 Clinical Internship	_____	_____	_____
CLP 6949 Ad. Clinical Intern	_____	_____	_____

Alumni Data Form

Name: _____

Date of Graduation: _____ (semester) of 20____

Address: _____

Phone: _____

Email address: _____

Place of Employment: _____

Are you planning to register with the Florida Board as a Mental Health Intern: _____

If so, when do you plan to do this? _____

Where are you planning to accumulate your post-masters hours:

May we contact you in the future regarding the program, employment opportunities, and request for updated information? _____

May we add you to our Alumni Database that will located on the Student website?

What information do you allow us to have on our student website?

Name___ Year of Graduation___ Address___ Phone___ E-mail___

Place of Employment___ Status as Intern___

(We will not print any information that you do not authorize us to print)

Student Signature

Print Name

Date

Graduation Checklist

Counseling Psychology Masters Program

45 CREDIT HOURS OF COURSEWORK

- ___ CYP 6526 Psychological Methods of Program Evaluation and Research (3)
- ___ CYP 6536 Principles & Methods of Psychological Consultation (3)
- ___ CLP 5931 Ethical Code in Psychological Practices (3)
- ___ CYP 6766 The Psychology of Cross Cultural Sensitization (3)
- ___ CLP 5185 Current Issues in Mental Health (3)
- ___ PCO 6206 Principles & Practices of Counseling & Psychotherapy (3)
- ___ CYP 5534 Groups As Agents Of Change (3)
- ___ CLP 5166 Advanced Psychopathology (3)
- ___ PCO 5311 Theory, Research, & Treatment of Addictive Behavior (3)
- ___ CLP 6436 Intro to Psychological Assessment (3)
- ___ CYP 6936 Current Issues in Community Psychology (3)
- ___ PCO 5251 Couples & Family Systems (3)
- ___ DEP 5405 Proseminar in Psychology of Adulthood & Aging (3)
- ___ CLP 6498 Diagnosis & Treatment of Sexual Disorders (3)
- ___ DEP 5068 Applied Lifespan Developmental Psychology (3)

AREA OF SPECIALIZATION & CLINICAL TRAINING

AREA I: 15 CREDIT HOURS OF CLINICAL TRAINING & COMPLETION OF A QUALIFYING PAPER

- ___ CLP 6945 Clinical Practicum (3)
- ___ CLP 6943 Advanced Clinical Practicum (3)
- ___ CLP 6948 Clinical Internship (3)
- ___ CLP 6949 Advanced Clinical Internship (6)

- ___ Successful Completion of Qualifying Paper: Case Conceptualization

AREA II: 9 CREDIT HOURS OF CLINICAL TRAINING

- ___ CLP 6945 Clinical Practicum I (3)
- ___ CLP 6948 Clinical Internship (3)
- ___ CLP 6949 Advanced Clinical Internship (3)

6 CREDITS HOURS OF MASTERS THESIS

- ___ PSY 6971 Masters Thesis in Psychology (6)
- ___ Successful completion of Masters Thesis

Effective Fall 2006

Part II:

Practicum & Internship Manual

Practicum & Internship Description

All Students are responsible for maintaining a **Clinical Experience Notebook**. The Clinical Experience Notebook is a record of **all** the clinical training experience that the student was involved in throughout the program (including Clinical Practicum, Clinical Internship). The notebook should be a 3" black three ring binder, which contains:

A. Activities Logs

B. Clinical Experience Hours Logs

Examples of direct hours include:

Face to face psychotherapy (group, individual, couples, family)

Intakes or Psychosocial Interviews (assessments)

Consultation with clients (initial screenings)

Does not include driving hours under any circumstances

Examples of indirect hours include:

Individual Supervision

Group Supervision

Training Seminars

Recordkeeping

Outreach (contact with community, referrals, etc.)

Client preparation

Does not include driving hours under any circumstances

C. Student and Supervisor Feedback Forms

D. All Course Syllabi

E. Copies of Liability Insurance Coverage Policies

This notebook will be reviewed at the end of each semester of Practicum & Internship as part of the requirements for successfully completing CLP 6945, CLP 6943, CLP 6948, and CLP 6949.

Beginning the Clinical Practicum & Internship: Instructions

Prerequisite: Admission to the program, permission from Instructor, placement with a faculty sponsored or University approved site, attendance in the student orientation, and specific course which will depend on your academic plan.

Step 1: Applying for & Selecting a Site

Fill out the Application for Practicum/Internship (see [Clinical Forms](#)) and turn in to the Student Assistant the semester before you plan to begin your practicum. Please refer to [Important Dates](#) page on the student website for specific dates.

Schedule a meeting with the Student Assistant to discuss your area of interest and identify possible sites for placement.

NOTE: A listing of approved sites can be found online on our [student website](#). We can also provide you a hard copy of the list if requested.

Step 2: Interview with site

Once the Program Coordinator has contacted the site(s) that you are interested in, you should arrange an interview with the Site Supervisor.

Step 3: Notify Program Coordinator of Outcome & turn in Clinical training Affiliation Agreement and Commitment of Placement Contract

Once the student has interviewed with the selected site's supervisor, the Program Coordinator should be notified of the outcome of the interview, and the above forms completed and signed.

Step 4: Obtain Student Liability Insurance

Obtain **student** liability insurance and provide a copy to the Program Coordinator during the first week of the semester (can be obtained through APA, ACA or HPSO).

To use HPSO you can apply online at http://www.hpso.com/quick_quote/

Step 5: Register for Practicum

Register with permission of the Instructor for CLP 6945 Clinical Practicum.

Student Interview Guide

Counselor interns must use this summary of requirements as a guide in their interview with a field site contact person. Students must take this guide to their interview with the Site Supervisor. Please provide a copy of this guide to the site supervisor interviewing you.

1. After adequate orientation and training, students should be involved in the full range of activities and services offered by the site. The University recognizes that the services will vary depending on the philosophy and goals of the site and the clients served. But typically these services include:
 - a. Individual counseling
 - b. Group counseling
 - c. Career development
 - d. Appraisal and assessment
 - e. Information dissemination
 - f. Staff meetings
 - g. Supervision
 - h. In-service training
 - i. Consulting
 - j. Referral
 - k. Developmental guidance activities
 - l. Program development and evaluation
 - m. Maintaining records
2. Over the course of the practicum and internship, students must spend a total of at least 1000 hours working at the site.
3. If agency policy permits, with client's written permission, students may wish to consider video or audiotape their field site counseling sessions. These may be used for supervision at the University and should be helpful for the on-site supervisor. Clients' anonymity is guaranteed. A [Consent to Record](#) form should be included in the client's file. Consent to Record form can be found in the Practicum & Internship Manual found in PART II of this handbook. If the site requires a different form please use the site's form instead of our form.
4. All students are to receive one hour per week of individual supervision from their on-site supervisor. The on-site supervisor must have at least a master's degree in counseling, psychology, social work or related field, an appropriate license or certification, and at least two years of professional supervision experience.
5. The on-site supervisor is asked to complete an evaluation form for the student at the midpoint and close of each semester.
6. The student is asked to complete an evaluation form on the field supervisor at the close of each semester.
7. The Program Coordinator will stay in phone contact with the field site supervisor as necessary and desirable. She will visit the site during the semester to discuss the student's progress and consider any problems that may arise.
8. Students will maintain a log that outlines all internship activities. The on-site supervisor will review and sign the log during the semester to verify that the logs are accurate.
9. In addition to the on-site activities, students meet 1-1/2 hours weekly for group supervision on campus where cases are discussed and tapes are reviewed. Specific requirements for Clinical Internship and Advanced Clinical Internship are outlined each semester in the course syllabus.

Safety Guidelines

1. Recognize signs of escalation, and titrate response to phase of violence: triggering, escalation, crisis, recovery, or postcrisis depression phase.
2. Recognize situations that may lead to assault as well as warning signs of imminent attack such as rapid breathing, grinding teeth, dilated pupils, flaring nostrils, choppy speech, clenched fists, and bobbing and dripping body movements.
3. Consult agency records prior to meeting with a potentially violent client.
4. Be aware of possible predictors of violent behaviors: history of violence, substance abuse, history of child abuse, youth, male, weapons possession.
5. Practice caution with persons who might be:
 - a. Under the influence of chemicals
 - b. Engaging in illegal activities
 - c. Feeling threatened by your presence, or
 - d. Feeling threatened by the possibility of your reporting their behaviors to legal authorities
6. When working with a potentially violent client, remove (or limit) potentially dangerous items from your office, items which could be used as weapons or missiles: scissors, mail opener, staplers, paperweights, vases, hot drinks, and other small but heavy objects.
7. Leave your office door ajar during an interview with a potentially dangerous client.
8. Remove clothing accessories that can be used in harmful ways (e.g. necklaces, dangling earrings, scarfs, and neckties).
9. Notify others if you are planning to meet with a potentially dangerous client in your office and arrange a plan to signal for help. Use panic buttons, hand-held or mounted buzzers, cellular phones, intercoms, etc. if available.
10. Avoid meeting with clients, when you are alone in the office building. If you must meet alone with a client, turn on lights in other offices and lead clients to believe that others will be coming to the office.
11. Maintain a positive, nonjudgmental attitude towards clients. Speak in a soft voice and move slowly. Your attitude can provoke or diminish threatening behavior.
12. Encourage the client to ventilate anger and fear, only if the effect is to reduce the agitation.
13. Recognize that increased structure and decreased stimuli can heighten clam and self-control.
14. Provide nonviolent opportunities for self-expression.
15. Try to maximize the client's control over decisions that affect him or her.
16. Address your client by name.
17. Avoid arguing or criticizing an angry person, or doing anything that might be perceived as embarrassing or ridiculing the person.
18. Trust your instincts. If you feel threatened, take actions to protect yourself, removing yourself as quickly and coolly as possible.
19. People who attack often feel frightened and angry. Attempt to empathize with the reasons behaing the client's fears and anger.
20. Position yourself at an equal level with the client, sitting whenever possible.
21. Avoid confrontational stance, approaching the client at an angle, slowly. Stand with your body at an angle to the client with your feet apart at hip width, with one foot more extended to the front than the other to provide greater balance and less of your body for attack.
22. If possible arrange your office space so that both you and the client have easy access to leave, preferably without entering each other's personal space.
23. Do not touch an angry person and maintain distance.
24. If possible, present yourself as calm, composed and self-confident, but not haughty. Keep thinking.
25. If possible, arrange for security escort or a friend to accompany you to your car in the evening or late hours.
26. If approached by a person who threatens you with a gun or a weapon, assure that person of your peaceful intent and slowly retreat. Contact the police.
27. Conduct a comprehensive post-incident evaluation with staff, outlining a plan to increase safety, if indicated.

Weinger, S. (2001) Security Risk: Preventing client violence against social workers. Washington, DC: NASW Press

Safety Policy & Incident Reporting

Counseling Psychology student interns need to be aware of safety risks associated with their practicum/internship field placement. The location of the agency although accessible to clients being served, might produce safety risks. Home visits, street interviews, and community group work are some assignments associated with additional risks. Clients experiencing severe distress, the prevalence of drug and alcohol abuse, and frustrations with obtaining needed services constitute further risk factors. Such risks are not exclusively student risks, but ones that a mental health care professional must cope with throughout their career. Site supervisors are asked to inform students of known or unreasonable risks in their particular setting, and to provide relevant warnings, instructions, and training to help ensure the reasonable safety of all agency personnel and clients. Students also have a responsibility to request information and seek instruction to ensure their own safety, and to avoid behaviors associated with an unacceptable increased risk of injury. Finally, students should always communicate any safety issues or concerns with the Department of Psychology Clinical Coordinator.

All critical incidents regarding the students and/or client's safety should be reported immediately to the Site Supervisor and the Department of Psychology Clinical Coordinator.

FAQ's Practicum & Internship

1. What is the difference between the practicum and the internship?

The practicum is completed before the internship and is usually shorter in duration and/or less clinically intense (with regard to direct services) than the internship. The internship is (at least) a two-semester-long placement in a mental health setting, which follows the completion of at least 40 hours of coursework including a course in Ethics, Psychopathology and Individual and Group Counseling.

2. Can I accrue practicum or internship hours on my own (i.e., without being registered for CLP 6945 or CLP 6948) to be counted toward the pre-masters 1,000 - hour requirement?

No. Anytime you are attaining hours toward the 1,000 hour requirement you must be registered for the appropriate section (CLP 6945 or CLP 6948) and receiving supervision. Hours attained without registration and supervision will not be counted toward the 1,000 hour- requirement.

3. Can I do my practicum and internship at the same site?

Yes, but it will depend on the placement site's requirements for practicum and/or internship students.

4. When can I register for practicum?

This will depend on your academic plan (whether you are completing the program in 2 or 3 years). Please refer to your academic plan. Clinical Practicum is offered every semester. Please refer to your academic plan to find out how many credits and hours you must complete each semester.

5. Can I do my practicum and internship where I work?

Yes, but your site must be approved by the Program Coordinator.

6. What are the prerequisites for registering for the internship placement?

You must have completed the 400 hour practicum and 40 hours of your course work that includes ethics, psychopathology, group counseling, and individual psychological consultation.

7. How do I find a placement for practicum/internship?

*You can make an appointment with the Program Coordinator and /or consult the Site Directory. NOTE: **The Program Coordinator must make the first contact with the site before students are permitted to interview with the site.***

8. What do I do with all of my logs and other paperwork pertaining to the practicum and internship?

All of this paperwork should be contained in your Clinical Experience Notebook, which will be reviewed at the end of each semester of practicum and internship by the faculty Clinical Supervisor.

9. Do I get to take semester breaks (e.g. Winter break, Spring break) according to the FIU academic calendar while doing my internship?

You should not expect to take semester breaks according to the FIU academic calendar. Your internship placement should be regarded as a professional job and therefore you would need to check with your site supervisor to arrange for breaks and vacation time.

Clinical Forms

Application for Clinical Practicum

Application for the clinical practicum should be completed one semester prior to the semester in which you plan to sign up for the clinical practicum and turned in to the program coordinator. Please refer to Important Dates on the student website.

I. Student Information

Student name: _____ Student ID#: _____

Email address: _____ Phone #: _____

Date: _____ Program: _____

II. Semester you were admitted into the program: _____

III: Relevant work experience

IV. Preferred Placement Site (list in order of preference)

1. _____
2. _____
3. _____

Application for Clinical Internship

Application for the clinical internship must be completed (both pages) at least one semester prior to the semester in which you plan to sign up for the clinical internship. Please refer to Important Dates on student website.

I. Student Information

Student name: _____ Student ID#: _____

Date: _____ Program: _____

II. Preferred Placement Site (list in order of preference)

4. _____
5. _____
6. _____

III. Clinical Hours Completed

Practicum completed ____ Yes ____ No

of completed Practicum clock hours _____ Site: _____

of completed Practicum clock hours _____ Site: _____

Total # of practicum credits taken _____ of (6 credits, Qualifying Paper)
(3 credits, Masters Thesis)

IV. Area of Specialization: Masters Thesis or Qualifying Paper

_____ Area I: Qualifying Paper

_____ Area II: Masters Thesis (PSY 6971 Masters Thesis in Psychology 6 credits)

Briefly describe your plan for completing the Thesis or Qualifying Paper:

All students must complete and turn in the Declaration of Area of Specialization to declare your selection for Thesis or Qualifying Paper by the end of the second semester.

IV. Completed Coursework

	<u>SEMESTER TAKEN</u>	<u>GRADE</u>
Content Area: Counseling Theory & Practice		
*PCO 6206 Prin.& Prac. Counseling and Psychotherapy	_____	_____
CYP 6536 Prin. & Methods of Psychological Consultation	_____	_____
CLP 5185 Current Issues in Mental Health	_____	_____
PCO 5251 Couples & Family Systems	_____	_____
Content Area: Human Growth & Development		
DEP 5068 Applied Lifespan Developmental Psychology	_____	_____
Content Area: Diagnosis & Treatment of Psychopathology		
CLP 5166 Advanced Psychopathology	_____	_____
Content Area: Human Sexuality Theories		
CLP 6498 Diagnosis and Treatment of Sexual Disorders	_____	_____
Content Area: Group Theories & Practice		
CYP 5534 Groups As Agents Of Change	_____	_____
Content Area: Individual Evaluation & Assessment		
CLP 6436 Intro to Psychological Assessment	_____	_____
Content Area: Career & Lifestyle Assessment		
DEP 5405 Proseminar in Psychology of Adulthood & Aging	_____	_____
Content Area: Research & Program Evaluation		
CYP 6526 Psychological Methods of Program Evaluation	_____	_____
Content Area: Social & Cultural Foundations		
CYP 6766 The Psychology of Cross-cultural Sensitization	_____	_____
Content Area: Counseling in Community Settings		
CYP 6936 Current Issues in Community Psychology	_____	_____
Content Area: Substance Abuse		
PCO 5311 Theory, Research, & Treatment of Addictive Behavior	_____	_____
Content Area: Legal, Ethical & Professional Standards		
CLP 5931 Ethical Code in Psychological Practice	_____	_____
Student Signature _____	Date: _____	

Petition for Site Change

Student must fill out and submit this petition one semester before anticipated change of site. This petition must be approved by all committee members before change can take effect. **Please submit this form with your original *Commitment Contract for Placement* form attached.**

I. Student Information

Student name: _____ Student ID#: _____

Email address: _____ Phone #: _____

Date: _____ Program: _____

II. Semester you are planning to begin the placement at the new site: _____

III. Reason for petition to change placement:

Please describe in full detail your reason for changing sites (i.e. discrimination, religious conflict, etc.). Use back of page is needed.

IV: Additional information/comments

Preferred Placement Site (list in order of preference)

7. _____
8. _____
9. _____

Dr. Lisa Lewis Arango

Dr. William Kurtines

Dr. Wendy Silverman

Approved & Date

Denied & Date

Commitment Contract for Placement

Student must submit this completed contract (both sides) by the final date of placement in order to finalize placement in practicum/internship. Any time that you change your site you must submit a new form. **You will not be able to count your hours until this form has been turned in.** Please check our Important Dates page on the student website for due dates of all forms.

Practicum or Internship (circle one) Semester _____

I. Student Information

Student name: _____ Panther ID#: _____

Email address: _____ Phone #: _____

II. Supervisor & Site Information

Program/Agency Name: _____

Site Representative, Credentials, and contact info (phone number or e-mail):

Name, Credentials, and contact information for Supervisor assigned to student (if different):

Experiences student will engage in:

Please list **all** activities students will be exposed to (i.e. individual therapy, group therapy, seminars, workshops, observations, case management, assessments, maintaining records, program development and evaluation, etc.)

Meetings/Activities students will be required to attend:

Please list **all** meetings that students will be required to attend (i.e. in-service training, workshops, seminars, staff meetings, etc.)

IV. Contract for Clinical Supervision

Practicum and internship students must have one hour of individual supervision per week and one and a half hours of group supervision per week with a licensed clinician. Group supervision is offered on campus.

I, _____ agree to meet with the above named student
(Name of Clinical Supervisor include credentials)

one hour per week for **individual clinical supervision**.

I, _____ agree to meet with the above named
(Name of Clinical Supervisor include credentials)

student for one and a half hours per week for **group clinical supervision**.

Please turn to next page and complete

V. Commitment Information

of semesters the student will commit to (at least 2): _____

of Days a week the student will commit to: _____

of Hours a week the student will commit to: _____

IV: Grievance Procedures:

Standard procedures for FIU Counseling Psychology Masters Program :

1. Address your concern with your site supervisor.
2. If your concern is not taken care of, refer to the site representative.
3. If you are still experiencing a problem, contact the Program Coordinator or the Program Assistant
4. Once we contact your site and your concern does not get addressed you can submit a "Petition to Change Sites" to the Program Coordinator or Program Assistant with this form attached.

If the student should follow a different procedure than listed above, please specify how they should address any concerns below (to be completed by site representative):

V: Additional information/comments

I have read and discussed the "Student Interview for Site Placement Guide" form with the site representative/supervisor. I understand what is expected of me as a practicum/internship student at the site named at the beginning of this form and I am willing to adhere to the principles and requirements as described above. I understand that should I encounter a problem with the above site I will follow the procedures outlined above to address the problem. I understand that changing sites before completing my commitment shall be the last resort and will require a petition to be submitted and approved by the clinical experience committee.

Student Signature

Date

Site Supervisor Signature & Credentials

Date

Group Supervisor Signature & Credentials

Date

Program Coordinator Name, Signature, Credentials

Date

Clinical Training Agreement

Florida International University
Department of Psychology

This Agreement shall become effective _____ by and between **Florida International University Department of psychology** (hereinafter referred to as the Department) and _____ (hereinafter to be referred to as the Facility).

WHEREAS, The Department of Psychology is currently conducting an educational program in Counseling Psychology and desires to obtain Clinical Training experience for the students enrolled in the program,

WHEREAS, the Facility is willing to provide Clinical Training experience at the Facility to the students enrolled in the program,

NOW THEREFORE, in consideration of the mutual agreements set forth herein, the University and the Facility agree as follows:

I. Obligations and Rights of the Facility

- A. The Facility must designate a professional who has met the requirements of a Qualified Supervisor as defined by Rule 64B4-31.007, F.A.C. to be responsible for overseeing the Clinical Training (hereafter referred to as the Facility Coordinator).
- B. The Facility agrees to accept the student for the placement period of at least one semester.
- C. The Facility will provide clinical training to the students enrolled in the Program under the joint supervision of the Facility Coordinator and the Practicum & Internship Coordinator. Direct face-to-face supervision shall occur at least one hour per week.
- D. Clinical training provided by the Facility should involve students with direct experience in the practice of Counseling Psychology to evaluate, diagnose, treat, and prevent emotional and mental disorders and dysfunctions. Selected activities may include the assignment of clients, team meetings, staff meetings, in-service educational programs and similar activities at the discretion of the Facility Coordinator.
- E. The Facility and its licensed supervisor shall maintain ultimate responsibility and authority regarding client care, and will ultimately sign off as the responsible clinician on each case, noting the student's involvement.

- F. The Facility will inform the Program immediately when a student is not performing satisfactorily or is demonstrating behavior that is detrimental or disruptive to the Facility. If the Facility and the Program determine that the continued presence of the student at the Facility poses a significant threat to the welfare of a client/patient or employee, said student's privileges of participating in this program at the Facility may be immediately suspended.
- G. The Facility agrees to report on the student's performance and provide an evaluation to of such on forms provided by the University. Student evaluations shall be completed at the end of each semester.
- H. The Facility retains the right to prescreen the assigned student(s) to assure compatibility with the philosophy and mission of the Facility.

II. Obligations and Rights of the Department

- A. The Department will only assign those students to the Facility, which have completed the prerequisite didactic and practical portions of the curriculum which include completion of a 400-hour clinical practicum and at least 40 hours of coursework including a course in Ethics, Psychopathology, Individual Psychotherapy and Group Counseling.
- B. The Department is responsible for supplying student evaluation forms and any other additional information required by the University during the student's placement.
- C. The Department will apprise students of the requirement to comply with all Facility rules and regulations while they are present on the Facility premises.
- D. The Practicum & Internship Coordinator will conduct site visits to the Facility to meet with the Facility Coordinator once per semester to evaluate and discuss students' goals, objectives and performance in the clinical training program.

III. Obligations and Rights of the Student

- A. The Student shall handle all confidential information in a professional and ethical manner; under no circumstance will a student discuss a patient or client with anyone other than the appropriate Program or Facility staff in a manner, which would identify the patient or client.
- B. The Student shall adhere to all rules, policies, and procedures of the Facility to which they are assigned.
- C. Students will adhere to all Program Policies and follow ACA ethics codes while at the Facility.
- D. The Student shall be responsible for obtaining student liability insurance prior to beginning clinical training at the Facility.
- F. The student must make an agreement with the Facility as to what the work schedule hours will be (including breaks and holidays).

The signatures below bear agreement to the terms above.

Program Coordinator:	_____	_____
	Lisa Lewis Arango, Ph.D., LMHC	Date
Facility Representative:	_____	_____
	Signature	Date

	Print Name and Credentials	
Student:	_____	_____
	Signature	Date

	Print Name and student ID	

Confidentiality Agreement

I understand that participation in the Practicum and Internship supervision courses will require me to record client sessions, present cases, and discuss information about my clients, myself, my site, and my supervisor. I understand that I must not use any identifying information when discussing clients, and that any and all information discussed about myself and/or my classmates is strictly confidential. All tapes of recorded sessions must be destroyed following presentation in supervision.

Student Name

Student Signature & Date

Supervision Plan

Student Name: _____ Date: _____

Supervisor Name: _____ Site: _____

Focus area(s) (counselor skills & competencies to be developed):

	Goals/Objectives	Modality	Progress toward goals
Goal 1			
Goal 2			
Goal 3			
Goal 4			

The supervision plan should be developed between the Student & Site Supervisor at the beginning of the semester. Progress toward each goal/objective will be reviewed at the end of the semester.

Student Signature

Supervisor Signature

Activities Logs

Student Name: _____ Placement Site: _____

Date: _____ Hours Worked: _____

Students must keep a written log/journal of their practicum and internship experiences. The purpose of the Activities Log is to provide a dated detailed record of all practicum and internship activities. The log serves as an official record of the student's meeting the content and time requirements of the practicum and internship.

Please use the following format as a guide for keeping a weekly *Activities Log* of your Practicum and Internship experience. The log should include at least two paragraphs that describe

- **Activities:** *Provide a summary of the activities you were involved in for the week. Include both clinical and non-clinical services.*
- **Reflection:** *Provide a brief reaction to the activities you were involved in for the week. Keep in mind the confidentiality of the client (i.e., do not provide any identifying data).*

All Activities Logs should be kept in the Student's Clinical Experience Notebook.

Weekly Hours Log

DIRECT HOURS ACTIVITIES

OF HOURS

- 1. Intake Interviewing _____
- 2. Career/Vocational/Academic Coun. _____
- 3. Marriage/Family/Relationship _____
- 4. Group Counseling _____
- 5. Individual Counseling _____
- 6. Consultation _____
- 7. Assessment (Administering Psychological Tests) _____

TOTAL _____

NON-DIRECT HOURS ACTIVITIES

OF HOURS

- 1. Outreach (phone contact with clients, referrals, community). _____
- 2. Client Preparation (Reading, Review, etc.) _____
- 3. Individual Supervision Received _____
- 4. Group Supervision Received _____
- 5. Training Modules Attended _____
- 6. Training Modules Presented _____
- 7. Case Seminars Attended _____
- 8. Other _____
(Please describe. Must be approved by program coordinator/supervisor)

TOTAL _____

Name: _____ Practicum Internship (circle one) Semester: _____

Site: _____ Week of: _____

TOTAL WEEKLY HOURS (DIRECT + INDIRECT) _____

Supervisee Signature

Supervisor Signature

Date

Date

**FIU Department of Psychology
Counseling Psychology Masters Program
Site Supervisor's Evaluation of Student Intern**

Student Name: _____ Site: _____

This form is to be used to evaluate the performance of the counselor intern. On-site supervisors should complete this evaluation at the midpoint and end of the semester.

- | | | | | | |
|---|---|---|---|---|---|
| 1. Demonstrates a personal commitment in developing professional competencies. | 1 | 2 | 3 | 4 | 5 |
| 2. Accepts and uses constructive criticism to enhance self-development and counseling skills. | 1 | 2 | 3 | 4 | 5 |
| 3. Engages in open, clear and comfortable communication with peers and supervisors. | 1 | 2 | 3 | 4 | 5 |
| 4. Recognizes own deficiencies and actively works to overcome with peers & supervisors. | 1 | 2 | 3 | 4 | 5 |
| 5. Completes paperwork on time. | 1 | 2 | 3 | 4 | 5 |
| 6. Quality of paperwork. | 1 | 2 | 3 | 4 | 5 |
| 7. Arrives to site on time and is prepared. | 1 | 2 | 3 | 4 | 5 |
| 8. Presents self in a professional manner with peers, supervisors, and clients. | 1 | 2 | 3 | 4 | 5 |
| 9. Demonstrates ethical behavior. | 1 | 2 | 3 | 4 | 5 |
| 10. Participates actively supervision sessions. | 1 | 2 | 3 | 4 | 5 |
| 11. Participates actively in team meetings. | 1 | 2 | 3 | 4 | 5 |
| 12. Demonstrates sound clinical judgment. | 1 | 2 | 3 | 4 | 5 |
| 13. Seeks out supervision when necessary and appropriate. | 1 | 2 | 3 | 4 | 5 |
| 14. Demonstrates knowledge of DSM-IV TR and is able to accurately diagnose. | 1 | 2 | 3 | 4 | 5 |
| 15. Demonstrates comfort and confidence in working with clients. | 1 | 2 | 3 | 4 | 5 |
| 16. Demonstrates a willingness to engage in new experiences to improve skill level. | 1 | 2 | 3 | 4 | 5 |
| 17. Comments/Suggestions to improve performance: | | | | | |

Mid-Semester Evaluation:

End of Semester Evaluation:

Supervisor's Signature & Date

Supervisor's Signature & Date

Rating scale: 1-Exceptional Performance 2- Acceptable Performance 3-Requires Assistance
4-Needs Improvement 5- Unable to assess

**FIU Department of Psychology
Counseling Psychology Masters Program
Student Feedback for Site Supervisor**

Student name: _____ Site: _____

This form is to be used to provide feedback to your supervisor about your overall experience in supervision. This form is to be completed at the end of each semester.

- | | | | |
|--|---|---|---|
| 1. I was clear about what to present during supervision sessions. | 1 | 2 | 3 |
| 2. My supervisor was clear about the criteria for evaluating my work. | 1 | 2 | 3 |
| 3. The feedback I received from my supervisor was clear and constructive. | 1 | 2 | 3 |
| 4. The lines of communication were always open with my supervisor. | 1 | 2 | 3 |
| 5. I felt comfortable bringing up issues about my clients and the site with my supervisor. | 1 | 2 | 3 |
| 6. I felt as though my supervisor was available to me when needed. | 1 | 2 | 3 |
| 7. I was satisfied with the quality of my supervision sessions. | 1 | 2 | 3 |
| 8. My supervisor allowed me some autonomy in my work with clients. | 1 | 2 | 3 |
| 9. When instructed to use a new technique, I was given clear instructions on how to implement the technique and the criteria for evaluation. | 1 | 2 | 3 |
| 10. I felt that my supervisor provided me opportunities for personal and professional growth. | 1 | 2 | 3 |
| 11. I felt comfortable disagreeing with my supervisor. | 1 | 2 | 3 |
| 12. Comments: _____ | | | |

Mid-Semester Evaluation:

End of Semester Evaluation:

Supervisor's Signature & Date

Supervisor's Signature & Date

1- Strongly agree 2- Agree 3- Would like to improve this area of supervision

Consent to Record

I, _____ hereby give consent to have this session audio-taped by _____. I understand that the tapes are strictly confidential and that no identifying information will be contained on them. The tapes are used for training purposes only and will be shared with my supervision group and my supervisor for feedback. The tape will be erased following the supervision session.

Client Signature & Date

Guardian Signature (if a minor) & Date

Counselor Intern Signature & Date

Site Supervisor Signature & Date

Case Presentation Format

I. Presenting Problem:

II. Relevant History:

III. Client Strengths:

IV: Client Challenges:

V: Diagnostic Impression:

Axis I:

Axis II:

Axis III:

Axis IV:

Axis V:

VI: Case Conceptualization according to _____ theory.

A. Key concepts of the theory:

B. Conceptualization of client based on theory:

VII: Session Goals:

VIII: Two Focus Questions:

Instructions Taping & Transcribing Session

A. Taping the session

1. **Get permission from your site supervisor to tape the session. Explain that tapes are strictly confidential and used for training purposes only. Make sure that you show your site supervisor the consent and obtain all signatures.**
2. **Make sure that you have written consent from the client to tape the session (Use the form in the Manual). This should also be captured on the tape at the beginning of the session (e.g., “Do I have permission to audio tape this session?”). Make sure the client responds verbally on the tape.**
3. **Make sure that there is no personal identifying information on the tape.**

Select a 15 minute portion of the tape to transcribe and share with the group.

When transcribing you must include the following:

- **The *Therapist* and *Client* responses verbatim.** Make sure to number each response.
- **Non-verbal responses when relevant (e.g., client looked down and became tearful).**

Example:

Examples of Therapist Responses

Skill & Intent:

- | | |
|---|-------------------------------------|
| 1. Therapist: You have been discussing your emotions and feelings today | Paraphrasing to acknowledge |
| 2. <i>Therapist:</i> I know you say you are sad but I sense a bit of anger too. | Playing a hunch to challenge |
| 3. <i>Therapist:</i> I'd like for you to imagine that your dad is Here right now. Tell him how you feel. | Directing to explore |
| 4. <i>Therapist:</i> When you said that, how did it feel? | Questioning to explore |

TIP: Before taping your session, test the tape to make sure it is working.

B. Presenting Case

1. **Copies of the following should be provided for all class members:**

**Case Presentation (use the outline for Case Presentations in the Manual)
Transcription of the 15-minute portion of the tape**

APPENDIX

Case Conceptualization Instructions

Remediation Policy & Procedure

Licensing Information

Case Conceptualization Instructions

Declaration and Timeline

Students are expected to declare their Area of Specialization by the second semester of graduate training. Students will be expected to begin the process of preparing the qualifying paper (i.e., the case conceptualization) two semesters before they expect to graduate. This time frame will allow a sufficient period to prepare a document of a somewhat broader scope than the typical term paper. Optimally, students will begin work on the qualifying paper during their first semester of internship.

Students are expected to complete a master's degree in four years or less (See Graduate Handbook for specific details). This period of time may be extended to a total of six years, on a year-to-year basis, at the discretion of the Director of the Graduate Program. Students are expected to observe the same timelines published by the Office of the Dean of the Graduate School each semester regarding final dates for committee defenses. The necessity of a meeting of the committee for the purpose of an oral defense of the qualifying paper will be determined at the discretion of the committee. One potential use of an oral defense is to facilitate an evaluation of a qualifying paper that is perceived to be of marginal or borderline quality. In this situation, the defense would be an opportunity for the student to receive the benefit of additional discussion of the qualifying paper's content and related feedback.

Committee Selection and Paperwork

Students will be required to locate two faculty advisors affiliated with the Counseling Psychology Committee in the Department of Psychology or the FIU Counseling Center. One advisor will serve as the committee Chair and the other as a Reader. It is expected that the student will work with the faculty chair to develop the literature review and case conceptualization. The chair will guide the student and monitor his or her progress. The Reader will review and critique the literature review and case conceptualization, and participate in the final evaluation of the completed qualifying paper. The final qualifying paper will be evaluated on an "acceptable or unacceptable" grading system, one traditionally used with an empirical thesis. Students are expected to receive a timely review of their submitted work, i.e., within two weeks of submission. Students will have two chances to present an acceptable qualifying paper. Students will be responsible for recruiting two affiliated members for participation on the committee and securing their signatures on the appropriate form that signifies their agreement to serve as committee chair or as readers (*Case Conceptualization Proposal* form).

Structure of the Qualifying Paper (Clinical Case Conceptualization)

The prototypical qualifying paper will have two sections:

- (a) a review of available theory and research; and,
- (b) a presentation of a clinical case.

The core text of the qualifying paper should range from 20 to 30 pages. The document will be prepared in accordance with the most current version of the *APA Style Manual*. In addition, students will be expected to attach relevant appendices to the core text to present necessary supporting materials (e.g., assessment instruments) or tables. Examples of case conceptualizations may be obtained from faculty members or in relevant clinical journals.

I. Content of Literature Review

The review of available theory and research should contain the following key components:

- A. Define problem/disorder and discuss scope or significance
- B. Discuss representative treatments or intervention/prevention programs (i.e. what are the evidenced-based treatments or programs used to treat this problem)
- C. Evaluate and critique limitations in current empirical research, specific to topic, emphasizing issues
like sampling, measurement, research design, internal and external validity, etc.
- D. Discuss directions for future research or related practice

II. Content of Case Presentation

The case presentation should contain the following key components:

- A.
 - (1) Present an overview and the conceptual core of a selected treatment or prevention modality. This should include the major components of the theory.
 - (2) Provide a rationale (e.g., evidence of treatment, tailored to client, stages of change) to support why you selected to use the treatment/intervention with your specific case.
- B. Provide a general description of the client(s) that includes demographic data and relevant information about the client's clinical presentation (affect, mood, motivation, etc.).
 - (1) Describe the presenting problem and/or reason for treatment
 - (2) Provide relevant historical information about the client including family history, history of the problem, and previous treatment.
 - (3) Include a brief description of the client's strengths and challenges that effect the progress and outcome of treatment.
 - (4) Using the DSM-IV-TR, provide a diagnosis for the client on all five axes.
- C. Describe the assessment instruments (pre & post) to be used with the client.
- D. Provide an overview of the intervention used
 - (1) Explain the major components of the theory.
 - (2) Provide a conceptualization of your client(s) that is based on the selected theory.
 - (3) Provide a summary of the treatment applied to your case.
 - a. Treatment plan goals and objectives.
 - b. Provide a summary of the sessions you conducted with the client(s). Be sure to include a description of the process and progress of the client during each stage/phase of the treatment i.e., Exploration, Insight, Action, Termination.
- E. Provide a summary of the overall outcome of treatment.
 - (1) Results of pre and post assessment
 - (2) Progress made toward each treatment goal. Provide an explanation where necessary to explain deterioration or no movement toward the goal.
 - (3) Explain any obstacles or barriers that impacted the process and progress of treatment (e.g., social support, medical issues, financial problems, medication compliance, etc.).
 - (4) Prognosis
 - (5) Provide recommendations for follow up (e.g., continued therapy, support group, medication, psychiatric consultation, etc.).
- F. Describe relevant ethical issues related to the selection of treatment, implementation process, and treatment outcome,
- G. Provide a general summary of your conclusion about the effectiveness of your treatment approach applied to your specific case.
- H. References

PLEASE FOLLOW THE FORMAT BELOW AND BE SURE TO INCLUDE ALL SECTIONS IN YOUR PAPER.

Format For Case Conceptualization

FLORIDA INTERNATIONAL UNIVERSITY

Miami, Florida

CASE CONCEPTUALIZATION TITLE

A case study submitted in partial fulfillment of

the requirements for the degree of

MASTERS OF SCIENCE

In

PSYCHOLOGY

By

Student S. Name

20XX

Approval Page

This case study, written by Student S. Name, and entitled “ ___”, is approved in respect to style, intellectual content, and adherence to ethical guidelines.

We have read this case study and recommend that it be approved.

(Professor) Chair

(Professor) Reader

Outline

I. INTRODUCTION AND LITERATURE REVIEW

- A. Problem Background and Significance
- B. Representative Treatment Modalities
- C. Limitations in current research
- D. Direction for future research

II. CASE PRESENTATION

- A. Selected Treatment
 - 1. Overview of treatment
 - 2. Rationale for treatment selection
- B. Description of Client(s)
 - 1. Presenting Problem(s)
 - 2. History
 - 3. Client Strengths & Challenges
 - 4. Diagnostic Impression
- C. Assessment
- D. Intervention
 - 1. Theory
 - 2. Case Conceptualization (theory applied to client)
 - 3. Treatment Analysis
 - a. Treatment Plan
 - b. Summary of Sessions
- E. Treatment Outcome
 - 1. Results of pre and post assessment
 - 2. Progress made toward treatment goals
 - 3. Obstacles/barriers
 - 4. Prognosis
 - 5. Recommendations
- F. Ethical Considerations
- G. Conclusions
- H. References

Abstract for the Case Study

[TITLE OF STUDY]

By

Student S. Name

Florida International University, 20XX

Miami, Florida

Dr. [Mentoring Professor], Major Professor

[EXAMPLE:] Inner-city at-risk adolescent girls face many daily challenges that compromise their mental health and increase risk for depressive symptoms, particularly a lack of hope. Hope theory, a cognitive-motivational model, is a functional methodology to conceptualize the developmental pathways of this population. Likewise, the therapeutic components of hope therapy and narrative therapy provide useful tools for working with at-risk girls. The following conceptualization uses hope theory to present the case of a 16-year-old African-American female client. A documentation of the client's therapeutic process through the implementation of hope therapy and narrative therapy follow. Suggestions for further treatment and a final declaration of the author's own hopeful story for the client are presented.

Policy & Procedure for Remediation

Policy

All students will read and sign Informed Consent Form during New Student Orientation. This form is intended to notify students of the program description, student responsibilities, and procedure for dealing with student remediation.

If, in the professional judgment of a supervisor, instructor, or faculty member, a student is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training, a student may be referred for faculty review and remediation.

Procedure

The student will be notified in person by the Faculty Clinical Supervisor that impairment in the student's performance has been noted, and that his or her record is under review by the Faculty Review Committee. A Notification of Impairment Form will be signed by the student indicating that they were informed of the initiation of this process.

The Faculty Review Committee (made up of a sub committee of the counseling program faculty) will meet to review and discuss the student's performance evaluation, records, and behavior.

A Remediation Plan will be initiated by the committee to identify the competency areas that fall below standard range.

The Faculty Supervisor will meet with the student to further develop the Plan to Remediate, based on the identified competency areas that are in need of remediation, with corresponding goals to address each area.

The Remediation Plan will be reviewed by the Faculty Review Committee 30 days from the date of execution of the plan to determine the student's readiness to progress in the program. At this time (1) a further plan for remediation will be developed or (2) a decision will be made to advance the student in the practicum or internship.

Copies of the Informed Consent, Notification of Impairment, Remediation Plan, will be provided to the Student, Faculty Supervisor, and Student File, Department Chair.

Licensing Information

The following information is intended to provide you with some basic guidelines for obtaining a license in Mental Health Counseling.

For specific up to date details governing the profession, students should consult the Board of Clinical Social Work, Marriage & Family Therapy, and Mental Health Counseling Florida statute 491, Rule Chapter 64B4, F.A.C. http://www.doh.state.fl.us/mqa/491/soc_home.html and click on Laws & Rules.

Obtaining a License In Mental Health Counseling

_____ Complete a Master's degree from a program related to the practice of mental health counseling that includes a practicum and internship and consists of at least 60 credit hours in the 11 required content areas.

_____ Register with the Department as a MHC Intern by completing all sections of the Intern Registration Application which can be obtained by contacting the Board at
Division of Medical Quality Assurance
Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling
4052 Bald Cypress Way
Tallahassee, Florida 32399-3258
www.doh.state.fl.us/mqa
(850) 245-4474

Application sections include:

- General Information
- Educational Worksheet
- Submit Official Transcripts
- Practicum/Internship Field Placement Verification (complete the Verification Form found in the Program Forms section of your handbook and turn in to the Program Coordinator to be sent to the Board).
- Return the application with the appropriate fee.

_____ Begin the two-years post-degree clinical experience in mental health counseling. Make sure to use the following guidelines:

- Two years' experience is defined as 1500 direct client contact hours and 100 hours of supervision.
- The hours must be completed over two years, no less than 100 weeks (i.e. they may not be completed in one year, but may be completed in more than 2 years).
- These hours must be completed in a mental health setting where there is a licensed mental health counselor (or the equivalent) on staff.
- You must obtain supervision for this experience by someone who is a Qualified Supervisor (as defined by Rule 64B4). This person may or may not be on staff at place of employment.
- You must document one hour of supervision for every 15 client contact hours.
- Fifty percent of supervision hours may be completed in group supervision (defined as a max of six persons) as opposed to individual supervision (defined as no more than two persons).

_____ Complete an eight-hour Laws and Rules course and submit the original certificate of completion to the Board.

_____ Complete a two-hour Prevention of Medical Errors course and submit a copy of the certificate of completion to the Board.

_____ Complete an application for licensure.

_____ Register for and take the National Clinical Mental Health Counseling Examination (given four times per year January, April, July, October). A Preparation guide can be ordered by clicking [NCMHCE Preparation Guide Order Form](#).

***Everyone should obtain a copy of the current Laws and Rules governing the profession. These can be**

ordered from the Department or downloaded from their website www.doh.state.fl.us/mqa.

FAQ's Mental Health Counseling License

1. Can I sit for the National Examination before I finish my post-masters hours?

No. You can make an application to the Board for the exam as you near completion of your hours, however, the Board requires that you complete all requirements both education and experience before sitting for the exam.

2. Do I have to be finished with my supervised experience before I can take the laws and rules course and the medical errors course?

No. You can take these courses anytime.

3. As a registered intern, am I required to obtain continuing education?

No, however, you may choose to take the HIV/AIDS and Domestic Violence requirements for initial Licensure while you are a registered intern.

4. I've just put my application for intern registration in the mail. Can I begin counting my hours now?

*No. Chapter 491.0045, F.S. requires that you register as an intern **prior to commencing the post-master's experience.***

5. Can I complete my hours in less than 2 years?

No.