



FLORIDA STATE UNIVERSITY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND LEARNING SYSTEMS,
COLLEGE OF EDUCATION

MHS 6805 – Advanced Group or Individual Counseling Practicum Spring Semester 2020

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Course Prefix, Title and Credits MHS 6805, Advanced Group or Individual Counseling Practicum (4 Credits)

Prerequisites or Co-requisites Theories of Vocational Behavior (MHS 6300) is required as a prerequisite for this practicum. Under unusual circumstances, MHS 6300 may be taken as a co-requisite with practicum instructor permission. The doctoral curriculum is designed so that students directly apply principles gained in Theories of Vocational Behavior in the doctoral counseling practicum. As a result, students obtain an optimal blend of theory and practice in the delivery of counseling services.

Course Format You will be assigned certain times to see clients for drop-in career advising on desk and to see individually scheduled clients. Group staffing of cases and instructional presentations will be held from 4:00-5:00 p.m. I will be available prior to and during practicum hours for individual consultation. In addition, there will be a debriefing of cases and center activities from 8:00 to 8:30.

Objectives/Description

The purpose of this advanced practicum is to provide students with an opportunity to further integrate career development theory, research, and practice within the context of counseling services provided at a university career center. The specific setting for this practicum is the Florida State University Career Center's Career Advising and Counseling unit.

Phase One. The first three weeks of practicum include completing components of the Career Center Career Advisor training to learn about the FSU Career Center. This training follows an abbreviated format and uses the same basic materials as the standard Career Advisor training. Students divide their time between formal presentations, demonstrations, and use of assessment, information, and learning resources in the Career Center Library. The course syllabus and the Career Advisor checklist should be read prior to the second day of class. During the first day of class, practicum students receive the following materials:

- 1) MHS 6805 course syllabus;
- 2) Career advisor handbook and training checklist (electronic copies)

Phase Two. In the second phase of the practicum, students deliver individual case-managed services, as well as provide self-help and brief staff-assisted services in the Career Library. Students will have time allocated for three individual counseling sessions and one hour delivering self-help and brief staff-assisted services in the Career Library. Each student will receive individual supervision from the practicum instructor. One and one-half hours per week will be allocated for group supervision.

Course Objectives

Profession-wide competencies	Upon completion of the course, students will be able to...	As measured by...
<i>Communication and Interpersonal Skills</i>	Demonstrate the ability to develop and maintain effective relationships with a wide range of individuals	<ul style="list-style-type: none"> • Final Supervisor Evaluation
	Maintain effective relationships with recipients of psychological services	<ul style="list-style-type: none"> • Final Supervisor Evaluation
<i>Ethical and Legal Standards</i>	Understand ethical and professional issues related to the provision of counseling	<ul style="list-style-type: none"> • Final Supervisor Evaluation
<i>Individual and Cultural Diversity</i>	Demonstrate the ability to integrate awareness of individual and cultural differences in providing psychological services	<ul style="list-style-type: none"> • Case Conceptualization Paper
	Demonstrate requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups	<ul style="list-style-type: none"> • Case Conceptualization Paper
	Demonstrate the ability to integrate awareness of individual and cultural differences in other professional activities (e.g., consultation, supervision, training)	<ul style="list-style-type: none"> • Case Conceptualization Paper
	Demonstrate the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered	<ul style="list-style-type: none"> • Case Conceptualization Paper
<i>Intervention</i>	Establish effective relationships with the recipients of psychological services.	<ul style="list-style-type: none"> • Final Supervisor Evaluation
	Understand how Cognitive Information Processing theory and other career theories are used in the delivery of career services	<ul style="list-style-type: none"> • Case Conceptualization Paper
	Understand how readiness assessment is used to improve the cost-effectiveness of career service delivery	<ul style="list-style-type: none"> • Case Conceptualization Paper
	Understand how screening (triage) and needs assessment (diagnosis) are used in creating individual learning (treatment) plans	<ul style="list-style-type: none"> • Case Conceptualization Paper
	Understand how assessment data facilitates career problem solving and decision-making	<ul style="list-style-type: none"> • Case Conceptualization Paper

Context of the Practicum

Two of the doctoral counseling psychology practica are offered in an operational service delivery facility at Florida State University. As a result, the nature of students' practicum experiences is strongly influenced by the theoretical perspective, history, resources, physical facility, and staffing of the Career Center. The Program in Psychological and Counseling Services and the Career Center have entered into a cooperative relationship, with the goals of providing enhanced career services to students and adults in the community, as well as providing a quality learning experience for FSU graduate students. The availability of practicum students to provide individual counseling expands the range of services available to FSU students and community members. The opportunity of completing a practicum in an actual organizational setting provides students with a greater understanding of how organizational dynamics influence the nature and availability of services offered to individuals.

While the practicum instructor has direct responsibility for the delivery of quality career services, Career Center administrators meet regularly with the instructor to ensure that services delivered by each practicum student are congruent with the mission and goals of Career Advising and Counseling Services. Feedback from administrative staff on the performance of a practicum student is provided directly to the practicum instructor who then provides the feedback to the student. Specific feedback from administrative staff on the provision of services in the Career Center, especially where client welfare is concerned, may be given directly to the practicum student.

Required Texts and Resources

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th Ed., Text revision). Washington, DC: American Psychiatric Association.

Additional Required Readings, and/or other Resources

American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*. Washington, DC: Author. (<http://www.apa.org/ethics/code/index.aspx>)

Dozier, V. C., Lenz, J. G. & Freeman, V. (2016). Using theory-based career assessments to connect career and mental health issues. *Career Planning and Adult Development Journal*, 32, 100-111.

Fouad, N. A. (2017). The role of theory in improving evidence-based career interventions. In J. P. Sampson, E. Bullock-Yowell, V.C. Dozier, D. S. Osborn, & J. G. Lenz (Eds.), *Integrating theory, research, and practice in vocational psychology: Current status and future directions* (pp. 77). Tallahassee, FL: Florida State University. Retrieved from <https://doi.org/10.17125/svp2016.ch7>

Graham, J. R. (2011). *MMPI-2 Assessing personality and psychopathology*. New York, NY: Oxford University Press.

Hayes, S. C. & Smith, S. (2005). *Get out of your mind & into your life. The new Acceptance & Commitment Therapy*. Oakland, CA: New Harbinger Publications.

Hofmann, S. G., & Asmundson, G. J. G. (2008). Acceptance and mindfulness-based therapy: New wave or old hat? *Clinical Psychology Review*, 28, 1-16.

Huey, S. J., Tilley, J. L., Jones, E., O., & Smith, C. A. (2014). The contribution of cultural competence to evidence-based care for ethnically diverse populations. *Annual Review of Clinical Psychology*, 10, 305-338.

Ponterotto, J. G., Rivera, L., & Sueyoshi, L. A. (2000). The career-in-culture interview: A semi-structured protocol for the cross-cultural intake interview. *Career Development Quarterly*, 49, 85-94.

Sampson, J. P., Jr., Reardon, R. C., Peterson, G. W., & Lenz, J. G. (2004). *Career counseling and services: A cognitive information processing approach*. Pacific Grove, CA: Brooks/Cole.

Ethics Readings

Appelbaum, P. S. & Meisel, A. (1986). Therapists' obligations to report their patients' criminal acts. *Bulletin of American Psychiatry Law*, 14, 221-230.

Bradley, L. J. & Hendricks, C. B. (2008). Ethical decision making: Basic issues. *The Family Journal: Counseling and therapy for Couples and Families*, 16, 261-263.

Watts, R. E. (1999). Confidentiality and the duty to report: A case study. *The Family Journal: Counseling and therapy for Couples and Families*, 7, 64-66.

Liability Insurance

All students are *required* to provide proof of professional liability insurance before seeing clients. More information is available here <https://trustinsurance.com/Products-Services/Student-Liability>

Top 10 Tips to Success in Practicum

1. Prepare for practicum including any readings
2. Keep up with training
3. Prepare for client sessions
4. Maintain case notes (**with signatures**) each week
5. Do not fall behind in notes – it will catch up with you *QUICKLY!*
6. Maintain practicum hour logs regularly
7. Prepare for supervision and ask questions; there are no stupid questions except those that are not asked
8. Participate actively in group supervision
9. Review videos when clients do not show
10. Remain open to feedback in supervision
11. Write an integrative and comprehensive final paper

Expectations/Attendance – Attendance is mandatory and is an ethical issue, as your clients will be counting on you to be present for their sessions. In addition, your peer counselors also depend on your presence to help cover desk hours. **Hours missed from practicum must be made up and may result in an incomplete in the course.** Students are expected to arrive on time and to provide quality service to clients. When you are not working on the floor or working directly with clients, you may use the time productively for case write-ups, observing and providing feedback to fellow classmates, discussing cases or issues with fellow classmates or the instructor, reading or studying literature related to career counseling and/or working on an assessment system. A 45-minute break is scheduled during which time dinner can be eaten and peer observations made. Students should remain in the practicum setting the entire time of the scheduled class. In the case where an absence cannot be avoided, the student should contact both the instructor and The Career Center as soon as possible so that clients can be alerted. An unexcused absence may result in failing the practicum if the absence does not fall within the definition of excused absences as defined in the university attendance policy. You are expected to dress professionally (no jeans, shorts, athletic clothes, low cut outfits) when working in The Career Center. **NOTE: Doctoral students should keep track of their clinical hours as you will be asked to produce them as the end of the semester and I will sign them.**

Cancellation Procedures: In the event you are hospitalized, severely ill, or have an emergency please email or call in advance to let us know you will not be able to attend so we can contact your clients. Email both casey.dozier@fsu.edu and nbradt@fsu.edu. If you do not get a response one or two hours before class starts, call Noemi Bradt at 850.644-3039 or Dr. Dozier at 850.644.8315 and leave a message. Do not hesitate to send Dr. Dozier a text message or call Dr. Dozier at 850-591-6053 regarding an absence. Try email communication first, but do not hesitate to contact via cell.

University Attendance Policy: Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Grading/Evaluation – Grades will be assigned based upon the following criteria:

- Counseling knowledge and skills verified by performance in supervision and on the final evaluation given by the instructor
- Ability to write a case conceptualization paper that shows integration of theory, assessment, and at least two in-text citations in the conceptualization of readiness assessment (e.g., screening/triage), diagnosis, diversity/inclusion, and intervention planning/treatment planning;
- Attendance and participation in group supervision including being prepared with any homework/reading assignments
- Ability to accurately self-evaluate counseling strengths and opportunities for improvement, as well as plan for future development. The written case conceptualization should include evidence of the ability to incorporate theory and assessment in the conceptualization of screening/triage, needs assessment/diagnosis, and intervention planning/treatment planning
- Adherence to Career Center expectations (professional dress, timeliness, following center policies, writing timely notes, etc.)
- Failure to adhere to guidelines and instructions set forth by Dr. Dozier can result in an immediate failure of the course

Assignments

- Bring copy of resume or CV to class on **Tuesday, January 14** – 40 points
- Review career advisor handbook and complete career advisor checklist by **Tuesday, January 21**
- Email liability insurance to Dr. Dozier by **Tuesday, January 28** – 20 points
- Complete Career Portfolio assignment by **Tuesday, February 25 by 5 pm** – 50 points
- Write a #case conceptualization paper by **Tuesday, March 31 by 5 pm** - 100 points
- Complete 4 total artifacts by **Tuesday, April 14** (includes self-observation, peer-observation, journals, and/or other artifact prefer at least one of each) – 50 points
- *Complete at least one MMPI assessment and report by **April 7** (optional)

Career Center Practicum binder due on **Tuesday, April 14 by 5 pm:**

- Career Portfolio
- Case Conceptualization Paper (de-identified)
- MMPI report (optional)
- Time to track hours log (which I will sign)
- 4 artifacts & any feedback you received from peers
- Any other relevant materials (case summaries, pre/post de-identified copies of BDI scores, etc.) Think about internship and prelims – what might you need in the future!?

Case Conceptualization Rubric

Topic	Possible points	Points earned	Comments
Client goal(s) and presenting problem	10		
Assessment data	15		
Interventions (and appropriateness given assessment data)	20		
Client conceptualization & DSM diagnosis	25		
Treatment recommendations	10		
Appropriate in-text citations (at least 2)	10		
Self-reflection	10		
Total	100		

The following grading scale is used:

A = 93-100%	C = 73-76%
A- = 90-92%	C- = 70-72%
B+ = 87-89%	D+ = 67-69%
B = 83-86%	D = 63-66%
B- = 80-82%	D- = 60-62%
C+ = 77-79%	F = below 60%

Signature Assessment Notice for Syllabi

This course contains one or more Signature Assessments as indicated by the ‘#’ symbol preceding the assignment description that must be uploaded into and evaluated within the LiveText environment. Signature Assessments are assignments that have been identified by the College as those assignments that assess candidate mastery of FLDOE and NASP outcome standards for school psychology. FLDOE and NASP require all state approved and nationally accredited educator preparation programs (which includes school psychology programs) to assess individual candidate performance throughout coursework and field experiences (practicum/internship). Candidate performance on signature assessments are evaluated using detailed 4-point rubrics: 1 = Unsatisfactory (0-59%); 2 = Emerging (60-79%); 3 = Successful (80-95%); or 4 = Exemplary (96-100%).

In coursework, the minimum acceptable overall rating for each Signature Assessment is 80% (rating of “Successful” or “Exemplary”). Students receiving a rating of “Unsatisfactory” or “Emerging” will remediate the assignment within the LiveText environment. A grade of “Incomplete” will be assigned by the instructor if a student cannot demonstrate

“Successful” mastery of the Signature Assessment by the end of the course. Signature Assessments must be successfully remediated by the end of the 7th week of classes in the semester following completion of the course. For students who cannot successfully remediate the Signature Assessment by the end of the 7th week of the semester, the instructor will change the Incomplete to the grade of “F”. No student may enter or continue field experience (School Psychology Practicum / Internship) without demonstrating a score of “Successful” on all Signature Assessments within the LiveText environment.

Please note that while the candidate is given the opportunity to remediate a Signature Assessment on which performance is evaluated as less than “Successful”, this does not mean that the course grade for the assignment must be increased from its original score by the instructor. Revisions occur within the LiveText environment to demonstrate competency mastery, but is not a substitute for high quality work in its original form. Also, if the candidate does not remediate the information in the time allotted, then the total course grade becomes an "F." This is regardless of how well the candidate may have performed on any of the other parts of the course. Courses in which students are unable to obtain the minimal passing grade (B- in all critical courses) must be repeated with satisfactory performance. In almost all cases, this results in the candidate adding an additional year to the program of study.

This statement specifically applies to candidate performance on designated Signature Assessments. Please refer to the program handbook for additional requirements for successful progression through the School Psychology Program (e.g., minimum GPA, satisfactory progress evaluations).

Sexual Harassment Policy

Sexual harassment is a form of discrimination based on a person's gender. Sexual harassment is contrary to the University's values and moral standards, which recognize the dignity and worth of each person, as well as a violation of federal and state laws and University rules and policies. Sexual harassment cannot and will not be tolerated by the Florida State University, whether by faculty, students, or staff; or by others while on property owned by or under the control of the University. Florida State University maintains Compliance with Title IX which states "all FSU faculty and staff shall report every incident of sexual battery to the FSU Police (644-1234)." More information is available at <https://knowmore.fsu.edu/> as well as a more detailed document with frequently asked questions <https://knowmore.fsu.edu/wp-content/uploads/2017/03/Title-IX-Statement.pdf>.

Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring for fundamental concepts in math, statistics, science and additional subject area tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Honor Code

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . .

[to] strive for personal and institutional integrity at Florida State University.” Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.

Please be aware that using social media to collaborate on and share course exams or assignments with other students that are not identified by the course instructor as group work is a violation of the FSU Academic Honor Policy.

Americans With Disabilities Act

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center

874 Traditions Way, 108 Student Services Building

Tallahassee, FL 32306-4167

(850) 644-9566 (voice), (850) 644-8504 (TDD) sdrc@admin.fsu.edu <http://www.disabilitycenter.fsu.edu/>

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. The Practicum Outline includes suggested topics for the semester, and will be expanded upon as needed based upon individual needs and client presenting concerns.

Spring 2020 Career Center Practicum Outline

Date	Topic	Staff/Notes	Assignment/Reading Due
1/7	Orientation		
1/14	Implement the basics	Myrna Hoover	<ul style="list-style-type: none"> • Bring copy of resume/CV to class • APA (2017)
1/21	Assessment data, suicidality, and diversity		<ul style="list-style-type: none"> • Complete career advisor checklist • Review Career advisor handbook • APA (2013)
1/28	Note writing & Ethical dilemmas	START CLIENTS!	<ul style="list-style-type: none"> • Email or print proof of liability insurance to Dr. Dozier • Applebaum & Meisel (1986) • Bradley & Hendricks (2008) • Watts (1999)
2/4	Review Career Portfolio & Case Conceptualization Paper requirements	<i>Artifact #1</i>	<ul style="list-style-type: none"> • Dozier, Lenz, & Freeman (2016)
2/11	Punch & Cookies!	All Career Center Staff	
2/18	Jim Sampson		
2/25	Diagnosis & Case Conceptualization Termination & Grief		<ul style="list-style-type: none"> • Career Portfolio due by 5 pm • Graham (2011)
3/3	Process Clients	<i>Artifact #2</i>	<ul style="list-style-type: none"> • Huey & et al. (2014) • Ponterotto, Rivera & Sueyoshi (2000)
3/10	Diversity		
3/17	SPRING BREAK – NO CLASS		
3/24	Baker Act & Marchman Act	<i>Artifact #3</i>	
3/31	Process clients		<ul style="list-style-type: none"> • Case Conceptualization paper due by 5 pm Fouad (2017)
4/7	Evidence-based theories: How does theory measure up?	<i>Artifact #4</i>	<ul style="list-style-type: none"> • Hayes & Smith (2005) • Hofmann & Asmundson (2008) • Sampson et al. (2004)
4/14	Process clients		<ul style="list-style-type: none"> • Career Center Binder including 4 artifacts (journals and/or observations)
4/21	Finals week – sign up for an individual meeting		