



FLORIDA STATE UNIVERSITY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND LEARNING SYSTEMS,
COLLEGE OF EDUCATION

MHS 6805 – Advanced Group or Individual Counseling Practicum Spring Semester 2019

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

Prerequisites or Co-requisites: Abnormal Psychology (CLP 6169) and Psychosocial and Multicultural Aspects (MHS 5060) are required as prerequisites 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 and individual supervision will be scheduled around your client schedule so that we meet on a weekly basis. In addition, there will be a debriefing of cases and center activities from 8:00 to 8:30 p.m.

Course 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.

This practicum is the second semester when students deliver individual case-managed services, as well as provide self-help and brief staff-assisted services in the Career Library. What is unique during the second semester is the opportunity to receive additional training to administer and interpret assessments such as the Minnesota Multiphasic Personality Inventory (MMPI-2), Revised NEO Personality Inventory, Strong Interest Inventory, and the Myers-Briggs Type Indicator (MBTI). 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 are allocated for group supervision. The student must pass the first counseling psychology practicum with a grade of at least a B- in order to register for the second semester of practicum.

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 Presentation
	Demonstrate requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups	<ul style="list-style-type: none"> • Case Presentation
	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"> • Final Paper: Critical Self-Reflection and Analysis of Supervisory Experience
	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"> • Final Paper: Critical Self-Reflection and Analysis of Supervisory Experience
<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 Presentation
	Understand how readiness assessment is used to improve the cost-effectiveness of career service delivery	<ul style="list-style-type: none"> • Case Presentation
	Understand how screening (triage) and needs assessment (diagnosis) are used in creating individual learning (treatment) plans	<ul style="list-style-type: none"> • Case Presentation
	Understand how assessment data facilitates career problem solving and decision-making	<ul style="list-style-type: none"> • Case Presentation

Context of the Practicum

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.

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 Text

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

Required Readings

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

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

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>

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

Peterson, G. W., & Clark, D. A. (1990). The use of the MMPI as a measure of personal adjustment in career counseling. *Journal of Career Development*, 16, 297-307. DOI: 10.1007/BF01352324

Peterson, G. W., Leasure, K. K., Carr, D. L., & Lenz, J. G. (2009). The Decision Space Worksheet: An assessment of context in career decision making. *Career Planning and Adult Development Journal*, 25(4), 87-100.

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.

Stoltz, K. B., & Apodaca, M. (2017). Early recollections and career counseling: Identity, adaptability, and meaningful work. VISTAS Online. Sponsored by the American Counseling Association.

Zunker, V. (2008). *Career, work, and mental health: Integrating career and personal counseling*. Thousand Oaks, CA: Sage publications.

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.

Additional Readings

Sampson, J. P., Jr. (2007a). *Client problems and counseling services: Integrating career, mental health, and marriage and family*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.

Sampson, J. P., Jr. (2007b). *Personal interactions among work, family, education/training, and leisure*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.

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.

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>

Final Exam Week: Completion of an individual appointment to discuss each student's final paper, MMPI assessment report, any other assessments given throughout the semester, and overall practicum performance.

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.**

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.

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 and contact Dr. Dozier at 850.644.8315 and/or 850.591.6053.

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

- Counseling knowledge and skills verified by performance in supervision and on the #Final Supervisor Evaluation given by the instructor (50% of the final grade);
- Ability to present a case that shows evidence of competent use of theory and assessment in the conceptualization of screening/triage, needs assessment/diagnosis, diversity/inclusion, and intervention planning/treatment planning (20% of the final grade);
- Attendance and participation in group supervision including being prepared with any homework/reading assignments (15% of the final grade);
- Ability to accurately self-evaluate counseling strengths and opportunities for improvement, as well as plan for future development in the Final Paper: Critical Self-Reflection and Analysis of Supervisory Experience. The paper 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. (10% of the final grade).
- Adherence to Career Center expectations (professional dress, timeliness, following center policies, writing timely notes, etc.) (5% of the final grade)

Note: The student must pass the first counseling psychology practicum with a grade of at least a B- in order to register for the second practicum.

J. Assignments/Evaluations

- ☐ Complete a **#Final Self-Reflection Paper** by **Tuesday, April 23**
- ☐ Complete at least one MMPI assessment and report summary by **Tuesday, April 23**
- ☐ Present a **#Case Presentation** during group supervision on _____
- ☐ Lead at least one group supervision meeting on _____
- ☐ Complete four self/peer observations during the semester (two self and two peer is preferred with a minimum of one self with one peer)
- ☐ **#Final Supervisor Evaluation** rated by Dr. Dozier during a pre-scheduled time during finals week

The **#** symbol preceding the assignment description indicates that the assignment must be uploaded and evaluated within the **LiveText** environment

Course Requirements

- Self/Peer observations. You are expected to regularly observe your peers providing counseling when you have the opportunity to do so (e.g., when a client cancels, during a portion of your break, etc.), and to provide useful feedback to you peers when there is opportunity (e.g., immediately following the session, during group supervision, during debrief, or during case presentations). You should complete a minimum of four self/peer observations during the semester, using the peer observation form to provide feedback.
- Supervisor consultation. The faculty supervisor will be available during Tuesday practicum hours. Often the supervisor will be in the career advising library area, assisting with drop-in clients or watching live counseling sessions via Snap Stream. The supervisor might also be in the CA suite providing informal supervision. Please feel free to consult the supervisor on the interpretation of assessments and case management. You may also set up a time to consult with the instructor outside of practicum hours as needed.
- Maintain a regular individual counseling caseload: Includes utilizing Individual Career Learning Plans, needs assessment instruments, regular case notes and client log entry on each client seen in individual counseling.
- Maintain regular hours in providing self-directed career decision-making assistance: Includes working at the Career Advisor desk, and when appropriate, utilizing Individual Career Learning Plans and needs assessment instruments.
- Present a case during group supervision. The case presentation will be supported by a brief document that contains the following:
 - a) Case introduction/brief background and history
 - b) Presenting problem and reason(s) for referral
 - c) Assessment data including CTI data (profile data including client scores and general population/client norms) and SDS data (raw scores, percentiles, and secondary constructs);
 - d) Summarization/Interpretation of assessment data;
 - e) Case Conceptualization
 - f) DSM Diagnosis/IDEA Section 504 (if appropriate)
 - g) Treatment Planning
 - h) Course of Treatment, interventions, assessment of progress
 - i) Complicating Factors
 - j) Recommendations for client for continued care
 - k) What you learned from the case

Case presentations should present evidence of the ability to incorporate theory and assessment in the conceptualization of screening/triage, needs assessment/diagnosis, and intervention planning/treatment planning. Throughout the presentation, please show consideration of diversity. Also use language congruent with your theoretical orientation. You should use a PowerPoint or Keynote presentation for your case. Case presentations will be limited to 15-20 minutes with ten minutes set aside for questions. If time remains in the semester, we may schedule a second formal presentation. Please refer to the clinical case study presentation outline to guide you as you prepare for your presentation.

- Complete homework as assigned, such as Career Advisor Individual Learning/Staff Development Plan or specific readings. Additional homework assignments may be added as appropriate.
- Lead at least 1 session of group supervision. At the end of each night, we will have 30 minutes to process the occurrences of the evening. There will also be opportunities for leading group supervision during the group supervision portion of our class on many afternoons.
- Complete a Final Paper: Critical Self-Reflection and Analysis of Supervisory Experience covering the following:

Professional identity and how your practica to this point have contributed to your identity.

- What your practicum goals were at the beginning of the semester, and the degree to which you attained those goals;
- Your reflection of peers' observations and comments about your performance including skills analysis;
- Counseling skills;
 - 1) Counseling strengths
 - 2) Areas for improvement/growth, including types of clients, behaviors and /or presenting concerns that are particularly challenging to you; and
- 2. Plan for ongoing skill development incorporating the areas for improvement/growth mentioned in the previous section.
- The Final Self-Reflection Paper will be reviewed with the instructor during an individual appointment during finals week. The student and instructor will also discuss completed practicum evaluation forms, which include the final personal evaluation, the peer-reviews conducted on you as well as the peer reviews you conducted, and the instructor's evaluation of the student's performance.

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%

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

Top 10 Tips to Success in Practicum

1. Prepare for practicum (including reading the text, test manuals, other class materials, and presentations)
2. Keep up with training and assessment administrations
3. Prepare for client sessions
4. Maintain case notes (**with signatures**) before you leave each night
5. Maintain practicum logs regularly
6. Prepare for case presentation
7. Participate actively in case presentations
8. Review videos before supervision
9. Be open in supervision
10. Write an accurate and insightful final paper

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.

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.

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/>

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).

Spring 2018 Practicum Schedule

Date	Topic/Guest Speaker	Required Reading	Supervision
Tuesday, January 8	MMPI Introduction		
Tuesday, January 15	MBTI & Strong		√
Tuesday, January 22	Other career assessments – NEO Ethics discussions	<i>Ethics readings</i> by 1) Appelbaum & Meisel, 2) Watts & 3) Bradley & Hendricks	
Tuesday, January 29	Career Theories – Happenstance, Super's Rainbow		√
Tuesday, February 5	Assessment/MMPI check-in	MMPI discussion board	
Tuesday, February 12			√
Tuesday, February 19			
Tuesday, February 26	<i>Guest speaker, Kevin Stoltz</i>	<i>Early recollections and career</i>	√
Tuesday, March 5	<i>Guest Speaker, Gary Peterson</i>	<i>Gary Peterson – MMPI</i>	
Tuesday, March 12			
MARCH 19 Spring Break – NO PRACTICUM			
Tuesday, March 26	Two case presentations by (1) (2)	Group supervision lead by &	√
Tuesday, April 2	Two case presentations by (3) (4)	Group supervision lead by &	
Tuesday, April 9	Two case presentations by (5) (6)	Group supervision lead by &	√

Date	Topic/Guest Speaker	Required Reading	Supervision
Tuesday, April 16	Two case presentations by (7) (8)	Group supervision lead by & _____	
Tuesday, April 23	One case presentation by (9)	Group supervision lead by	√
Tuesday, April 30	Final exam week	Sign-up for a time slot	

Sign up for one time slot during finals week on Tuesday, April 30 –

Please email times if you prefer to meet the week before (April 22-26) and I'm happy to accommodate