

DOCTORAL COUNSELING PRACTICUM TRAINING MANUAL

STAFF AND SETTING

The University of Kansas Medical Center's (KUMC) Counseling and Educational Support Services (CESS) works closely with students of medicine, nursing, and other allied health professions, as well as medical residents and fellows to promote their professional development by enhancing their psychological and academic functioning. Presenting issues range from the expected developmental and adjustment-related concerns to more complex mental health issues. The most common presenting concerns include: academic issues, depression, anxiety, relationship concerns, eating disorders, addiction, communication/professionalism problems, and diversity/identity issues. Psychological services include individual and couples therapy, brief problem solving meetings, online video counseling, group therapy, crisis intervention, consultation, referrals, and outreach programs.

The CESS team consists of four licensed psychologists, a postdoctoral fellow, two doctoral practicum counselors, one part-time psychiatrist, three learning specialists, a writing specialist, and an administrative assistant. Our staff are deeply invested in the practicum training program and provide multiple opportunities for mentorship. The exchange between staff and practicum counselors is viewed as mutually rewarding and stimulating, and the pursuit of a positive collegial environment is highly valued. Our psychological staff provides exposure to varied clinical perspectives and theoretical orientations.

Administratively, CESS is a department within the Division of Student Services and maintains close working and liaison relationships with other University departments, including Student Health Services, Academic Accommodation Services, the Office of Student Life, International Programs, the Office of Diversity and Inclusion, and more.

COMMITMENT TO DIVERSITY

Consistent with the mission of KUMC's Division of Student Services Diversity Council, we strive to nurture an environment that embraces and promotes a broad scope of diversity, and values the cultural uniqueness each person contributes to our campus and the world. We view diversity as encompassing intersecting identities, "including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status" (APA Ethics Code, 2002, Principle E). At CESS, we recognize and acknowledge the impact of stereotypes, prejudice, discrimination, oppression, power, and privilege, and strive to create a climate where affirming and celebrating diversity is an everyday reality.

An appreciation of human diversity is a cornerstone of our training program. Honoring these values, the practicum training program seeks to recruit a range of candidates, including those from diverse backgrounds and perspectives. We expect staff and trainees to be committed to the social values of respect for diversity, inclusion, and equity. Both supervisors and supervisees should demonstrate a willingness to examine their own biases, assumptions, behaviors, and values so they can work more effectively (as clinicians, teachers, mentors, and advocates) with diverse others.

PHILOSOPHY OF TRAINING

The Doctoral Counseling Practicum provides doctoral program students a focused and intensive experience in offering mental health services to KUMC's diverse student population. The primary goal of the training program is to mentor competent, highly ethical, self-aware, and culturally sensitive practicum counselors to their next phase of professional development. This is achieved through supervised experience in, and exposure to, the operations of a comprehensive university counseling center. We strive to foster an atmosphere that is conducive to learning by offering trainees an appropriate blend of support and challenge. We perceive trainees as emerging mental health professionals and treat them accordingly through balance of autonomy and structure. At the same time, we try to provide the professional and emotional support necessary to promote growth and development.

TRAINING MODEL

Our training program is based on the values inherent in the *Practitioner-Scholar model*, which emphasizes *experiential learning*. As practitioners, we value the learning that comes through direct experience with others and thoughtful self-reflection across a broad range of clinical activities. As scholars, we recognize the importance of theory, research, and critical thinking in the provision of mental health services. We believe that both practice and scholarship are essential in preparing emerging mental health professionals to work effectively with diverse populations in a rapidly evolving, pluralistic society. We value a life-long commitment to the integration of self-reflective practice and scholarly examination.

We believe that becoming a competent psychologist is a *developmental process* requiring graduated experiences and training. The didactic instruction and supervised practice opportunities vary according to the level of training and the readiness of the practicum counselor. As practicum counselors gain experience, expectations for higher level counseling skills, greater self-awareness, and autonomous functioning increase. Vital to this developmental process are psychological staff members who provide observational and experiential learning opportunities, serving as models and mentors, offering support, challenge, and feedback.

We place significant value on the *integration of one's personal and professional identities*. We strive to tailor each practicum counselor's experience to their unique needs within the structured activities of our training program. Ongoing self-assessment of one's strengths and growth edges is encouraged. When coupled with the supervisory feedback of multiple staff members who are committed to training new professionals, there is great opportunity for personal and professional development.

PROFESSIONAL ETHICS

Practicum counselors are expected to follow the ethical guidelines and principles as established by the American Psychological Association (APA). They are expected to be aware of and adhere to pertinent Kansas laws governing professional practice. Practicum counselors must maintain ALL client information confidential as required by the law and the APA ethical codes. Ethical issues are regularly integrated into discussion regarding service delivery and woven into training activities throughout the practicum experience. Part of ethical practice involves self-awareness and self-care to ensure practice within one's competency. Our dedication to ethical practice is informed by our sincere commitment to social justice, as we affirm the importance of all people being treated with respect and dignity.

STRUCTURE OF THE PRACTICUM TRAINING PROGRAM

The practicum experience requires a minimum of 17 hours per week of on-site commitment or 20 hours per week on-site commitment if the practicum counselor would like to acquire group therapy experience. The practicum occurs over the course of two academic semesters (Fall/Spring). While there is some flexibility in adapting the practicum requirements to the criteria set by the practicum counselor's academic program, it is the practicum counselor's responsibility to negotiate and adjust their time management style to meet these requirements.

ORIENTATION

Practicum counselors must be available to attend approximately 25-30 hours of scheduled training during their first week at CESS. The purpose of the orientation is to introduce practicum counselors to CESS policies and procedures, organizational structure, KUMC culture, and meet all counseling, educational, writing, and support staff.

CLINICAL EXPERIENCE

While most of the practicum counselor's time will be devoted to providing brief individual therapy services to our bright, academically-driven, and diverse student population, they will also engage in a variety of other clinical activities.

Initial Phone Visit: The primary means by which clients enter the CESS system is via Initial Phone Visit. The purpose of these 15-20 minute consultations is to determine which services and/or level of care would best meet a client's treatment needs. Practicum counselors conduct Initial Phone Visits consistent with the developmental model. An introduction to the phone consultation system is provided during orientation. Practicum counselors begin participating through observation and supervised practice. They will increasingly assume more responsibility and function more autonomously as they become more experienced and comfortable with the process.

Intake: Following the Initial Phone Visit, clients are assigned to therapist who will conduct their 50-minute initial intake evaluation continued psychotherapeutic services. Clients are asked to arrive 20 minutes prior to intake to complete intake paperwork and the CCAPS-62 on an iPad in our waiting area. Practicum counselors will receive training on intake forms, structure, delivery, and documentation during orientation. They will simulate the intake process with a colleague and practice documenting a comprehensive intake note. Further, practicum counselors will have the opportunity to observe licensed psychologists conduct intakes, as well as preform tandem intakes with senior staff.

Individual and Couples Therapy: Practicum counselors will provide short- and long-term individual therapy and couples co-therapy to KUMC students. Given the nature of serving a diverse student population, practicum counselors have the opportunity to work with clients who are experiencing varying levels of distress and symptomology. Although brief therapeutic services are typically offered, client care is of the utmost importance, and therefore, clinical supervisors encourage practicum counselors to learn a wide-range of theoretical perspectives and incorporate the applicable tenets into treatment plans and case conceptualizations. Practicum counselors typically work with 5-10 individual clients on a weekly basis. If time and scheduling allow, practicum counselors can request to work with additional clients to gain experience serving new populations or exploring specific presenting issues.

30-Minute Problem Solving Meeting: These appointments are reserved for clients who have a question or concern that they would like to discuss with a counselor, but are not necessarily interested in ongoing counseling. Practicum counselors will help these students learn how to cope with an immediate need through providing support, skills, and resources from a brief therapy model. Practicum counselors begin participating in these meetings through training and observation.

Group Therapy: Practicum counselors have the opportunity to co-facilitate one group per semester with a licensed psychologist or postdoctoral fellow. A variety of process therapy groups are available to students based on client need, such as Interpersonal Growth and Women of Color.

Workshops: Practicum counselors have the opportunity to co-facilitate skills-based workshops on a variety of psychoeducational topics, such as Diplomacy Skills and Koru Mindfulness.

Walk-in/Crisis Evaluation and Intervention: Crisis intervention strategies and techniques are presented during orientation and subsequent didactic seminars. A licensed psychologist and/or postdoctoral fellow is always available for crisis consultation. As practicum counselors gain familiarity with CESS and university and community resources, they will have the opportunity to participate in the crisis/walk-in system through observation and supervised practice.

Assessment: Practicum counselors will have the opportunity to gain experience administering and interpreting psychoeducational assessments to better inform treatment. They will engage in differential diagnosis, write integrative reports, conduct feedback sessions, and learn how to incorporate test results into treatment planning and intervention. Practicum counselors are expected to abide by the APA ethics code and maintain cultural sensitivity and competency throughout the assessment process.

Consultation: Consultation refers to contacts that occur when a CESS staff member is providing psychological expertise to administrators, faculty, staff, family members, or friends who are concerned about the welfare of a particular student, resident, or fellow. Consultations may occur in-person, or by telephone or email contact. Consultations are focused on helping individuals explore options about intervening or responding to a challenging student, resident, or fellow dilemma. Client confidentiality will be upheld in all consultations unless a signed authorization to release of protected health information is acquired. Practicum counselors may provide consultation services when clinically indicated.

Psychiatric Consultation: Clients of CESS may also benefit from receiving psychotropic medications. Practicum counselors, in consultation with their supervisor, may provide client referrals to Student Health Services and/or the CESS psychiatrist.

CAMPUS PREVENTION AND OUTREACH

Outreach Programs: Serving as consultants, trainers, and educators, the CESS staff participate in many efforts to enhance the quality of student life by extending services outside our offices to various campus entities. CESS offers numerous outreach programs to the university community on a regular basis per academic or administrative departments' request. Practicum counselors have the opportunity to co-facilitate outreach presentations on a variety of psychoeducational topics, such as stress and time management, burnout prevention, test anxiety, sleep hygiene, issues of diversity, and more.

CESS Promotional Events: In order for students to become aware of our services, we advertise through participation in academic program orientations and campus events. These promotions usually

result in increased access and utilization of CESS by a number of students, residents, and fellows that have been directly introduced to our staff and services.

TRAINING SEMINARS AND PROFESSIONAL DEVELOPMENT

Didactic Seminars: Weekly didactic seminars are an integral part of the practicum training program. Practicum counselors receive trainings on an array of clinical and professional topics, such as Treating Performance Anxiety, DSM-5 Differential Diagnosis, Brief Solutions-Focused Therapy, Mindfulness, and Couples/Sex Therapy. Seminars are both didactic and process oriented in nature, and often allow practicum counselors to practice newly acquired skills. Diversity is infused in all discussions. Further, specific diversity seminars are also highlighted throughout the training year, such as LGBTQ+: Beyond Competency to Practice, Health Disparities in Latino Health, and American Indian Culture.

Staff Meeting: Practicum counselors attend biweekly staff meetings to discuss administrative and professional issues relevant to the functioning of CESS. Through observation and participation, practicum counselors have the opportunity to develop a sense of how they interact within the organizational structure.

Case Collaboration Hour: Practicum counselors are expected to participate in biweekly case collaboration. Psychology staff use this time to consult about difficult and complex client cases, explore evidence-based treatment options, and/or address ways to improve administrative policies, procedures, and service delivery.

Group Therapy Collaboration Hour: Practicum counselors who elect to co-facilitate a group collaborate with other group facilitators monthly. Group facilitators will process their group therapy experience, assess group progress, as well as give and receive feedback to enhance service delivery and further develop their skills/identity as group therapists.

Coffee Talk: Practicum counselors and the postdoctoral fellow occasionally meet as a group with a psychology staff member to process their training experiences. Early in the year, meetings focus on addressing questions and ensuring basic competencies, while later meetings provide opportunities for informal case collaboration and professional identity development. These meetings will also provide oversight of the training experience and will serve to help practicum counselors monitor their caseloads, identify resources, and ensure the practicum is meeting their program goals and requirements.

Special Projects: Beyond the generalist training experiences provided at CESS, practicum counselors are encouraged to round out their professional repertoire by gaining exposure to a specific area of professional interest relevant to our setting. Example special projects may include: designing an outreach program, establishing a liaison relationship with a campus organization/department, or creating psycho-educational resources that address a specific treatment concern or population.

Case Presentations: Practicum counselors are required to provide two formal case presentations to CESS psychology staff over the course of the training year. Informal case presentations are also expected on a regular basis during collaboration hour.

Mock Internship Interview Case: In support of practicum counselors' internship application process, CESS staff simulate the doctoral internship interview experience during the spring semester. Practicum counselors are presented a case to review and challenged to respond to questions about the case from CESS staff. Didactic seminars on reviewing a case efficiently, assessing lethality risk, formulating

diagnoses, and establishing an approach to treatment are provided in preparation for this training experience.

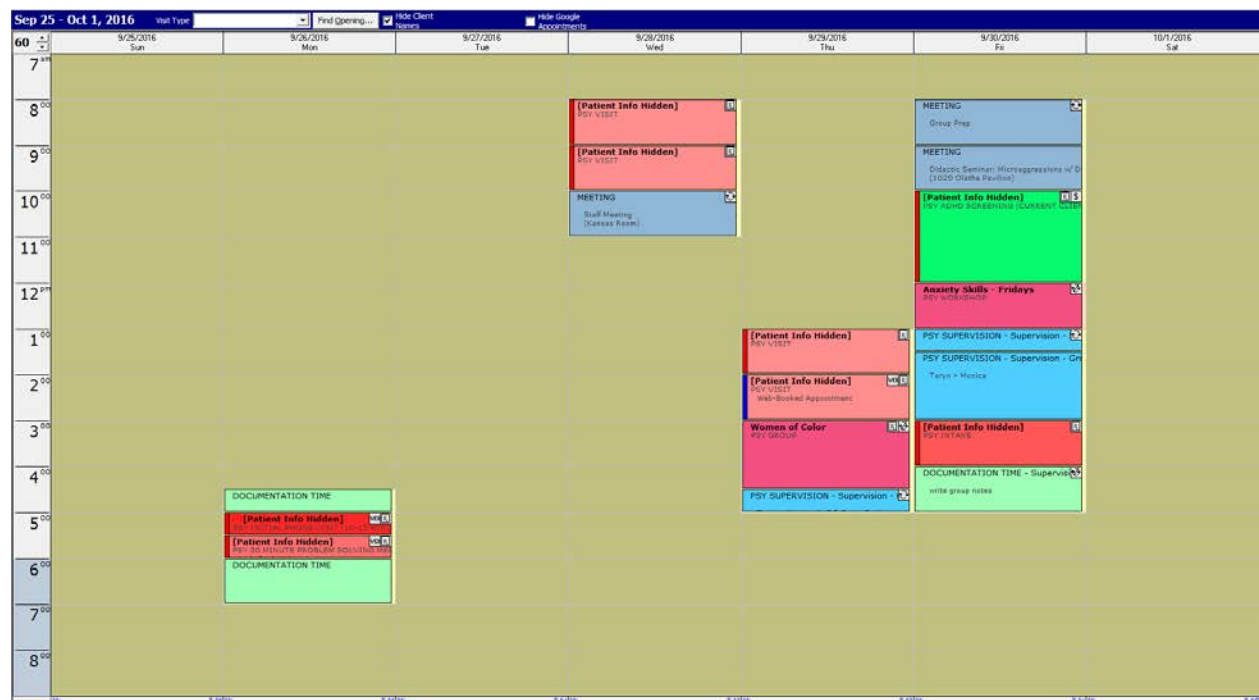
SUPERVISION

Individual Supervision: Intensive supervision is a distinguishing feature of the practicum and encompasses a variety of theoretical frameworks. Each practicum counselor is assigned a primary supervisor. They are provided 1-2 hours per week of formal individual counseling supervision by a licensed psychologist or postdoctoral fellow. Practicum counselors digitally record all counseling sessions via webcam and are expected to review these recordings in supervision as cases are discussed. Client cases are listed on the Provider Caseload, which is maintained by the practicum counselor. Supervisors are responsible for overseeing the practicum counselor’s client cases on an ongoing basis by way of the electronic scheduling system, Point N Click. Supervisors will review and co-sign all clinical documentation.

Group Therapy Supervision: Practicum counselors have the opportunity to co-facilitate a skills- or process-based group with a staff psychologist/post-doctoral fellow. Following each group therapy session, the co-facilitators meet for 30 minutes of supervision to discuss the therapeutic group process and work to develop the practicum counselor’s identity/skills as a group therapist.

Special Project Supervision: Practicum counselors have the opportunity to collaborate with other CESS psychology staff through supervision of their Special Project. Practicum counselors are responsible for identifying and consulting the supervisor of their choice regarding the focus and scope of their project, as well as scheduling special project supervision meetings as appropriate. The special project supervisor’s approval and signature are required before project initiation.

SCHEDULING



Practicum counselor schedules are maintained on the electronic scheduling system, Point N Click. At the beginning of each semester, practicum counselors submit a weekly schedule of 17-20 hours spread across a minimum of three days. Practicum counselors will likely be scheduled one evening per week to accommodate service demands. . Orientation will assist in determining an appropriate weekly schedule. Practicum counselors are required to be in the agency during the times they are scheduled to work regardless of whether they have a scheduled appointment. A typical weekly schedule may include:

Initial Consultation: 0-1 hour
Intake Assessment: 0-2 hours
Individual and/or Couples Therapy: 5-10 hours
Group Therapy: 0-1.5 hours
Outreach: varies
Individual Supervision: 1-2 hours
Group Supervision: .5 hour
Staff Meeting/Case Collaboration: 1 hour
Didactic Seminar: 0-2 hours
Coffee Talk: 0-1 hour
Special Project: varies
Documentation/Case Management: 2-4 hours
Supervision Preparation: 1 hour
Total = 17- 20 hours/week

Planned absences must be approved in advanced by the practicum counselor's primary supervisor or Senior Director. If an unexpected absence occurs due to illness or emergency, the practicum counselor is responsible for calling (913) 588-6580 and emailing the Administrative Assistant (Karen Howell - khowell2@kumc.edu), as well as notifying their primary supervisor.

EVALUATION AND FEEDBACK

Our training program operates in a context of ongoing reciprocal evaluation and feedback. Such periodic evaluation ensures that practicum counselors, as well as supervisory staff, are progressing in their personal and professional development goals.

Practicum counselors will complete an initial self-evaluation to assess their competencies in the following areas: personality characteristics, professional development/conduct, counseling skills, multicultural competencies, conceptualization/assessment/diagnosis, and supervisory relationships. Practicum counselors will identify their strongest areas of functioning, as well as their primary areas for growth as a clinician and supervisee. The practicum counselor and their primary supervisor will collaboratively establish their training goals for the semester.

Practicum counselor performance and competence are assessed on an ongoing basis throughout the training experience. Various evaluation methods are utilized, such as live observation, video tape review, ORS/SRS forms, intake/progress notes, case presentations, staff meetings, and anonymous feedback from client surveys. A formal evaluation process takes place at the midterm and end of each academic semester during the practicum experience. Practicum counselors will also complete an evaluation of their primary supervisor at the end of each semester.

If at any time a practicum counselor's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the practicum counselor, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of counseling psychology to the profession or public, appropriate representatives of the Doctoral Counseling Practicum Training Program may review such conduct within the context of the programs' evaluation processes and may inform faculty of the practicum counselor's academic program. Disciplinary actions, such as probation, temporary suspension, or termination may occur.

PROFESSIONAL EXPECTATIONS OF PRACTICUM COUNSELORS

It is expected that practicum counselors:

- Read, understand, clarify (as necessary), and implement the Practicum Training Manual
- Review and sign the Supervision Contract
- Be punctual, consistently attend, and actively participate in the Doctoral Counseling Practicum
- Provide 17-20 hours per week of on-site service
- Video record all client sessions
- Complete ORS/SRS assessment forms for all client visits
- Maintain timely and accurate client records
- Protect and safeguard ALL CONFIDENTIAL client material
- Practice ethical behavior as defined by the [APA Ethical Principles of Psychologists and Code of Conduct](#)
- Demonstrate a commitment to the development of multicultural competency
- Dress in a professional manner