RECOMMENDED TEXTS:


COURSE DESCRIPTION & REQUIREMENTS: Clinical Practicum is offered every full semester, and at the discretion of the program, each summer (7½ week) term given sufficient enrollment. Practicum is taken only after a student has passed the Written Comprehensive Examination and has completed the necessary coursework as outlined in the Graduate Catalog. Practicum placements are coordinated and supervised by the designated clinical practicum supervisor (Dr. Martinez).

The current degree requirement for practicum is two 3-hour courses/semesters. Each course requires a minimum of 150 hours of supervised experience (15 hours per week per semester; summer hours should be 15-30 hours and are dependent on the needs of the practicum site).

Licensure requirements for practicum experiences differ from degree requirements. The Licensed Psychological Associate (LPA) requires 450 hours of supervised experience and most students elect to complete 450 hours over a two-semester period rather than the 300 required by course criteria. The student should plan their time commitments according to these requirements. The student is expected to work in their assigned placement the entire semester even if they have completed all the required hours. Additional information about the specific requirements for each type of licensure, including updates, can be found at the appropriate licensing board website (e.g., address for LPA and LSSP: http://www.tsvp.state.tx.us then navigate from left side bar to either Licensed Psychological Associate or Licensed Specialist in School Psychology; address for LPC and MFT: http://www.dshs.state.tx.us then navigate across top bar to ‘I want to …’ and the drop list offers choices).

A practicum application must be submitted to the practicum supervisor during the semester before the student intends to register for the practicum class or interviews at a practicum site. After completing a practicum application, students typically interview at
the practicum site during the semester before they plan to begin their placement. All paperwork required by the placement site must be completed during the semester before the beginning of practicum. Any delay in the submission may delay the practicum placement.

STUDENT LEARNING OUTCOMES:
1. The student will demonstrate the ability to conceptualize clinical cases from a variety of clinical perspectives.
2. The student will demonstrate the ability to conduct individual and group therapy sessions, as applicable, as determined by the written evaluations of their practicum supervisor.
3. The student will demonstrate the ability to effectively administer and interpret appropriately chosen psychological assessment instruments.
4. The student will demonstrate the ability to effectively use clinical supervision as part of their ongoing professional development as documented by both on-site and University supervisors.
5. The student will demonstrate their understanding of the importance of professional ethics, boundaries and confidentiality as evidenced by their contribution to ethics discussions in class and an evaluation of their practicum performance.
6. The student will demonstrate competency in understanding workplace issues and organizational dynamics as well as professional interactions with other mental health professionals as documented in the written reports of their practicum site supervisors.
7. The student will demonstrate their integration of clinical skills through effective completion and presentation of a case for oral examination at the end of their second term of practicum as a requirement for graduation.

Supervision & Placement: Once the student has completed a practicum application and discussed possible placement sites with the practicum supervisor (Dr. Martinez), they will be asked to schedule a meeting or telephone interview with the agency supervisor. During this meeting, the agency supervisor will want to know about your academic training and previous clinical experiences. They will also be interested in knowing what you are like as a person. Can they rely on you? Are you a conscientious and effective worker? Do you respond to suggestions and evaluation in a non-defensive manner? Will it be worth the supervisor’s time and energy to supervise you? Making a good first impression is critical and many students who have a successful practicum placement often find employment at the supervising agency as a result of their experience. After the student meets with the agency supervisor, a determination will be made by the practicum supervisor, in consultation with the student, as to the appropriateness of the practicum placement.

The supervisory experience is a formal process that should follow the licensing rules of Texas State Board of Examiners of Psychologists (regardless of student licensure interests). The student is encouraged to seek help early in the process should problems or questions arise. It is important that the student recognize situations or assignments that are beyond their ability and experience and they are encouraged to discuss this during
supervision with both their practicum supervisor as well as their agency supervisor, peers and other faculty or staff.

**Confidentiality:** During practicum meetings cases will be presented, staffed and discussed. It is expected that all material presented during the meetings will be treated in a professional manner and the confidentiality of clients will be maintained. All identifying information must be removed from copies of testing materials and any other records discussed during practicum meetings. To facilitate this, students should obtain (1) client consent, (2) releases of information and (3) approval from the agency supervisor prior to presenting cases. Inform clients that their identity will not be revealed in the meetings and that presentations are for training purposes only. If the client is a minor or does not have legal management rights, you must get permission and a signed release from the parent or legal guardian. These conditions apply to all case material presented as well as the oral examination presentation. The student will also maintain secure storage of any confidential information of testing materials used in the practicum placement.

**Evaluation at the Practicum Site:** Each practicum site provides different training experiences and sets different expectations for professional behavior. Because practicum students differ in their personal goals, it is a good idea to be involved in the evaluation process from the outset. To avoid misunderstandings, the student will be given a copy of the evaluation form that will be used to document the student’s performance at the beginning of the practicum. Everyone can then work together to ensure that the evaluation process is productive and contributes to the overall learning experience.

Your agency supervisor and the University practicum supervisor (Dr. Martinez) have established this format for evaluation, so review it carefully to be certain that you understand it. Seek and be receptive to feedback that helps improve one’s clinical knowledge and performance. It is easy for the novice clinician to be defensive or overconfident of their ability levels. Individual and group supervision provide a forum for exploring new skills and evaluating individual strengths and weaknesses. However, if you focus more on the evaluation than on learning, you may be reluctant to take on new challenges for fear that you will do poorly, which will adversely affect your evaluation. The student should work with their agency supervisor to develop a plan that allows and encourages you to try new skills and to recognize your own areas of development.

At the end of your practicum experience, you will be evaluated in the following areas:
1. Professionalism
2. Relationships with staff and agency
3. Therapy skills
4. Personal qualities
5. Psychological testing skills
6. Overall evaluation

**Consultation (or How to Get Help When You Need It):** If you have any problems or questions about your practicum, be sure to get assistance. During your practicum placement it is essential that you recognize when situations or assignments are beyond
your ability and when you need help to deal with them. You may need help with anything from questions about ethics, to how to write a particular kind of case note. It might also happen that you are working with a particularly challenging client, or perhaps you are not getting along well with a staff member or supervisor. Whatever the difficulty, when problems develop, get help and do so early.

Resources include your agency/on-site supervisor, Dr. Martinez, peers, and other faculty or staff. The main point to remember is that people are ready and willing to help you and you are not expected to master all skills immediately or be able to do everything yourself. This is a fundamental principle of responsible professional conduct that will help you throughout your professional career.

**COURSE REQUIREMENTS & EVALUATION:**

1. **Practicum Meeting Attendance.** Students are expected to have weekly supervision with their agency/on-site supervisor in addition to attending the weekly practicum seminar at the University. Students should come to the practicum meeting with a completed and signed weekly log, which they will turn in to the practicum supervisor (Dr. Martinez). It is the student’s responsibility to maintain and keep a signed record of their practicum experiences. Records for each practicum experience should be kept separately. You should retain this record for future licensing purposes as you may be required to show proof of the types of training experiences you participated in.

   Students who miss practicum meetings must notify the practicum supervisor in advance and schedule another meeting if the supervisor deems it necessary. Excessive absences (more than two) may result in a grade of “failed.”

   Practicum students are expected to notify Dr. Martinez of any problems that occur in the practicum at the earliest possible opportunity. If the discussion can wait until the practicum meeting, it can be discussed in the general meeting or in confidence with Dr. Martinez before or after the meeting. It is imperative that the student notifies their agency supervisor and Dr. Martinez in a timely manner should problems occur with clients, staff or other individuals.

2. **Participation in the Practicum Meeting.** (a) Each student is expected to be able to discuss the prior week’s activities at their practicum site and identify areas of interest, questions, concerns or any problems at the practicum site. Each student is also expected to give a Case Presentation and/or a topic/test/technique presentation during the semester. These presentations are designed to help the first and second semester student become familiar with and prepare for the Oral Examination. Postgraduate student presentations can serve as models for the first and second semester students. You will use the same format described for the Oral Case Presentation during your class Case Presentation. Use Power Point to present your case and be sure that any supplementary material needed to knowledgeably discuss the case is present. You may be asked questions regarding aspects of your case (additional background information, testing information, etc.), so be prepared to answer those questions. A schedule of presentations will be developed early...
during the semester. (b) First semester students will complete a paper involving a diagnostic question concerning a client at their practicum site. (c) Second semester students will complete a paper involving an evaluation of a client in their practicum that will be used in their Oral Examination. (d) Postgraduate students will complete a paper assigned during the semester that will be relevant to their work or site experience.

3. **Evaluation.** The practicum is graded on a Pass/Fail basis. Your agency supervisor, as well as Dr. Martinez, will monitor your progress at your practicum throughout the semester. Successful completion of your practicum will depend on this ongoing evaluation plus the final evaluation reflected in the Practicum Student Evaluation Form that will be completed by the agency/on-site supervisor and reviewed by Dr. Martinez. A completed evaluation form must be turned in for the student to receive credit for the course. Also, participation in practicum meeting, case presentations, and assigned papers will assist in determining the final grade.

4. **Oral Examinations.** Those students in the process of successfully completing their second semester of practicum placement will be allowed to sit for the Oral Examination, which constitutes the exit examination for the Clinical Track Masters Degree in Psychology, providing they, in cooperation with their site supervisor and practicum supervisor, *successfully complete the necessary work* for the Oral Examination.

A specific schedule of deadlines for the Oral Examination will be distributed in class to those individuals expecting to sit for the exam. If a student does not complete the necessary work for the oral examination as scheduled, as determined by the practicum supervisor, they will not be allowed to take the Oral Exam and may be required to complete an additional section of practicum until this criteria can be met. Those students who expect to sit for the oral examination will need to schedule additional meetings with the practicum supervisor to review their oral case materials. These meetings will be arranged at the discretion of the instructor and may include additional deadlines for the turning in of material and rewrites other than those included on the oral examination schedule.

**CLASSROOM POLICIES:**

**Blackboard:** Materials related to the course *may* be posted on SAIL or Blackboard. This or group emails/texts will be the primary means of communicating with the class regarding cancellations or any other changes. Please make sure your password information is up to date so you can access this information as well as supporting materials for the course, and make sure the practicum supervisor (Dr. Martinez) has the best email address/text number for contacting you in a timely manner.

**Classroom etiquette:** *All cell phones must be turned off and put away during class unless an emergency exists.* Basic social and professional decorum are expected.
**Academic Integrity:** Academic dishonesty, which includes plagiarism, handing in materials used in other courses, or the use of any work that is not the student’s will be dealt with according to University policy (see the current University Catalog and Student Handbook).

**Students with Disabilities:** The Americans with Disabilities ACT (ADA) is a Federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. The audio or video recording of lectures or other class activities is prohibited without permission from the instructor, although exceptions will always be made for students with disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services for assistance at (361) 825-5816.

**Academic Advising:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit System. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203 and more information can be found by calling 361-825-3466. The Graduate Adviser in the Department of Psychology and Sociology is Dr. Amy Houlihan in BH 311, and can be reached at 361-825-2971.

**Grade Appeal Process:** As stated in University Procedure 13.02.99.C2.03, *Student Grade Appeals*, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, *Student Grade Appeals*. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html).

**Withdrawal/Incomplete:** The last day you may drop a course with a grade of “W” is
April 6, 2018 and you must complete the necessary paperwork yourself. A grade of “Incomplete” is given only with the permission of the instructor if you have satisfactorily completed all course requirements to that point and you contact me at least one week prior to the end of class.

All practicum forms will be distributed early in the semester.

Security Background Checks for Students Providing Co-Curricular Services for Minors

Faculty who have graded assignments for which students are working directly with minors must comply with the University Procedure 11.99.99.C0.02 Co-Curricular Services to Minors. Best practice recommends using group activities where no fewer than two students are working alone with minors and activities are conducted under the supervision of the faculty members and/or teachers.

In the case where students will be or might be working directly one-on-one with minors without someone else in the room who has undergone the security background check (for example, tutoring, therapy, clinics, practicum, counseling sessions), those students must undergo security background checks. This process will fall into two categories, depending on whether the activity falls under the supervision of an external entity does its own security background checks or not. Faculty will need to determine which procedure they need to follow by checking with the partnering entity to see if they will conduct the security background check.

1. The entity where the student is working does its own security background checks (i.e.; hospitals, clinics, schools). In this case, faculty will be notified that their student cannot participate if they do not pass the security background check.
2. The entity does not do security background checks or there isn’t a particular entity. In this case, the student is responsible for obtaining and paying for the security background check.

Responsibilities of Faculty Members
1. Cost and procedure of the security background check will be noted in the course syllabus.
2. Faculty should require students to request the security background check no less than 3 weeks prior to the activity.
3. Faculty will supply the list of students who will be working with minors to the Department Chair and Administrative Assistant.
4. If appropriate for the course, faculty should provide an alternate assignment for students who choose to opt out or those students who do not pass the security background check. These students may not work with minors.

Responsibilities of Students
1. Go to the University Police Department or private company.
2. Sign a consent form and pay for the security background check.
3. Provide the faculty member with evidence of clearance.

**Responsibilities of Department Chair**

1. When schedules are being built, the Department Chair identifies courses working with minors.
2. The Department Chair (or administrative assistant) checks syllabi for notice of security background check.
3. The department chair and admin assistant helps students with ordering background check, collect clearance from HR/police dept., and sends roster to Training & Development (if requested by faculty member), and notifies faculty member of students don't get clearance and/or complete training.
4. The department chair and admin assistant will keep a record of the student who worked with minors were cleared.

**Child Protection Training**

Faculty may require students to undergo an online Child Protection Training. Faculty will need to submit a list of students to the (department admin) Training and Development Office no less than 3 weeks before the activity. Students will be given access to the online training through External Gateway. Students should be required to submit their certificate of completion to their professor prior to working with minors.
First Semester Students-Reading Assignments: The following schedule is subject to review and may be changed as the course progresses, including the assignment of additional readings.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1/17/17</td>
<td>Structure of the Course</td>
<td>Review Forms</td>
</tr>
<tr>
<td>1/24/17</td>
<td>Preparation</td>
<td>Baird Ch. 1</td>
</tr>
<tr>
<td>1/31/17</td>
<td>Getting Started</td>
<td>Baird Ch. 2</td>
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<tr>
<td>2/07/17</td>
<td>Ethical &amp; Legal Issues</td>
<td>Baird Ch. 4</td>
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<td>APA Ethics Code</td>
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<tr>
<td>2/14/17</td>
<td>Internship Classes &amp; Peer Groups</td>
<td>Baird Ch. 3</td>
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<tr>
<td>2/21/17</td>
<td>Supervision</td>
<td>Baird Ch. 5</td>
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<tr>
<td>2/28/17</td>
<td>Working With Diversity</td>
<td>Baird Ch. 6</td>
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<tr>
<td>3/07/17</td>
<td>Clinical Writing, Treatment Records, and Case Notes</td>
<td>Baird Ch. 7</td>
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<tr>
<td>3/14/17</td>
<td>Stress &amp; Self-Care</td>
<td>Baird Ch. 8</td>
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<tr>
<td>3/21/17</td>
<td>Assault &amp; Other Risks</td>
<td>Baird Ch. 9</td>
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<tr>
<td>3/28/17</td>
<td>Closing Cases</td>
<td>Baird Ch. 10</td>
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<tr>
<td>4/04/17</td>
<td>Finishing the Practicum/Internship</td>
<td>Baird Ch. 11</td>
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<tr>
<td>4/11/17</td>
<td>Frustrations, Lessons, Discoveries</td>
<td>Baird Ch. 12</td>
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<tr>
<td>4/18/17</td>
<td>Final Presentations</td>
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<td>4/25/17</td>
<td>Final Presentations</td>
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<tr>
<td>5/02/17</td>
<td>Final Presentations</td>
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A schedule of individual case presentations, topic presentations, and due dates for required papers will be developed once class begins.