

University of South Carolina
Counseling and Psychiatry

TRAINING MANUAL
Practicum & Internship in Counseling
Marriage, Couples, and Family Counseling

2017-2018

**Practicum and Internship in Counselor Education
at
Counseling and Psychiatry
University of South Carolina**

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Organizational Overview: Counselor (EdS) Trainees

Counseling and Psychiatry (CAP) is a department of the Student Health Services at the University of South Carolina located on the Columbia Campus. CAP has a multi-disciplinary staff representing psychiatry, social work, counseling, and psychology. The training program also includes psychology doctoral interns and social work field placement students. CAP provides a comprehensive array of remedial, developmental and preventive services to students, faculty, staff, and organizational systems within the University. The mission of CAP is to facilitate academic and moral development of students by enhancing educational, emotional, personal, and social development.

In order to accomplish this mission, CAP provides both direct and indirect services to the Carolina community. Direct services are offered to students only, including individual, couple, family, group psychotherapy, support and skill development groups, and comprehensive psychometric services. Support/therapy groups meet weekly throughout the semester with the goal of increasing personal development. Regularly offered groups include the following areas: General Therapy, Substance Use, Eating Disorders, Anxiety Management, LGBT support group, and Stronger Together for survivors of sexual assault. All counseling trainees will co-facilitate at least one group each semester.

Counseling and Psychiatry (CAP) offers Community Based Services (CBS) toward the improvement of mental health in the USC Community. These services generally occur outside of the traditional counseling center setting and in the USC Community where mental health issues often first arise. CBS generally focus on problem solving, support, psychoeducation, advocacy, and resource enlistment and utilization toward improving the mental health and wellness of USC Students. CBS services broadly consist of Community Consultation & Intervention (CCI), "Let's Talk," Suicide Prevention Services, traditional mental health outreach programming and training, Community Support Meeting Services in response to traumatic campus events, and web-based services.

CCI affords mental health consultation to the USC Community (faculty, staff, students, relatives of students) for students of concern. CBS also comprises suicide prevention efforts, which include, but are not limited to, Campus Connect Suicide Prevention Gatekeeper Training and The Interactive Screening Program (ISP) for suicide prevention.

Philosophy of Training Program

The philosophy of the CAP's counselor trainee program is Developmental-Apprentice-Practitioner (DAP) Model. Our mission is to provide a training environment that facilitates trainees' transition from graduate students to professional counselors. CAP's counselor trainee program builds upon the theoretical, empirical, and clinical foundations that trainees receive from their counselor education program. We provide a comprehensive practice environment that offers high quality services to students and staff of the University of South Carolina. Since our ethical mandate is for trainees to provide professional services to our clientele, the training staff at CAP offers a comprehensive training program that attends to conceptual, methodological, personal, and creative skills necessary for the practice of counseling. The goals of our training program go far beyond the ethical responsibility of providing a reasonable standard of care to providing an environment that promotes a high level of clinical service and professional expertise.

A university counseling center provides a natural setting for a developmental framework. The University of South Carolina's Mission Statement clearly articulates the value placed on a learning environment:

"USC Columbia seeks to attract inquisitive, energetic people who are committed to learning, who are capable of self-discipline, and who wish to benefit from the variety of experiences provided by a major university with students, faculty, and staff drawn from throughout South Carolina, the nation, and the world. The University strives to educate graduates who are capable of excelling in their chosen fields, who are dedicated to learning throughout their lives, and who are responsible citizens in a complex society requiring difficult ethical and value-related decisions"

CAP Mission Statement: Counseling and Psychiatry provides psychological counseling, education, and consultation to the University community, as well as clinical supervision for selected mental health graduate students. Our multidisciplinary team offers services that promote social, emotional, physical, and cognitive well-being for people facing developmental or unplanned challenges. We believe that confidential and culturally aware professional relationships can facilitate the creative power of resilience, problem resolution, morality, and self-determination.

Program Goals

The Clients-Trainees-Trainers form an inextricable alliance that guides the content and quantity of developmental, apprentice, and practice approaches in our training goals and objectives. These goals are developed in our dedication to provide quality care and quality training in an atmosphere of respect and consideration. Since our context is to provide a comprehensive array of counseling services for the university community, we initially require that trainees demonstrate competence in the provision of clinical services beginning with clients presenting with concerns that are not neither high risk, severe, or urgent. The individual supervisor is clearly defined as the case manager. The supervisor / case manager will determine when the trainee is ready to work with clients with more critical needs. This decision will be made in consultation with the coordinator of the counselor education program. CAP has 3 psychiatrists and a Nurse Practitioner who are an invaluable resource for consultation with critical clients and who provide prescriptive services. Psychotherapy is the goal that receives the most attention at our center and is covered in all phases of our training program. Our objectives are calibrated in developmental complexity that will be enumerated in the following section.

Training in group therapy begins with process observing a group being facilitated by a senior staff member in the fall. In the spring, group therapy may be co-facilitated with a psychology doctoral intern or a staff member.

Trainees are immediately involved in several aspects of our Outreach/Administration activities. Trainees participate fully in staff meetings and retreats and help in the selection process of future trainees. In this capacity, trainees work as colleagues for the goal of improving our organization.

Since multicultural appreciation pervades all aspects of the professional roles of a counselor, we address it in all aspects of our training program. We attend to sensitivity to and knowledge of multiculturalism in our clinical, educational, supervisory, and administrative relationships.

The four competency areas provide a sharp focus of concentration for the trainees and training staff. Our Developmental-Apprentice-Practitioner model aptly guides our training program to provide the support and challenge necessary for counselor trainees to meet these goals. We believe that the attainment of competency in these areas will allow trainees to feel very confident in their future practice as counselors. Each of these four goals contribute to our overall purpose to enhance a formidable ethical concern for clientele and an inquiring mind that continually pursues and contributes knowledge to the field of counseling. The following objectives from the four aforementioned goals represent our current design to sufficiently prepare trainees for an acceptable entry level of practice.

Goal I. Psychotherapy

1. Establish a therapeutic alliance.
2. Define and prioritize clients' problems and therapeutic goals.
3. Diagnose and evaluate clients' symptoms.
4. Utilize referral sources as appropriate.
5. Seek and utilize supervisory and consultative input in clinical impasses.
6. Conceptualize cases according to a theoretical perspective.
7. Use therapeutic techniques that are coherent with theory and specific clients.
8. Practice effective case management.

9. Conduct effective case management.
10. Recognize and build on clients' strengths and perspective.
11. Address differences, values, or issues that impact process of therapeutic relationships.
12. Develop theoretical/clinical coherence.
13. Develop a therapeutic style and a flexible use of self.
14. Develop a theory of couple therapy.
15. Employ therapeutic consultation to empower the therapeutic system.

Goal II. Group Work

1. Learn a group modality under tutelage of senior staff member.
2. Identify group dynamics.
3. Active co-facilitation of a therapy or psychoeducational group during spring semester.

Goal III. Administration and Outreach

1. Become fully integrated into the operation and administration of CAP.
2. Become familiar with organizational structure of the university community.
3. Develop and deliver outreach activities as assigned including biofeedback and coping skills.

Goal IV. Professional Development

1. Demonstrate commitment to continued, professional development by participation in at least one outside professional activity during the year, e.g. SCAMFT or ACA conference, continuing education offering, presentation at Chi Sigma Iota Graduate Student Spring conference.
2. Demonstrate competence in professional interactions with all CAP staff.
3. Present a case presentation offering a summary of counseling work done with one client during the year, including goals of counseling work, theoretical orientation used, genogram of client, interventions employed, at least two clips of recorded sessions demonstrating work being done, and results obtained prior to termination with the client. The case presentation format utilized in EDCE 805F may be used as a guide. This case presentation will be presented during spring semester during group supervision to your peers, the Coordinator of Counseling Training, and your individual case supervisor.
4. Transition from trainee to professional.

Training Roles and Structure

During orientation, interns begin meeting with their individual supervisors and group supervisors. Besides co-therapy and consultative relationships with interdisciplinary staff members, these two relationships with supervisory staff provide support and resources to help the trainee evolve in our DAP model. Each member of the supervisory staff is intricately involved in the training program and collectively meets throughout the year to review the training program's ability to respond to the professional needs of the trainee.

To avoid possible dual relationship challenges, Counseling and Psychiatry has adopted the policy below regarding supervisory options for trainees who were former clients.

Following is a brief description of training roles and structure in our DAP model.

Individual Supervision Trainees receive one hour of individual supervision each week from CAP staff. The individual supervisor functions as the case manager and determines the trainee's ability to meet the demands of his/her caseload. Besides case management, individual supervisors will also utilize live supervision, consultation, and videotaped supervision for skill development. In the first semester, individual supervision emphasizes case conceptualization, interviewing skills, and theoretical coherence. Supervision in the second semester emphasizes the integration of theoretical modalities with attention to the intentional use of the interpersonal process in the psychotherapy relationship.

Group Supervision The counselor trainee group meets for 2 hours each week. Live supervision, consultation, and recorded supervision provide ample opportunities to address areas of growth and uncertainty. The group process offers diverse theoretical perspectives. Throughout the year, there is an emphasis on linking theory with the pragmatics of providing psychotherapy and expanding one's view of the client.

Seminars Two hour seminars are presented each week throughout the year by staff to psychology doctoral interns. During the fall, seminars emphasize issues and skills needed to work at a university counseling center. Spring seminars may include multiple theoretical presentations by staff member or specialty topics requested by interns. Counselor trainees are allowed to attend these seminars as time permits. Clinical demands will take priority over seminar attendance.

Former clients as Clinical Trainees

1. Graduate Students in the USC College of Education (EDS) or the College of Social Work (MSW) who were previously clients of Counseling and Psychiatry may apply for clinical training placements at CAP as part of their graduate training programs.
 - a. Applicants should understand that if they are accepted to become a trainee at CAP subsequent to having been a client here, they will have limitations on their options for supervisors due to the potential for dual role conflicts.
2. Applicants who are accepted for clinical training placements are encouraged to inform the CAP Coordinator of Counselor Training and / or the Assistant Director of Training Services/Training Director immediately upon acceptance that they were previously clients of CAP and the name(s) of their counselor at CAP. No other information need be disclosed.
 - a. The reason for this is so that appropriate supervisory assignments can be made that avoid in advance having a CAP staff member provide an evaluative relationship after having provided a therapeutic relationship.
 - b. Although every effort will be made to minimize the potential for dual role relationships, it should be clearly understood that EVERY CAP clinical staff is considered part of the training programs at CAP and participate in various aspects of trainee experiences.
 - c. Clinical trainees who have previously been clients of CAP will have an additional security seal placed on their electronic health record by the Director.
3. In the event that a trainee does not pre-disclose their status as a prior client at CAP and is subsequently assigned a supervisor who was a former therapist, the supervisor is ethically mandated to disclose this fact to the Training Director so that appropriate alternative supervisory re-assignment can be made to eliminate any dual role relationships.
4. Clinical Trainees are not permitted to have a former CAP therapist (or, when applicable, that therapist's direct clinical supervisor) in any supervisory or evaluative role while in training at CAP. These may include, but are not limited to:
 - a. Direct Supervisor
 - b. Supervisor of Supervision
 - c. CAP Training Program Coordinator
 - d. Co-therapist for groups or couples
 - e. Training Director

Current Clinical Trainees as Clients

1. Current Clinical Trainees will NOT be eligible to obtain clinical services from CAP while in training at CAP.
2. Current Clinical Trainees who need clinical services may obtain a referral to other community resources on a case-by-case basis from the Training Director.

Expectations of Counselor Trainees

Trainees are expected to reach a level of proficiency of the 4 goals that is commensurate with expectations of professional services by a counselor trainee.

1. Trainees will present at least one live client for group supervision in the fall semester and at least two live clients during spring semester.
2. Trainees are strongly encouraged to offer one case presentation near the end of spring semester. Trainees will confirm their intent to the CCT (Coordinator of Counselor Training) to offer a case presentation by February 15. The CCT will follow-up with any trainee that declines the opportunity to offer a case presentation to assess their reason for refusal and to offer encouragement to do so. Letters of reference will be written for any trainee who successfully completes our training program. Stronger letters of reference can be written for those who do make a case presentation.
3. In addition, trainees must attain a minimum weekly average of 12 hours of direct, clinical service delivery (including therapy clients and group work).
4. A Trainee Contract and formal evaluations are presented to trainees during the course of the year.
5. Trainees are expected to fulfill all additional practicum and internship requirements of the University of South Carolina counselor education program.

Facilities and Equipment

The facility of Counseling and Psychiatry is well suited for a counselor training program. Each trainee has an office located close to peers on our floor. Trainees have frequently commented that proximity to one another has facilitated impromptu conversations and peer supervision. Each trainee office has a web camera to record sessions for supervision purposes. The Center has a collection of bibliotherapy titles, professional books, and psychological tests. CAP has a large conference room for formal meetings and several group rooms. In addition, trainees also have access to USC's library, which is nationally recognized as one of the top 50 libraries in the nation. There is a kitchen area that includes a refrigerator and microwave and staff frequently gather informally for lunch in one of the conference rooms.

Training equipment at the Center includes the following:

- Webcams with storage capability
- One room with one way mirror for observation and supervision purposes
- Copying Machine
- Desk top computers and printers
- Biofeedback Equipment

Counselor trainee / GA Weekly Schedule

Hours per Week = 36 Hours

- **SERVICE ACTIVITIES**

Counseling with individuals or couples = 12 - 20

Group Co-facilitation = 2-4

Mindfulness Outreach Presentations = 0 - 1

TOTAL FOR SERVICE ACTIVITIES = 14-25

- **TRAINING ACTIVITIES**

Individual Case Supervision = 1

Group Supervision = 2

Seminars = intermittent

TOTAL FOR TRAINING ACTIVITIES = 3

- **PROFESSIONAL ACTIVITIES**

Staff meetings = 1

Clinical teams for CHDC staff=1

- **TOTAL FOR PROFESSIONAL ACTIVITIES = 2**

- **ADMINISTRATIVE ASSIGNMENTS**

As requested by professional staff. Clinical activities take priority.

- *Note: There will be variation depending upon the nature of the service delivery and training activities; however the above range is a weekly representation of the trainee's activities.*

THE STAFF

The greatest asset of the training program is the staff. CAP staff consists of Licensed Psychologists, Licensed Professional Counselors, Licensed Social Workers, Psychiatrists, and Psychiatric Nurse Practitioner. Our staff work together as a cohesive team, united in the belief that the training experience is an opportunity to expand the possibilities of an emerging professional. Our staff can be viewed at www.sa.sc.edu/shs/

APPLICATION PROCESS

Counseling and Psychiatry serves as a practicum and internship clinical placement site only for individuals enrolled in the marriage and family track of the University of South Carolina's EdS Counselor Education Program. Only those interested in both a clinical placement site and a GA position, i.e. a 36 hour a week commitment for 9 months, need apply.

To apply: For placement beginning August, 2018, please submit by 5 p.m. on February 16, 2018 a statement of intent, i.e. why you are interested in placement at CAP, and your resume, including the names and phone numbers of two supervisors / instructors familiar with your clinical work that we may contact for a reference, to the Selection Committee for Counselor Education Training, fax 803-777-5433. Qualified individuals will be invited for an on-site interview with the Coordinator of Counselor Training and one other staff member.