BRIEF OVERVIEW

Student Health and Counseling Services in the Division of Student Academic Success consists of the Counseling Center (CC) and the Student Health Center. This comprehensive and holistic student development agency is committed to student learning through engagement and involvement. Student Health and Counseling Services is also a professionally staffed practicum and internship training facility for graduate students in counseling, counseling psychology, clinical psychology, and social work. Services are fully accredited by the International Association of Counseling Services (IACS) and the doctoral internship in health service psychology is fully accredited by the American Psychological Association (APA).

The primary goal of Student Health and Counseling Services is to enhance the total development of the student and to contribute to the educational mission of the University. Student Health and Counseling Services seeks to increase students’ awareness of mental and physical wellness and health, as well as career planning. Effective coping skills, positive mental health practices, good decision-making skills and an increased appreciation for and awareness of individual differences and diversity are ideals for the CC. All career exploration, psychological counseling, and comprehensive assessment services provided by the CC are confidential and most services (excluding assessment services) are free for University of Memphis students enrolled for a minimum of 6 credit hours per semester.

Referrals can be made to other Student Health and Counseling Services areas as needed. The Student Health Center offers campus wide health promotion, disease prevention, and acute episodic outpatient medical care.

SHCS PRACTICUM PHILOSOPHY AND GOALS

The philosophy of the SHCS Practicum Program is that counseling and psychology graduate students should be trained as generalists to function in a variety of settings with diverse
populations and with persons who present with an assortment of needs and concerns. The primary
goal of our Practicum Program is to prepare practicum students to proceed to the next step in their
chosen psychology or counseling career through supervised experiences in a variety of area-
specific functions and through a general experience in, and exposure to, the operations of a
comprehensive university counseling center.

SHCS PRACTICUM APPLICATION
PROCEDURES

The SHCS offers practicum opportunities in counseling, outreach, assessment, and
integrated health for graduate students in counseling, counseling psychology, clinical
psychology, and social work.

SHCS Practicum Applications are available on the counseling center website at
www.Memphis.edu/counseling. Students may apply for one semester or one full academic year
practicum placement. Preference will be given to applicants desiring a 2-semester placement at
the SHCS (fall and spring semesters) and space is limited to a maximum of 6-8 students per
semester. Practicum opportunities during summer semesters will be very limited.
Practicum placement assignments for all semesters will be determined by the training
committee.

COUNSELING CENTER PRACTICUM
DESCRIPTION & GUIDELINES

SHCS practicum students are provided with a supervised experience of conducting individual, couples, and
group psychotherapy, career counseling, behavioral health consultation, and utilizing resources and anxiety
reduction programs available at the Relaxation Zone (RZ). The Relaxation Zone is temporarily closed
during COVID-19 and will be reopened when in-person services are fully resumed. During
COVID-19 pandemic, to ensure health and safety for staff, trainees, and the campus community, all
services and training activities are delivered in the format of telehealth. Please refer to
Telepsychology Clinician and Supervisor Manual for more detailed information and instructions on
conducting telepsychology services.

Practicum students will conduct intake interviews and provide individual and couples
psychotherapy to a diverse undergraduate and graduate student population. Practicum students may
also have the opportunity to provide walk-in crisis and family therapy. The practicum career
counseling experience includes training in the use of the Strong Interest Inventory and the Myers-
Briggs Type Indicator. Moreover, behavioral health consultation training and experience with
integrated health program will also be provided to practicum students. During COVID-19
pandemic, integrated health services are temporarily suspended and will be resumed when in-person
services are fully resumed. Additionally, when the RZ is re-openned, practicum students are
provided with an experience utilizing biofeedback software, mindfulness and relaxation
interventions available through the RZ. Outreach and professional development opportunities are
also available and are strongly encouraged.

*Practicum students who have already been trained and approved by SHCS senior staff to administer intelligence and achievement tests may also conduct formal Learning Disability (LD) and Attention-Deficit/Hyperactivity Disorder (ADHD) evaluations as a part of their direct contact hours. These practicum students will be required to complete practice administrations, review report writing procedures and CC procedures (e.g., fee schedules) with their direct supervisors and/or identified Senior staff prior to scheduling test appointments with clients.

The most frequent presenting concerns for psychological counseling are relationship or interpersonal issues followed by depression and anxiety. Clients also present with abuse, assault and trauma-related concerns, eating disorders, loss and grief issues, substance abuse-related problems, and a variety of other concerns. In terms of severity, presenting issues range from adjustment-related or situational-developmental concerns to characterological and, in some cases, severe and debilitating problems.

The most frequent presenting concerns for career counseling are confusion, difficulty, or uncertainty around choice of major, choice of career, job loss, career or job change, or type of positions available within a chosen career area. Career clients may also present with psychological, medical or other concerns that intersect with their career issues. In terms of severity of career issues, some clients have a great deal of distress and feel themselves to be in a crisis about their career concerns. Other clients expect that career counseling will benefit them in their career development, but are not particularly distressed about their careers when they come for services.

The Relaxation Zone (RZ) is a student resource committed to the management of stress and anxiety. The RZ offers multiple massage chairs, biofeedback computer stations, zen gardens, coloring station, stress ball-making station, and small “Wellness Breaks” where students can get individual and small group instruction on a variety of self-care skills like mindfulness, relaxation, and guided meditation. Center staff assist university students in education on stress and anxiety and use of techniques, strategies and biofeedback software in management of stress and anxiety.

Integrated Health program is provided at the Student Health Center. Students seeking medical treatment at the Student Health Center are asked to complete the PHQ-9 and the GAD-7 to evaluate their current physical, mental, social, and perceived health. Referrals to behavioral health consultant (BHC) will be made based on the PHQ-9 and GAD-7 results. BHC will meet with the identified student after their medical appointment to provide brief intervention and resources. When integrated health services are resumed, practicum students will be trained in the BHC model and will provide a minimum of 2-hour of coverage at integrated health program at the Student Health Center per week.
**Other Activities and Meetings**

Outreach and professional development opportunities are available and strongly encouraged. While not required, these opportunities have frequently been used as a source of contact hours for past practicum students. Outreach activities include CC information and screening programs (e.g., Eating Disorders Awareness Week Information Table; Anxiety Information and Screening), various presentations (e.g., Stress Management) and participation in the University of Memphis’ summer orientation activities (e.g., Information Fairs for freshman orientation). Professional development opportunities include optional attendance of any of the weekly Professional Development Seminar presentations on various clinical topics as well as participation in special trainings made available to senior staff and psychology interns (e.g. BASIC training, Mental Health First Aid).

**Counseling Center Practicum Orientation**

Orientation for practicum students serves to familiarize students with basic SHCS information and processes. Students will meet professional and support staff members and psychology interns and will be introduced to procedures and forms specific to operations in the SHCS. Students will also interview and be matched with their supervisors for the semester and set up schedules.

**On-Site Time Requirements**

A full-time practicum placement at SHCS varies depending upon the practicum student’s program of studies. Practicum students may negotiate a contract with the SHCS to meet requirements of their academic program.

To ensure that practicum students reach their minimum hourly requirements, it is recommended that students schedule *10-12* clinical hours (hours that will be open on your schedule to see clients, participate in outreaches, etc.) per week. In addition, 3.5 hours will need to be reserved for individual and group supervision at SHCS. The goal is to schedule a total of approximately 17 hours per week for client contact and supervision. The highest traffic times in the CC are from 9:00 AM to 3:00 PM. During the fall and spring semesters, the Counseling Center is open from 8:00 AM to 4:30 PM Monday through Friday. Student Health Center is open 8:00 AM to 4:30 PM Monday through Friday (except Tuesday, opening at 9:00 AM). Practicum students are required to be present Friday 10:00 AM – 12:00 PM for group supervision during their training at SHCS. Any exception or absence needs to be approved in advance by the Training Director.

Practicum students are required to remain on-site in the SHCS during their scheduled hours. Planned absences must be approved in advance by the Training Director and supervisor of the practicum student. Leave requests are made to the Training Director through Outlook Calendar. The Training Director reviews the request and either approves or denies it. If it is approved, trainees inform their supervisor, update Titanium, and make arrangements to have their duties and responsibilities covered. If an unexpected absence occurs due to illness or emergency, practicum students are responsible for calling (901-678-2068) and emailing the front desk staff to reschedule
appointments (Ms. Kelsey Hoover – email kstwart5@memphis.edu or Ms. Donna Larison – email dlarison@memphis.edu). Notification to the Training Director and their primary supervisor is required as well.

While at SHCS, practicum students are encouraged to keep the front desk staff informed about their location in the Department if not in their assigned rooms. When in-person services are resumed, if a client is expected and the counselor has not been notified, counselors are encouraged to check with the desk after 10 minutes. When providing telehealth, counselors are responsible for checking their virtual waiting room to start session with client in a timely manner. Practicum students should not run over their assigned times and should only be in the office when they are scheduled to be on-site.

**Ethical and Professional Standards**

Practicum students are expected to be knowledgeable of and abide by the American Psychological Association’s *Ethical Principles of Psychologist and Code of Conduct* (2010); the American Counseling Association’s *ACA Code of Ethics* (2005), and the National Association of Social Workers Code of Ethics, as well as all State of Tennessee laws and regulations regarding ethical conduct and service delivery (see *Rules of the Board of Examiners in Psychology*). Practicum students also agree to abide by the policies and procedures in effect at the CC, as well as those of the University of Memphis.

Practicum students are expected to function in a manner consistent with that of any responsible employee, thereby contributing to the smooth functioning of the SHCS. In particular, practicum students are expected to dress in a professional manner while seeing clients or conducting outreach presentations through the SHCS. Practicum students should speak with their individual supervisors or the Training Director if at any time during their placement at the SHCS they feel that some personal concern may be interfering with their ability to work effectively and appropriately.

Practicum students are responsible for familiarizing themselves with and abiding by the guidelines and procedures contained in the SHCS PRACTICUM MANUAL.

**Supervision**

Practicum students are assigned one primary individual supervisor. Supervision will usually include 1.5 hours of weekly individual supervision by psychology interns (who are supervised by licensed psychologists) or senior staff, as well as 2 hours of weekly case conference (group supervision) facilitated by 1 or 2 senior staff. Senior staff review and sign all practicum students’ case notes, view digital recordings of practicum students’ sessions in case conference, and often view or listen to practicum student recordings during individual supervision meetings with their intern supervisees. Recording of all intake, therapy, and testing sessions is **mandatory**. Practicum student clinicians should IMMEDIATELY (after file processing) save each recorded session to their designated folder in V drive for their supervisor to review. **No session should ever, under any circumstances, be saved anywhere except the clinician’s**
authorized/designated folder in the V drive.

Supervisors will be available for regular supervision meetings. Each supervisor will make arrangements in the event that they are temporarily unavailable for supervision. Practicum students are encouraged to consult with other SHCS staff, as needed, and to keep their primary supervisor informed of the outcome of their consultations, particularly in the case of a crisis or significant client/student issue.

Confidentiality and Practicum Class Presentations
Practicum students are generally asked by the practicum class instructors in their academic departments to make presentations on their practicum work. Due to the sensitive nature of the issues discussed in psychological and career counseling sessions as well as SHCS’s commitment to protect clients’ confidentiality, practicum students are not permitted to take or access recorded material, case notes or any client identifying information outside of the SHCS. Practicum students will be required to reserve a room in the Counseling Center for their practicum case conference class meetings to fulfill their academic requirements. Case presentation summaries with all identifying information removed may only be generated in the Counseling Center and should be destroyed following the presentation.

Evaluation
In addition to receiving informal and ongoing performance feedback, practicum students are formally evaluated at the middle and end of each semester of their practicum placement by their supervisor(s) using (1) SHCS evaluation form and (2) forms provided by their academic department’s practicum coordinator or practicum class instructor. Practicum students are also required to complete an evaluation form on their supervisor to provide feedback about their experiences in supervision at the end of each semester. One copy of the practicum student’s application and evaluations are maintained in the Counseling Center personnel files cabinet in the practicum folders section. Other copies of the evaluations are distributed as needed to satisfy the requirements of the practicum student’s graduate program.

Due Process
Due process ensures that decisions are not arbitrary or personally based. SHCS evaluation procedures adhere to the following due process guidelines:

1. Presenting trainees, in writing, with the program expectations regarding professional functioning.
2. Specifying evaluative procedures, including the time frame and the method.
3. Specifying the definition of "problem behavior."
4. Providing a remediation plan for skill deficiencies or problem behavior, including a time frame for remediation and the consequences of not rectifying the deficiencies or problem behavior.
5. Communicating with the graduate program about any difficulties with trainees, and provide the graduate program with a copy of remediation plan and subsequently trainees’ completion or failure to complete remediation plan.
6. Providing written appeal procedures. The procedures are included in the program's training materials and are made available at the beginning of the training.
7. Ensuring that trainees have opportunity to respond to any action taken by the program.
8. Using input from multiple professional sources when making decisions or recommendations regarding the trainee's performance.
9. Documenting, in writing and to all relevant parties, the action taken and its rationale.

**Unsatisfactory Performance**
Areas of concern typically fall into one of two areas.
1. Skill deficiency
2. Trainee problem behavior

**Definition of Problem Behavior**
Behaviors are identified as *problem behaviors* if they include one or more of the following characteristics:
- The trainee does not acknowledge, understand, or address the problem when it is identified.
- The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training.
- The quality of services delivered by the trainee is sufficiently negatively affected.
- The problem is not restricted to one area of professional functioning.
- A disproportionate amount of attention by training personnel is required.
- The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.
- Failing to complete responsibilities or duties at an acceptable level for practicum training
- Violating ethical or professional standards or SHCS or University of Memphis policies
- Mishandling personal functioning such that personal stressors or issues adversely affect or otherwise interfere with performance and training requirements.

**Procedure for Responding to Skill Deficiency or Problem Behavior**
If a staff member judges a trainee's performance as constituting a skill deficiency or problem behavior, the following procedure will be followed:

1. The staff member notifies the Training Director (TD) that there is a concern about the trainee’s skills or professional functioning.
2. The TD initially consults with the primary supervisor, other directly involved SHCS clinical staff, and members of the SHCS Leadership Team if the problem pertains to clinical practice.
3. Input will then be sought from Senior clinical staff in training committee meeting. Depending on the situation, a training committee meeting may be called immediately to include as many Senior clinical staff as available. In other cases, the situation may be discussed in the next regularly scheduled training committee meeting.
4. The TD may also choose to consult with the trainee’s academic department.

**Possible Intervention in Response to Skills Deficiency or Problem Behavior**
The Training Director- in consultation with Clinical Supervisor, Leadership team, and Training
Committee may determine that one or more of the following responses will be made.

**Verbal Notice** – the trainee is given feedback regarding unsatisfactory behavior

**Written Notice** – directs the trainee to discontinue unsatisfactory action(s) or behavior(s). The trainee will be given a letter specifying the following:
- a. Description of the unsatisfactory behavior
- b. Actions required to correct the unsatisfactory behavior
- c. Timeline for correction
- d. Possible consequences if the problem is not corrected

**Schedule Modification** – the trainee’s schedule is modified to allow the trainee to focus on remediation of the area of concern. Examples of possible modifications include:
- a. Increasing the amount of supervision, either with the same or other supervisors
- b. Changing the format, emphasis, or focus of supervision
- c. Recommending personal work
- d. Reducing the trainee's clinical or other workload

**Probation** – if the area of unsatisfactory behavior is deemed serious enough, the trainee may be placed on probation. The trainee will be given a letter specifying the following:
- a. Description of the unsatisfactory behavior
- b. Actions required to correct the unsatisfactory behavior
- c. Timeline for correction
- d. Explanation of the procedure that will be used to determine whether satisfactory progress has been made
- e. Possible consequences if the problem is not corrected

**Clinical Privileges Suspension** – if it is determined that the trainee’s problem behavior might impact client welfare, the trainee’s clinical privileges will be suspended. The trainee will be given a letter specifying the following:
- a. Description of the unsatisfactory behavior
- b. If applicable,
  1) Actions required to correct the unsatisfactory behavior
  2) Timeline for correction
  3) Explanation of the procedure that will be used to determine whether satisfactory progress has been made
  4) Possible consequences if the problem is not corrected

**Administrative Leave** – the trainee may be placed on leave, accompanied by suspension of all duties and responsibilities in the agency. The trainee will be informed in writing about potential consequences resulting from suspension, which might include inability to complete program hours or other requirements.

**Dismissal** – dismissal from the training program might occur under the following circumstances:
- a. It is determined that remediation cannot be successfully accomplished.
- b. Serious violation of ethical standards
- c. Serious violation of SHCS and/or University of Memphis policy and procedures
- d. Serious legal violation
e. Any other condition that jeopardizes trainee, client or staff welfare

**Practicum Student Complaints**

Practicum students are always encouraged to share feedback about their practicum experiences with SHCS staff. They are also offered both informal and formal opportunities to give verbal and written feedback to their supervisors on the supervisory process. Ideally, any concerns that arise may be resolved informally between or among the parties involved. However, if a practicum student believes their student rights have been violated, they may initiate the formal complaint or formal problem-solving procedure. Violations of student rights include but are not limited to:

- exploitation;
- sexual harassment;
- arbitrary, capricious or discriminatory treatment;
- unfair evaluation;
- inappropriate or inadequate supervision or training.

To initiate a formal complaint or formal problem solving procedure, a practicum student should take the following steps in the order listed:

1. Discuss the problem with the supervisor or staff member involved;
2. Discuss the problem with the SHCS Training Director;
3. Discuss the problem with the SHCS Director.

If the complaint remains unresolved, the student needs to pursue a discussion of the problem with the academic department’s Practicum Coordinator and Director of Training to determine the next course of action, if any.

**SHCS/ COUNSELING CENTER PROCEDURES**

Practicum students are responsible for familiarizing themselves with and abiding by the SHCS/ CC guidelines and procedures. Check with the Training Director or Front Desk personnel for supplies.

**Assessment**

Practicum students are encouraged to familiarize themselves with the assessment instruments and resources available at SHCS and seek supervision surrounding the administration and interpretation of these instruments as needed. Students must also familiarize themselves with the current CC fee schedule that applies to several of the assessment instruments.

**Crisis Counseling Services**

CC provides walk-in crisis and triage counseling from 10:00 AM to 3:00 PM Monday through Friday. Crisis and triage counseling are means to assess level of student functioning and the necessity or not of immediate intervention. Concerns related to safety for the student and/or others
are primary. CC staff also monitor an after-hours cell phone to respond to clients in crisis or campus emergencies that occur outside of normal business hours. To access assistance after hours, clients are instructed to call Campus Police at 678-HELP (4357) and ask to speak to the counselor-on-duty. Practicum students may be allowed to participate in walk-in crisis and triage counseling upon the recommendation of CC staff. This training opportunity is not available to every practicum student.

Relaxation Zone (for when the Relaxation Zone is reopened post-COVID)
Practicum students are expected to commit some portion of their center hours to assisting students in the Relaxation Zone (RZ). This may include orienting students to the use of RZ massage chairs, biofeedback software and mini-wellness breaks.

The Relaxation Zone is open 9:00 AM–4:00 PM Monday to Friday. Participation in counseling is NOT required to use the resources available in the RZ. A 10-minute orientation session is requested so that students know how to use RZ resources. Practicum students may be asked to work more closely with students by assisting them with progression through biofeedback programs and/or with relaxation and mindfulness interventions.

Psychiatric Referrals
SHCS has a consulting psychiatric nurse practitioner, Dr. Len Getz who is typically available one afternoon per week to see uninsured students. When referring students to see Dr. Getz, practicum students need to complete the referral and consent forms to be scanned into the client’s electronic file and consult with the front desk staff to make the appointment for the client. Students are required to attend a minimum of one counseling session per month at the center to remain eligible for psychiatric services at SHCS. Students with health insurance will be referred to a psychiatrist in the community for care.

Titanium & Record Maintenance
Practicum students are required to keep all materials secure. Access to electronic student information should be protected. Hard copy materials e.g. assessment protocols should be maintained in the mail room when not being used in offices.

Practicum students are required to be knowledgeable and consistent in maintaining their Titanium scheduling and record-keeping procedures. Each student is responsible for making sure that their schedule on Titanium is correct and up-to-date. Paperwork time and out of office times that happen during practicum regular schedule also need to be notated in Titanium. Practicum students are expected to NOT schedule recurring appointment for client. Any exceptions to this policy must be approved by the practicum student’s individual supervisor and the Training Director.

Practicum students are required to monitor the Task List and Client List on Titanium daily. Client attendance must be marked in Titanium for every session. Case notes will be stored in Titanium and forwarded electronically to supervisors for signatures. All clinician notes must be accomplished within 72 hours of service delivery. Please refer to The center Policy and Procedure Document for more details.
Practicum students are required to keep accurate and updated records on each client in their caseload. These records should contain the following: an intake summary, progress notes, and documentation of all relevant correspondence and interactions such as releases, phone calls, emergency contacts, etc. Upon termination, a termination summary must be completed and placed in client file.