

Texas A&M University - Kingsville
EDCG 5357: Field Practicum for Professional Counselors
(Subject to revision)

Instructor:
Office:
Phone:
E-mail address:
Office Hours:
Class schedule:

Location:

Course Description: This course is a required supervised practicum experience in the application of counseling strategies and techniques in an environmental setting appropriate to the professional interests of the professional counselor trainee. This experience will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. All Counseling and Guidance Master's degree candidates in the Professional Counselor track are required to take this course as well as **ALL** add on certificate candidates. This course is generally one of the last courses in the Counselor Preparation program. It is expected that the student will have at least twenty-one graduate semester hours completed prior to signing up for this course. Every effort will be made by the Educational Leadership and Counseling faculty to follow and adhere to the standards set forth in the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Practicum Requirements:

The student will complete one hundred and sixty clock hours for this course with at least sixty of these being in direct service. Should the student not complete the required 160 clock hours as required he/she must retake the course.

Supervision Requirements:

The student shall meet with the onsite supervisor at least one hour per week for supervision. Students must also meet with the university supervisor (Instructor) for one hour per week. Instructors must also make at least one site visit to actively monitor and supervise the student's progress.

Rationale: This course is designed to provide a supportive, structural learning environment for acquiring clinical experience and on-the-job training. The practicum experience is a time to build a framework of new professional counseling skills, and a professional identity on a foundation of the material learned in the program courses, life experiences, and personal values. It is time to develop and enhance professional competencies.

Required Text(s):

American Counseling Association. (2014). *Code of ethics and standards of practice* (revised). Alexandria, VA.

Hodges, S. (2015). *The counseling practicum and internship manual: A resource for graduate counseling students* (2nd ed.). New York, NY: Springer Publishing Company.
ISBN: 978-0-8261-2843-0

Supplemental Material: Provided by faculty instructor

Prerequisites for this course are:

EDCG 5310: Intro to Counseling and Guidance

EDCG 5311: Theories of Counseling

EDCG 5312: Counseling Techniques

EDCG 5321: Abnormal Human Behavior

EDCG 5323: Group Counseling

EDCG 5347: Culturally Different

EDCG 5355: Vocational Career Counseling

State Adopted Proficiencies for Teachers and/or Administrators/Counselors

Standard I Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

Standard II Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

Standard III Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.

Standard IV Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Standard V Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Standard VI Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

TExES Competencies

Competency 001 (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002 (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students): The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes all students' success.

Competency 005 (Developmental Guidance Program): The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment): The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families): The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community): The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

I. Specific Practicum Standards

This course is designed to meet 2016 CACREP standards. Specific practicum standards include:

1. CACREP Standard 3-F Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. **(Incorporated starting Fall of 2017)**
2. CACREP Standard 3-G Practicum students complete at least 40 clock hours of direct service. **(Incorporated starting Fall of 2017)**
3. CACREP Standard 3-H Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum (1) a counselor education program faculty member (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
4. CACREP Standard 3-I Practicum students participate in an average of 1.5 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

In addition to the above practicum standards, the following standards are addressed as appropriate to the student's site.

1. CACREP Standard 2-F-1g Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effect of public policy on these issues.
2. CACREP Standard 2-F-1-i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
3. CACREP Standard 2-F-1-k Strategies for personal and professional self-evaluation and implications for practice.

The SLOs for this course are:

Students will provide direct counseling services and will fulfill additional responsibilities that are common to the role of a counselor at their site. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of B or above in the course as well as 90% of students earning a rating of good or above on the final evaluations by the site supervisor and university instructor.

Students will demonstrate a professional counseling identity in which the importance of credentialing, ethical standards, and professional self-evaluation are evidenced by 90% of students earning ratings of 0 or above on the Professional Issues and Behavior Rating Scale and ratings of adequate or above on 90% of relevant items on the Final Evaluations of the site supervisor and university instructor.

Students will provide counseling services that demonstrate development and application of counseling skills and ethical and multicultural competence. Successfully meeting this SLO will be evidenced by 80% of students earning a rating of 0 or above on the Counseling Skills Scale and the Counseling Session Rating Scale, ratings of adequate or above on 90% of relevant clinical items on Final Evaluations of the site supervisor and university instructor.

II. Course Topics

The major topics to be considered are:

Course topics include but are not limited to counseling skills; record keeping; legal and ethical issues; collaboration techniques; suicide assessment and intervention; and designing, implementing, and evaluating courses/programs for clients/students.

III. Instructional Methods and Activities

Methods and activities for instruction include:

Practicum is a field experience. The in-class work is group supervision, which will include presentation of session recordings using audio- and video-recordings as well as case presentations and discussion. As dictated by the needs of the supervision group, some demonstrations and training videos may be used, in addition to presentation of didactic material.

Grade assignment is based on your performance in all aspects of the class during the entire semester. This includes performance assessments based on formal evaluations by your site supervisor, individual university supervisor, and university instructor. A student who is asked to leave a practicum/internship site for unethical or unprofessional behavior may receive a failing grade and may be asked to retake certain courses and/or seek personal counseling.

Please note: You must obtain all group supervision hours, both group and individual, required during a semester in order to receive a grade in this course. Failure to complete all supervision requirements is not grounds for an incomplete.

In addition, **your regular site supervision must be conducted by the site supervisor who is named and has signed as such on your site supervision form.** If you must change site supervisors (even if you are remaining at the same site), you must complete, have signed, and submit a new site supervision form to your instructor. **Failure to do so may result in loss of any hours accrued under the new supervisor.** Please notify your instructor immediately if there are times when your supervision will be conducted by another individual (e.g., vacation of the site supervisor) to ensure you are in compliance with standards. If there is one individual at your site who signs all site supervision agreements, your agreement may be co-

signed by that individual in the space marked Other on the site supervisor agreement.

Alignment of Course Objectives to National and State Standards

CACREP 2016 Common Core (F) – This course is designed to meet CACREP standards and enable students to demonstrate knowledge of the following:

Expected Student Learning Outcomes for this Course <i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i> Content covered includes:	SLO	Learning activities that facilitate development of knowledge, skills, and/or practices of this content:	SLO Assessment Point <i>By Rubric or Test Score</i>
2.F.1.b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	S	Readings, Discussions, Role-plays, Videos, Counseling Demonstrations and Experiential Activities, Site Visit/Observation, Midterm and Final Evaluations, Introspective Autobiography, Clinical Portfolio, Counseling Videos/Audios, Case conceptualization	Contributions to group supervision discussions; Case tape analysis, Counseling Skills Scale Score, Site Supervisor Mid and Final Evaluations
2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	S	Case discussions in group supervision; counseling experiences with clients; Journals, Case presentations	Contributions to group supervision discussions; Case tape analysis, Counseling Skills Scale Score, Site Supervisor Mid and Final Evaluations
2.F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	S	Credentialing discussions in group supervision;	Contributions to group supervision discussions; Case tape analysis, Counseling Skills Scale Score Site, Supervisor Mid and Final Evaluations
2.F.1.h. current labor market information relevant to opportunities for practice within the counseling profession	S	Employment discussions in group supervision; Exposure to counselor roles and position opening at field sites.	Contributions to group supervision discussions; Case tape analysis, Counseling Skills Scale Score
2.F.1.k. strategies for personal and professional self-evaluation and implications for practice	S	Reviewing taped recordings of sessions; Case Self-Reflection and Self-Evaluation Assignments	Contributions to group supervision discussions; Case tape analysis, Counseling Skills Scale Score
2.F.1.l. self-care strategies appropriate to the counselor role	S	Self-care discussions in group supervision; Reading assignments.	Contributions to group supervision discussions; Case tape analysis, Counseling Skills Scale Score
2.F.1.m. the role of counseling supervision in the profession	S	Discussion about utilizing supervision in orientation, group, and individual supervision meetings. Reading assignments.	Contributions to group supervision discussions; Case tape analysis, Counseling Skills Scale Score
2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	S	Case discussions in group supervision; counseling experiences with clients; Reading assignments	Contributions to group supervision discussions; Case tape analysis, Counseling Skills Scale Score
2.F.2.e. the effects of power and privilege for counselors and clients	S	Case discussions in group supervision; counseling experiences with clients; Reading assignments	Contributions to group supervision discussions; Case tape analysis, Counseling Skills Scale Score
2.F.2.g. the impact of spiritual beliefs on clients' and counselors' worldviews	S	Case discussions in group supervision; counseling experiences with clients; Reading assignments	Contributions to group supervision discussions; Case tape analysis, Counseling Skills Scale Score
2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and	S	Case discussions in group supervision; counseling experiences with clients; Reading assignments	Contributions to group supervision discussions; Case tape analysis,

processes of intentional and unintentional oppression and discrimination			Counseling Skills Scale Score
2.F.5.a. theories and models of counseling	S	Case presentations in group supervision; discussions in group and individual supervision.	Contributions to group supervision discussions; Case tape analysis, Counseling Skills Scale Score
2.F.5.g. essential interviewing, counseling, and case conceptualization skills	S	Readings, Discussions, Role-plays, Videos, Counseling Demonstrations and Experiential Activities, Site Visit/Observation, Midterm and Final Evaluations, Introspective Autobiography, Clinical Portfolio, Counseling Videos/Audios, Case conceptualization, case transcriptions	Contributions to group supervision discussions; Case tape analysis, Counseling Skills Scale Score
2.F.5.h. developmentally relevant counseling treatment or intervention plans	S	Readings, Discussions, Role-plays, Videos, Counseling Demonstrations and Experiential Activities, Site Visit/Observation, Midterm and Final Evaluations, Introspective Autobiography, Clinical Portfolio, Counseling Videos/Audios, Case conceptualization, case transcriptions	Contributions to group supervision discussions; Case tape analysis, counseling session summaries, Counseling Skills Scale Score
2.F.5.i. development of measurable outcomes for clients	S	Readings, Discussions, Role-plays, Videos, Counseling Demonstrations and Experiential Activities, Site Visit/Observation, Midterm and Final Evaluations, Introspective Autobiography, Clinical Portfolio, Counseling Videos/Audios, Case conceptualization	Contributions to group supervision discussions; Case tape analysis, Counseling Skills Scale Score
2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention	S	Readings, Discussions, Role-plays, Videos, Counseling Demonstrations and Experiential Activities, Site Visit/Observation, Midterm and Final Evaluations, Introspective Autobiography, Clinical Portfolio, Counseling Videos/Audios, Case conceptualization	Contributions to group supervision discussions; Case tape analysis, Counseling Skills Scale Score
2.F.5.k. strategies to promote client understanding of and access to a variety of community-based resources	S	Readings, Discussions, Role-plays, Videos, Counseling Demonstrations and Experiential Activities, Site Visit/Observation, Midterm and Final Evaluations, Introspective Autobiography, Clinical Portfolio, Counseling Videos/Audios, Case conceptualization	Contributions to group supervision discussions; Case tape analysis, Counseling Skills Scale Score
2.F.5.n. processes for aiding students in developing a personal model of counseling	S	Readings, Discussions, Role-plays, Videos, Counseling Demonstrations and Experiential Activities, Site Visit/Observation, Midterm and Final Evaluations, Introspective Autobiography, Clinical Portfolio, Counseling Videos/Audios, Case conceptualization	Individualized Development Plan
2.F.7.b. methods of effectively preparing for and conducting initial assessment meetings	S	Case discussions in group supervision; counseling experiences with clients; Reading assignments	Contributions to group supervision discussions; Case tape analysis, Counseling Skills Scale Score, pre and post self evaluations
2.F.7.d. procedures for identifying trauma and abuse and for reporting abuse	S	Readings, Discussions, Role-plays, Videos, Counseling Demonstrations and Experiential Activities, Site Visit/Observation, Midterm and Final Evaluations, Introspective Autobiography, Clinical Portfolio, Counseling Videos/Audios, Case conceptualization	Contributions to group supervision discussions; Case tape analysis, Counseling Skills Scale Score
5.C.2.g. impact of biological and neurological mechanisms on mental health	S	Readings, Discussions, Role-plays, Videos, Counseling Demonstrations and Experiential Activities, Site Visit/Observation, Midterm and Final Evaluations, Introspective Autobiography, Clinical Portfolio, Counseling Videos/Audios, Case conceptualization	Contributions to group supervision discussions; Case tape analysis, Counseling Skills Scale Score
5.C.2.j. cultural factors relevant to clinical	S	Readings, Discussions, Role-plays, Videos,	Contributions to group supervision

mental health counseling		Counseling Demonstrations and Experiential Activities, Site Visit/Observation, Midterm and Final Evaluations, Introspective Autobiography, Clinical Portfolio, Counseling Videos/Audios, Case conceptualization	discussions; Case tape analysis, Counseling Skills Scale Score
5.C.2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	S	Readings, Discussions, Role-plays, Videos, Counseling Demonstrations and Experiential Activities, Site Visit/Observation, Midterm and Final Evaluations, Introspective Autobiography, Clinical Portfolio, Counseling Videos/Audios, Case conceptualization	Contributions to group supervision discussions; Site Supervisor Midterm and Final Evaluation
5.C.2.l. legal and ethical considerations specific to clinical mental health counseling	S	Case discussions in group supervision; counseling experiences with clients; Reading assignments	Contributions to group supervision discussions; Responses to Case Self-Evaluation and other case situations; Counseling Skills Scale Score
5.C.2.m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	S	Readings, Discussions, Role-plays, Videos, Counseling Demonstrations and Experiential Activities, Site Visit/Observation, Midterm and Final Evaluations, Introspective Autobiography, Clinical Portfolio, Counseling Videos/Audios, Case conceptualization	Performance evaluation from site supervisor; Documentation pattern throughout internship
5.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	S	Readings, Discussions, Role-plays, Videos, Counseling Demonstrations and Experiential Activities, Site Visit/Observation, Midterm and Final Evaluations, Introspective Autobiography, Clinical Portfolio, Counseling Videos/Audios, Case conceptualization	Performance evaluation from site supervisor; Responses to Case Self-Evaluation; Counseling Skills Scale Score
5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues	S	Delivery of mental health counseling services at clinical site and student health and wellness center; Reading assignments	Clinical performance; Performance evaluation from site supervisor; Responses to Case Self-Evaluation; Counseling Skills Scale Score
5.C.3.c. strategies for interfacing with the legal system regarding court referred clients	S	Participation in and experience with court referred clients and accompanying policies and procedures at clinical site; assigned reading	Contributions to group supervision discussions;
5.C.3.d. strategies for interfacing with integrated behavioral health care professionals	S	Case discussions in group supervision; counseling experiences with clients and site-based treatment teams; Reading assignments; Case Self-Reflection and Self-Evaluation Assignment	Responses to Case Self-Evaluation; Counseling Skills Scale Score
5.C.3.e. strategies to advocate for clients and mental health counseling	S	Readings, Discussions, Role-plays, Videos, Counseling Demonstrations and Experiential Activities, Site Visit/Observation, Midterm and Final Evaluations, Introspective Autobiography, Clinical Portfolio, Counseling Videos/Audios, Case conceptualization	Site Supervisor Midterm and Final Evaluation

CACREP 2016 Common Core (F) – This course is designed to meet CACREP standards and enable students to demonstrate knowledge of the following:

1. CACREP Standard II-F-1-b: The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation.
2. CACREP Standard II-F-1-e: Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

3. CACREP Standard II-F-1-g: Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
4. CACREP Standard II-F-1-i: Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
5. CACREP Standard II-F-1-k: Strategies for personal and professional self-evaluation and implications for practice.
6. CACREP Standard II-F-1-l: Self-care strategies appropriate to the counselor role.
7. CACREP Standard II-F-1-m: The role of counseling supervision in the profession.
8. CACREP Standard II-F-2-a: Multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally and internationally.
9. CACREP Standard II-F-2-b: Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
10. CACREP Standard II-F-2-h: Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
11. CACREP Standard II-F-3-i: Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.
12. CACREP Standard II-F-5-b: A systems approach to conceptualizing clients.
13. CACREP Standard II-F-5-c: Theories, models, and strategies for understanding and practicing consultation.
14. CACREP Standard II-F-5-d: Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.
15. CACREP Standard II-F-5-f: Counselor characteristics and behaviors that influence helping processes.
16. CACREP Standard II-F-5-g: Essential interviewing and counseling skills.
17. CACREP Standard II-F-5-h: developmentally relevant counseling treatment or intervention plans
18. CACREP Standard II-F-5-i: development of measurable outcomes for clients
19. CACREP Standard II-F-5-j: evidence-based counseling strategies and techniques for prevention and intervention
20. CACREP Standard II-F-5-k: strategies to promote client understanding of and access to a variety of community-based resources
21. CACREP Standard II-F-5-l: Suicide prevention models and strategies
22. CACREP Standard II-F-6-g: Ethical and culturally relevant strategies for designing and facilitating groups
23. CACREP Standard II-F-7-c: procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
24. CACREP Standard II-F-7-d: procedures for identifying trauma and abuse and for reporting abuse
25. CACREP Standard II-F-7-e: use of assessments for diagnostic and intervention planning purposes
26. CACREP Standard II-F-7-f: Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.
27. CACREP Standard II-F-7-l: Use of assessment results to diagnose developmental, behavioral, and mental disorders.
28. CACREP Standard II-F-7-m: Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
29. CACREP Standard II-F-8-e: Evaluation of counseling interventions and programs.

CACREP 2016 School Counseling (SC) – This course is designed to meet CACREP SC Standards and enable school-counseling-specialization students to demonstrate knowledge of the following:

1. CACREP V-G-1-b: Models of school counseling programs.
2. CACREP V-G-2-a: School counselor roles as leaders, advocates, and systems change agents in P-12

- schools.
3. CACREP V-G-2-b: School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies.
 4. CACREP V-G-2-e: School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma.
 5. CACREP V-G-2-g: Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.
 6. CACREP V-G-2-i: Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs.
 7. CACREP V-G-2-k: Community resources and referral sources.
 8. CACREP V-G-2-n: Legal and ethical considerations specific to school counseling.
 9. CACREP V-G-2-m: Legislation and government policy relevant to school counseling
 10. CACREP V-G-3-c: Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.
 11. CACREP V-G-3-d: Interventions to promote academic development
 12. CACREP V-G-3-f: Techniques of personal/social counseling in school settings
 13. CACREP V-G-3-h: Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.
 14. CACREP V-G-3-m: Strategies for implementing and coordinating peer intervention programs.

CACREP 2015 Clinical Mental Health Counseling (CMHC)—This course is designed to meet CACREP CMHC Standards and enable clinical mental health counseling specialization students to demonstrate knowledge of the following:

1. CACREP V-C-1-b: Theories and models related to clinical mental health counseling.
2. CACREP V-C-1-c: Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
2. CACREP V-C-2-a: roles and settings of clinical mental health counselors.
3. CACREP V-C-2-b: etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
4. CACREP V-C-2-c: mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.
5. CACREP V-C-2-d: diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).
6. CACREP V-C-2-e: Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
7. CACREP V-C-2-f: Impact of crisis and trauma on individuals with mental health diagnoses.
8. CACREP V-C-2-j: Cultural factors relevant to clinical mental health counseling.
9. CACREP V-C-2-i: Legislation and government policy relevant to clinical mental health counseling
10. CACREP V-C-2-k: professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
11. CACREP V-C-2-l: legal and ethical considerations specific to clinical mental health counseling.
12. CACREP V-C-2-m: record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.
12. CACREP V-C-3-a: intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.
12. CACREP V-C-3-b: techniques and interventions for prevention and treatment of a broad range of mental

health issues.

13. CACREP V-C-3-c: strategies for interfacing with the legal system regarding court-referred clients.

14. CACREP V-C-3-d: strategies for interfacing with integrated behavioral health care professionals.

15. CACREP V-C-3-e: strategies to advocate for persons with mental health issues.

TEXES Competencies—This course is designed to meet TExES competencies and enable school-counseling-specialization students to demonstrate the following competencies:

Competencies covered throughout this program:

Competency 001 (Human Development)

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students)

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (Program Management)

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students' success.

Competency 005 (Developmental Guidance Program)

The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment)

The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community)

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Texas Education Agency (TEA) Standards—This course is designed to meet the following TEA Standards:

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

- (2) counseling and consultation theories and practices;
- (3) career development theories and practices;
- (4) assessment principles and procedures, including the appropriate use of tests and test results;
- (7) learners' developmental characteristics and needs and their relevance to educational and career choices;
- (8) legal and ethical standards, practices, and issues;
- (9) the characteristics and educational needs of special populations;
- (10) theories and techniques in pedagogy and classroom management;
- (11) the integration of the guidance and academic curricula;
- (12) the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students; and

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:

- (1) develop processes and procedures for planning, designing, implementing, and evaluating a developmental guidance and counseling program
- (2) provide a proactive, developmental guidance program based on the needs of students;
- (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
- (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;
- (5) coordinate resources for students within the school and community;
- (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;
- (7) participate in the selection, use, and interpretation of assessments and assessment results
- (8) use varied sources of information about students for assessment purposes
- (9) use counseling-related research techniques and practices to address student needs; and
- (10) advocate for a developmental guidance and counseling program that is responsive to all students.

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

- (1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;
- (2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information;
- (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
- (4) implement effective referral procedures to facilitate the use of special programs and services; and
- (5) act as a consultant and/or coordinator to help learners achieve success inside and outside of school.

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

- (1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
- (2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; and
- (3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

The certified school counselor must:

- (1) demonstrate effective communication through oral, written, and nonverbal expression;
- (2) use knowledge of group dynamics and productive group interaction;
- (3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
- (4) facilitate learners' access to community resources;
- (5) develop and implement strategies for effective internal and external communications;
- (6) facilitate parent/guardian involvement in their children's education;
- (7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning; and
- (8) work effectively as a team member to promote positive change for individuals, groups, and the school community.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

- (1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;
- (3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;
- (4) apply research-based practice to improve the school guidance and counseling program; and
- (5) continue professional development to improve the school guidance and counseling program.

Activity	CACREP Outcomes Assessed	TEA Standards	Course Objectives
Counseling Demonstrations and Experiential Activities	II-F-1-b, II-F-2-h, II-F-5-g, V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-G-3-f, V-G-2-m V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b, V-C-2-i, V-C-2-e	I. 1	Course objective: 3,4,5,7,9,10

Site Visit/Observation	II-F-1-b, II-F-2-h, II-F-5-g, V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b. V-C-2-i, V-C-2-e	I. 2, 3, 7, 8, 9, 10, 11, 12, 13; II. 1, 2, 3, 6, 10; III. 2, 3; IV. 1, 2, 3; V. 1, 2, 5; VI. 3	Course objective: 3,4,5,7,9
Counseling Videos/Audios	II-F-1-b II-F-1-e II-F-1-i: II-F-1-k II-F-2-a II-F-2- II-F-2-h II-F-3-i: II-F-5-b II-F-5-f II-F-5-g II-F-5-h II-F-5-j II-F-5-k II-F-7-c: II-F-6-g II-F-5-IV-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b. V-C-2-i, V-C-2-e	I. 2, 8; II. 3; III. 2, 3; V. 1; VI. 3, 4	Course objective: 3,4,5,7,9,10
Introspective Autobiography	II-F-1-b, V-G-2-a, V-G-2-n, V-G-2-b, V-G-2-e, V-G-3-h,	VI. 1	Course objective: 1, 2, 5,
Clinical Portfolio	II-F-1-b, II-F-1-e, II-F-1-g, II-F-1-i, II-F-2-a, II-F-2-b, II-F-2-h, II-F-5-b, II-F-5-c, II-F-5-d, II-F-8-e, II-F-5-g, II-F-5-l, II-F-7-f, II-F-7-l, II-F-5-f, II-F-1-k, II-F-1-l, II-F-1-m, II-F-3-i, II-F-5-h, II-F-5-i, II-F-5-j, II-F-5-k, II-F-7-m, II-F-7-c, II-F-7-d, II-F-7-e, II-F-6-g, V-C-1-b, V-C-1-c, V-C-2-a, V-C-2-b, V-C-2-c, V-C-3-e, V-C-2-f, V-C-2-j, V-C-2-k, V-C-2-l, V-C-2-m, V-C-3-a, V-C-3-b, V-C-3-c, V-C-3-d, V-C-2-d.	VI. 1	Course objective: 1, 2, 3, 5, 7,

	V-C-2-i, V-C-2-e		
Midterm and Final Evaluations	II-F-1-b II-F-1-e II-F-1-i: II-F-1-k II-F-2-a II-F-2- II-F-2-h II-F-3-i: II-F-5-b II-F-5-f II-F-5-g II-F-5-h II-F-5-j II-F-5-k II-F-7-c: II-F-6-g II-F-5-IV-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b. V-C-2-i, V-C-2-e II-F-1-b, V-G-2-a, V-G-2-n, V-G-2-b, V-G-2-e, V-G-3-h,	VI. 1	Course objective: 1, 2, 3, 4, 5, 6, 7, 8, 9

COURSE OBJECTIVES	TEA STANDARDS	CACREP STANDARDS
1. Students will be introduced to the practicum and internship program requirements, and will gain further understanding of the counseling profession related to counseling identity, professional organizations, getting licensed, and occupational outlook. Students will Improve and refine counseling and guidance skills used in individual, group, marriage and family, and career counseling. Apply and integrate knowledge and counseling skills.	<p>Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.</p> <p>(7) learners' developmental characteristics and needs and their relevance to educational and career choices;</p> <p>(8) legal and ethical standards, practices, and issues;</p> <p>(12) the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students;</p>	II-F-1-b, II-F-1-e, II-F-1-g, II-F-1-i, II-F-2-a, II-F-2-b, II-F-2-h, II-F-5-b, II-F-5-c, II-F-5-d, II-F-8-e, II-F-5-g, II-F-5-l, II-F-7-f, II-F-7-l, II-F-5-f, II-F-1-k, II-F-1-l, II-F-1-m, II-F-3-i, II-F-5-h, II-F-5-i, II-F-5-j, II-F-5-k, II-F-7-m, II-F-7-c, II-F-7-d, II-F-7-e, II-F-6-g, V-C-1-b, V-C-1-c, V-C-2-a, V-C-2-b, V-C-2-c, V-C-3-e, V-C-2-f, V-C-2-j, V-C-2-k, V-C-2-l, V-C-2-m, V-C-3-a, V-C-3-b, V-C-3-c, V-C-3-d, V-C-2-d. V-C-2-i, V-C-2-e
2. Students will gain an understanding of the process for selecting and applying for practicum and internship, and the interview process.	<p>Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation,</p>	II-F-1-b, V-G-2-a, V-G-2-n, V-G-2-b, V-G-2-e, V-G-3-h,

COURSE OBJECTIVES	TEA STANDARDS	CACREP STANDARDS
	<p>and personal growth. The certified school counselor must:</p> <p>(1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;</p> <p>(2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information;</p>	
<p>3. Students will gain a further understanding of ethical and legal issues in counseling, as related to competent ethical practice for counselors, understanding the health insurance portability and accountability act, informed consent, confidentiality and privileged communication, technology and client records, boundary issues and dual relationships in counseling, and liability insurance.</p>	<p>Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.</p> <p>(8) legal and ethical standards, practices, and issues;</p>	<p>II-F-1-b, V-G-2-a, V-G-2-n, V-G-2-b, V-G-2-e, V-G-3-h,</p>
<p>4. Students will gain a further understanding of clinical issues in practicum and internship, as related to building the therapeutic alliance, using clinical forms, utilizing counseling techniques, maintaining clinical records, and closing the session.</p>	<p>Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.</p> <p>(3) use both preventive and intervening strategies to</p>	<p>II-F-1-b, II-F-2-h, II-F-5-g, V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-G-3-f, V-G-2-m V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b. V-C-2-i, V-C-2-e</p>

COURSE OBJECTIVES	TEA STANDARDS	CACREP STANDARDS
	<p>address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;</p> <p>(4) implement effective referral procedures to facilitate the use of special programs and services; and</p> <p>(5) act as a consultant and/or coordinator to help learners achieve success inside and outside of school.</p>	
<p>5. Students will gain further knowledge and experience in clinical writing skills, writing case notes, and will gain skills to accurately assess counseling effectiveness via outcome instruments, participate in community outreach and service delivery beyond the classroom and training lab, develop treatment plans, evaluate strengths and weaknesses related to interpersonal and counseling skills, and gather client information, including psychosocial history and assessments related to treatment effectiveness.</p>	<p>Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:</p> <p>(1) demonstrate effective communication through oral, written, and nonverbal expression;</p> <p>(2) use knowledge of group dynamics and productive group interaction;</p> <p>(3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;</p> <p>(4) facilitate learners' access to community resources;</p> <p>(5) develop and implement strategies for effective internal and external communications</p>	<p>II-F-1-b, II-F-2-h, II-F-5-g, V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-G-3-f, V-G-2-m V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b. V-C-2-i, V-C-2-e</p>

COURSE OBJECTIVES	TEA STANDARDS	CACREP STANDARDS
<p>6. Students will gain knowledge and experience in classroom and site supervision, as well as models of supervision and case conceptualization.</p>	<p>Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:</p> <p>(1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;</p>	<p>II-F-1-b, II-F-2-h, II-F-5-g, V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-G-3-f, V-G-2-m V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b. V-C-2-i, V-C-2-e</p>
<p>7. Students will gain experience in researching current trends and issues affecting the counseling profession. Students will gain further knowledge and experience in multicultural issues related to counseling.</p>		<p>II-F-1-b, II-F-2-h, II-F-5-g, II-F-1-l II-F-1-m II-F-3-I II-F-2-h II-F-2-b II-F-1-k II-F-1-i V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-G-3-f, V-G-2-m V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b. V-C-2-i, V-C-2-e</p>
<p>8. Students will learn wellness strategies and ways to manage stress during practicum and internship. Students will develop greater sensitivity to the dynamics of the counseling process through self- and peer evaluations.</p>	<p>Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:</p> <p>(1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;</p> <p>(3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;</p>	<p>II-F-1-b, II-F-2-h, II-F-5-g, II-F-1-l II-F-1-m II-F-3-I II-F-2-h II-F-2-b II-F-1-k II-F-1-i V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-G-3-f, V-G-2-m V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b. V-C-2-i, V-C-2-e</p>

COURSE OBJECTIVES	TEA STANDARDS	CACREP STANDARDS
<p>9. Students will gain further knowledge and preparation in crisis assessment, intervention, safety planning, working with suicidal clients, working with homicidal clients, duty to warn, assessing danger to others, abuse and neglect, recommended resources for suicide prevention, and crisis hotlines.</p>	<p>Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:</p> <p>(1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;</p> <p>(3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;</p>	<p>II-F-1-b, II-F-2-h, II-F-5-g, V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-G-3-f, V-G-2-m V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b. V-C-2-i, V-C-2-e</p>
<p>10. Students will learn ways they can protect themselves while in practicum and internship by understanding predictors of client violence, dealing with aggressive behaviors, diffusing violence, and workplace prevention plans.</p>	<p>Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:</p> <p>(1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;</p> <p>(3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;</p>	<p>II-F-1-b, II-F-2-h, II-F-5-g, V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-G-3-f, V-G-2-m V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b. V-C-2-i, V-C-2-e</p>

Guidelines for Direct/Indirect Services

Direct Services-Recommended percentages depending on site requirements and instructor approval.

Individual Counseling – (45-55%)

Counseling individual clients and work with the on-site supervisor to create treatment plans and facilitate ideas. Co-counseling is also included.

Intakes/Interviews with clients (Individual Counseling)

Completing intakes and/or interviews over the phone or in person.

Family/Parent Consultation (Individual Counseling)

Communication with family and/or parents of an individual client for assessment and treatment progress. Client must be present.

Guidance Curriculum/Psychoeducation – (20-30%)

Providing counseling and/or guidance lessons to multiple students/clients, larger than a small group.

Group Counseling – (25-30%)

Counseling involving the application of knowledge and skills in group facilitation.

Testing/Assessment (Individual Counseling) (5%-10%)

Administering and interpreting counseling related assessments in which the student has been appropriately trained, including risk assessments, career interest inventories, personality inventories among others.

Outreach/Advocacy- (5%-10%)

Outreach is providing or presenting counseling materials to educate the community/school on mental issues and services available at various sites, including the TAMUK counseling and training clinic. Advocacy is helping clients become aware of external factors that act as barriers to an individual's development.

Indirect Services

Case Consultation (can appear in both direct and indirect)

Working with the on-site supervisor to staff cases, discuss any dilemmas and/or progress, and facilitate client goals and treatment planning.

Training/Workshops/Research

Attendance to training/workshops and/or conducting research relevant to specific client cases

Case Notes/Recordkeeping/Case Management

Maintain current case notes on clients, which includes progresses, diagnoses & treatment plans, helping in the assessment of services needed, care planning, and scheduling/rescheduling clients.

Creating activities for clients

Creating activities that are original and relevant to the client, and finding practitioner/research-based activities.

Other

Other activities that are relevant to the practicum/internship objectives approved the department.

Class Requirements, Evaluation, and Grade Assignment:

1. Complete 100 hours in a practicum setting, at least 40 hours of which are direct counseling.

If you are on the old 48 credit hours degree plan (Legacy Student), complete 160 hours in a practicum setting, at least 60 hours of which are direct counseling.

2. Students will develop a comprehensive counseling development plan. Students will complete a comprehensive counseling development plan to address limitations and areas needing growth. The plan will consist of specific learning goals and objectives.
3. Submit **two** audio or video recordings of clinical work utilizing the required format outlined herein. Each student should submit two (2) counseling videos/audios, or a video/audio and a site visit, or two (2) site visits by the instructor, which demonstrate skills of individual counseling related to some of the following: (a) assessment (intake using biopsychosocial and standardized instrument), (b) treatment planning and goal setting, (c) research-based intervention strategies addressing clients' needs/issues, and/or (d) termination. Informed consent forms must be completed before session recording. In addition to the session recording, relevant written materials (case summary, session transcript, etc., as specified by the instructor) should be included and will be evaluated. Recorded sessions may be selected to be reviewed for instructional purposes during group supervision.
4. Attend an average of 2.5 hours of group supervision as scheduled on syllabus. Students are to obtain a total of at least 24 group supervision hours. It is the student's responsibility to make up group supervision hours with other instructors teaching field experience courses should students be behind on their hours. Students will have opportunities to staff their most difficult cases in-group supervision.
5. Attend weekly individual supervision sessions with both the university supervisor and with the site supervisor. You must have at least one hour per week of individual/triadic supervision with your university supervisor and at least one hour per week with your site supervisor.
6. Students must document weekly logs to accurately reflect direct hours, indirect hours, and supervision in a timely manner. The hours accrued must be validated by your site supervisor and university supervisor. Students must turn in a copy of their weekly logs signed by site supervisor and documentation supporting hours to their instructor each week.
7. Students will be required to complete a pre and post self-assessment for this course which will be included in the portfolio. Copies of this pre and post self-assessment will be given to the instructor.

8. Complete introspective autobiography. Should be 3-4 pages in length, APA format. Due at the first one-on-one supervision meeting. See “Guidelines for Autobiography” in the assignment guidelines folder located on Black Board. Student should include information regarding the following: brief introduction to your life and family background. Most important is your introspection regarding your life’s experiences and how they have contributed to you being the person you are; further, what are your attributes that “fit” counseling?, what are your perceived strengths?, and your areas for growth? If your supervisor is someone other than the course instructor, you will need to provide a copy to your supervisor and the instructor.
9. Complete personal reflection paper to be turned in at the end of the semester. Papers should be 3-4 pages in length. See “Format for Personal Reflection Paper” in the assignment guidelines folder located on Blackboard.
10. Students are responsible for maintaining a comprehensive clinical portfolio with the following sections (**you will need to make two of these portfolios, one for yourself and one for the program to keep for CACREP audit purposes**):
 - a. Direct/Indirect Daily and Weekly logs
 - b. Weekly Supervision Meeting Agendas/Notes/Logs
 - c. Pre and Post self-Assessment Rubrics
 - d. Documentation of Professional Liability Insurance
 - e. Site supervisor agreements
 - f. Site supervisor mid-term and final evaluations from each supervisor
 - g. Evaluations of Supervisor(s)-
 - h. Instructor site visits
 - i. Related Ethical Codes
 - j. Other (including all returned assignments such as session transcriptions, counseling session summaries and counseling skills scale ratings)

Portfolios are subject to review at any time by the course instructor. Students can expect portfolios to be reviewed regularly in individual supervision.

11. Practicum students will demonstrate an understanding of case conceptualization and effective interventions across diverse populations and settings by presenting a case study (**this is not your session recording**) using media (powerpoint, etc) with the following information: Background information, diagnostic impressions, hypothesis (why is the presenting problem occurring?), treatment goals (with goals, objectives, and strategies), community resources, major content of sessions with client (this can include the strategies you are using in session with client), recent developments, and future directions.
12. Abide by all policies set forth in Practicum/Internship Manual, including timely submission of Site Supervisor Agreement, Mid-semester and Final Evaluations by Site Supervisor, and all other forms specified.

Grade Assignment:

Traditional “grades” on assignments are not relevant to this course. Students will earn grades based on the following:

1. Students who adequately complete all class requirements, satisfactory ratings* on mid and final evaluations, good to excellent competency in counseling skills will earn the grade of A. Work must be submitted on time. Students who do not demonstrate this level of competency in basic counseling skills will not earn an A, regardless of other class assignment performance.
2. Students who demonstrate adequate competency in counseling skills and satisfactory* ratings on the mid and final evaluation forms, and who satisfactorily complete all other class requirements, will earn the grade of B. Work must be submitted on time.
3. Students who demonstrate adequate competency in counseling skills but have repetitive or serious negative ratings* on the mid and final evaluation forms or who do not complete one of the other assignments will earn a grade of C. Work must be submitted on time. A grade of C in practicum requires re-taking of the course.

Note: In order to receive a grade, all required hours, both indirect and direct, must be completed. Likewise, all supervision hours, both group and individual, must be completed. In addition, all forms must be submitted in order to receive a grade. Students will not be granted an incomplete for failure to submit forms or failure to complete required supervision hours, and will not pass the course.

Students are expected to attend and participate in **every** class session unless there is a valid emergency/reason. Promptness is expected, as is staying for the entire class. Inform the instructor about legitimate reasons for missing class. If part or all of a class is missed, it must be made up by attending group supervision at another time during the semester. If you must make up a group supervision session, you must obtain approval from your instructor as well as the instructor whose supervision group you would like to attend.

Participating in group activities involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. If you wish to share with others outside the class, discuss only your own reactions or experience, and in no event discuss client information or personal information provided by your peers. This is an ethical issue and will be treated as such.

Late completion of assignments may result in a reduction in grade in the course.

Ethical Responsibilities:

Students will be expected

- ❖ According to Section B of the Ethical Standards (ACA, 2014):

Records of the counseling relationship, including interview notes, test data, correspondence, tape recordings, electronic data storage, and other documents, are to be considered professional information for use in counseling and they should not be considered a part of the records of the institution or agency in which the counselor is employed unless specified by state statute or regulation. Revelation to others of counseling material must occur only upon the expressed consent of the client.

The practicum student may be expected to video/audio tape the counseling session for review and presentation to the faculty practicum supervisor and peers. These tapes must be kept secure to protect the client's confidentiality. Tapes left in counseling rooms, on desktops or in playing machines violate the client's right to privacy and may result in disciplinary action.

- ❖ According to Section A.1-5 of the Ethical Standards (ACA, 2014):

The member must inform the client of the purposes, goals, techniques, rules of procedure and limitations that may affect the relationship at or before the time that the counseling relationship is entered. When working with minors or persons who are unable to give consent, the member protects these clients' best interest.

In compliance with this ethical standard, the practicum student is expected to explain the nature of the counseling relationship. It is essential that the client understand that the student is a student, not a licensed professional. The student should inform the client that there will be a limited number of sessions. The student must also explain the taping procedure, supervision, and any other conditions under which the student is working.

- ❖ The practicum student is responsible for adhering to the Ethical Standards of the American Counseling Association (ACA) (available online at www.counseling.org/resources/ethics.htm).

UNIVERSITY POLICIES:

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 accommodation of their disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive.

If you require special services because of a disability, please notify the Office of Student Relations so that the University may provide appropriate support services to facilitate your learning. Refer to the Student Handbook (Student Relations section, Students with Disabilities subsection).

Academic Honesty

Students are expected to read, understand, and abide by the University's policy on Academic Dishonesty. The policy is published in the Student Handbook (in hardcopy).

Academic Misconduct:

You are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to university disciplinary procedures. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules.

You are expected to practice academic honesty in every aspect of this course and all other courses. Please make certain that you are familiar with you Student Handbook, as students who engage in academic misconduct are subject to University disciplinary procedures. Forms of academic dishonesty include:

1. Cheating: Using unauthorized notes or study aids, allowing another party to do one's work/exam and turning in that work/exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor.
4. Plagiarism: Portrayal of another's work or ideas as one's own. Examples include

unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

5. Lying: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
6. Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. Threat: An attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.

Other Forms of Academic Misconduct:

1. Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.
2. Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
3. Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
4. Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
5. Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications or other university records.
7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

Non-academic Misconduct:

The university respects the rights of instructors to teach and of students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with these rights will not be tolerated; examples include:

1. interfering with the instructor's ability to conduct the class,

2. causing inability of other students to profit from the instructional program, or
3. any interference with the rights of others.

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures. Ongoing behaviors or single behaviors considered distracting (e.g., coming late to class, performing a repetitive act that is annoying, sleeping or reading a newspaper in class, etc.) will be addressed by the faculty member initially either generally or individually. Cases in which such annoying behavior becomes excessive and the student refuses to respond to the faculty member's efforts can be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom the instructor may first request compliance from the student and if it is not received, an instructor has the authority to ask the student to leave the classroom. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including University Police Department. An individual engaging in such disruptive behavior is subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures to determine if the student should be allowed to return to the classroom.

Harassment and Discrimination:

Texas A&M University-Kingsville will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred by the facts given by the complainant. Sexual harassment of anyone at Texas A&M University-Kingsville is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual harassment, harassment, or discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the complainant's immediate supervisor, a department head, a supervisory employee, the Dean of Students at

(361)-593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

Six-drop Policy:

The following provision does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas Senate Bill 1231 specifies the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. Additional information on Senate Bill 1231 is available at the Registrar's Office at (361) 593-2811 and at http://www.tamuk.edu/registrar/drop_policy.html.

Should you have questions about these policies, please refer to the Student Code of Conduct section of the Student Handbook.

(http://www.tamuk.edu/dean/dean_files/studenthandbook.pdf). Descriptions of the policies are available at the website of the Center for Teaching Effectiveness at <http://www.tamuk.edu/cte/docs/sample-tamuk-syllabus.pdf>

Tentative Class Schedule

Date	Topics	Reading	Assignment Due
Week 1	<ul style="list-style-type: none"> • Introduction/Orientation • Syllabus Review • Review of Practicum & Internship Handbook • Site Supervision- Practicum experiences. Expectations for Internship 	Ch 1 Intro to Counseling Profession Ch 2 Selecting & Applying for a Practicum/Internship Ch 6 Classroom & Site Supervision	<ul style="list-style-type: none"> ▪ Ethics Agreement ▪ Site Supervisor Information Form ▪ Evidence of Liability Insurance ▪ Pre-Self Assessment ▪ Student Practicum Agreement ▪
Week 2	<ul style="list-style-type: none"> • Group Supervision • 2014 ACA Code of Ethics 	Ch 3 Ethical & Legal Issues Assigned readings on Black Board	<ul style="list-style-type: none"> ▪ Practicum Agreement due with Supervisor Signature ▪ Journal Entry ▪ Weekly Logs ▪
Week 3		Assigned readings on Black Board	<ul style="list-style-type: none"> ▪ Journal Entry ▪ Weekly Logs ▪ Development Plan
Week 4	<ul style="list-style-type: none"> • Group Supervision • Compassion Fatigue • Counselor Burn-Out • Counselor Self-Care 	Ch 8 Managing Stress During your Practicum/Internship	<ul style="list-style-type: none"> ▪ Journal Entry ▪ Weekly Logs
Week 5		Assigned readings on Black Board	<ul style="list-style-type: none"> ▪ Journal Entry ▪ Weekly Logs
Week 6	<ul style="list-style-type: none"> • Group Supervision • Theory Case Conceptualization 	Assigned readings on Black Board	<ul style="list-style-type: none"> ▪ Journal Entry ▪ Weekly Logs ▪ Portfolio Review ▪ Video/Audio #1 ▪ Set up Midterm meeting times

Week 7		Portfolio Review	<ul style="list-style-type: none"> ▪ Journal Entry ▪ Weekly Logs ▪ Site Supervisor²⁹ & Instructor Mid-Term Evaluation
Week 8		Assigned readings on Black Board	<ul style="list-style-type: none"> ▪ Journal Entry ▪ Weekly Logs
Week 9	<ul style="list-style-type: none"> • Group Supervision • Theory Case Conceptualization 	Assigned readings on Black Board	<ul style="list-style-type: none"> ▪ Journal Entry ▪ Weekly Logs ▪ Video/Audio #2
Week 10		Assigned readings on Black Board:	<ul style="list-style-type: none"> ▪ Journal Entry ▪ Weekly Logs
Week 11	<ul style="list-style-type: none"> • Group Supervision • Theory Case Conceptualization 	Assigned readings on Black Board	<ul style="list-style-type: none"> ▪ Journal Entry ▪ Weekly Logs
Week 12		Assigned readings on Black Board	<ul style="list-style-type: none"> ▪ Journal Entry ▪ Weekly Logs
Week 13	<ul style="list-style-type: none"> • Group Supervision • Theory Case Conceptualization • Close Files • LPC Application 	LPC requirements	<ul style="list-style-type: none"> ▪ Journal Entry ▪ Weekly Logs ▪ Post Self-Assessment ▪ Final Evaluation Due (Site & Clinical Supervisor) ▪
Week 14	<i>Last Group Supervision Final Semester Individual Meetings w/ Instructor</i>	<i>Individual Final Meetings and Discuss Portfolio</i>	<ul style="list-style-type: none"> ▪ Journal Entry ▪ Weekly Logs ▪ Clinical Portfolio Due

Texas A&M University-Kingsville

EDCG 5357: Field Practicum for Professional CounselorsStudent Final Evaluation

Student Name				Semester	
Syllabus Requirement	Activity				
Internship Hours Required		<i>Required</i>	<i>Completed</i>		
	Direct Client Contact	60			
	Indirect Counseling-Related	100			
Total Practicum Hours					

Assignment	Grade	Possible Points
Individual counseling session recording, summary, and tape script #1		15%
Individual counseling session recording, summary, and tape script #2		15%
Case Presentation		15%
Introspective autobiography		15%
Midterm and final evaluation		10%
Clinical Portfolio		20%
<i>Direct/Indirect Logs</i>		2%
<i>Supervision Logs</i>		2%
<i>Self-Assessment Rubrics</i>		2%
<i>Liability insurance</i>		2%
<i>Midterm and final evaluation from supervisors</i>		2%
<i>Evaluation of Supervisors</i>		2%
<i>Ethical Codes</i>		2%
<i>Personal Reflection Paper</i>		4%
<i>Other (Returned Assignments)</i>		2%
Attendance/Discussion/Staffings		10%

TOTAL

100%