DEPARTMENT OF EDUCATIONAL LEADERSHIP & COUNSELING
COLLEGE OF EDUCATION AND HUMAN PERFORMANCE
EDCG 5366.900 and/or EDCG 5368.900 – Counseling Internship I and/or II
3 credit hours each, online
COURSE SYLLABUS:

Instructor Information

Instructor:

Office Location:

Office Hours:

Cell Phone:

(Available during Regular Office Hours--Please see office hours below, Office phone is not answered after office hours ends or during other times other than office hours). If I do not answer my phone during my office hours, please leave a voice mail message and I will get back with you when I get back to the office.

University Email:

Preferred Form of Communication

Emails sent during the weekends (Friday, Saturday, and Sunday) may not be answered until Monday.

*******Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, Blackboard Collaborate session, or a meeting*******

Response Time: Generally, I will respond to emails within 24-48 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support at (361) 593-4357.

I will update the online grades each time a grading session has been completed---typically seven days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Course Website: (for this course, use Blackboard Course Website only)

VIRTUAL OFFICE HOURS (Through Blackboard Collaborate)
Or by Appointment during the days and times above.

Course Information

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).

Internship Requirements:

The student will complete a total of 300 hundred hours. One hundred and twenty hours of direct hours, and 180 indirect hours. Should the student not complete the required 300 clock hours as required he/she must retake the course.

Site and Site Supervisor Requirements

Schools, agencies, and other organizations that are practicum and internship sites for TAMUK counseling students represent a spectrum of counseling delivery programs and services. What they all must have in common is that they meet the requirements for appropriate sites as outlined by the Counseling and Guidance Program at TAMUK. These requirements are consistent with those of our accrediting body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and include

- availability of necessary learning experiences.
- availability of appropriate supervision.
- agency/organization support of the student's placement, including allowing the site supervisor sufficient time for student supervision (minimum one hour per week).
- agency/organization non-discriminatory practices (i.e., hiring, acceptance of students or clients).
- site supervisor willingness to participate in including: meeting with practicum/internship instructor, supervisor training
- agency/organization agreement to inform student's practicum/internship instructor of any changes in the student's supervision as soon as possible.
- agency/organization provision of training and/or orientation designed to protect student safety as appropriate to site.
- site supervisors who have at least a Master's degree in counseling or a closely related field (i.e., psychology, social work), is licensed and certified in their field, and at least two years of pertinent professional experience. Students may not see clients if their site supervisors are absent unless there is another qualified supervisor on site. In the case of prolonged unavailability of the site supervisor, the student will likely need to seek a secondary site in order to complete direct hours.

Required Hours for Practicum/Internship

60 hr. Degree Plan

100 hour practicum (at least 40 direct hours)

600 hours internship (I and II- combined) (at least 240 direct hours)

48 hr. Degree Plan

Two 160 hour practicum courses (LPC track)

One practicum course is required for School Counseling only (160 hour practicum)

Speak to your instructor for specific examples of direct and indirect hours.

Professional Liability Coverage

Students will need to obtain liability insurance to cover the practicum/internship experience. Verification of liability insurance is required the first day of class and before practicum/internship direct services begin. Choices for liability insurance must be either through ASCA, HPSO, or ACA membership.
There are various companies that offer professional liability coverage; you can get this information from the Coordinator of Practicum/Internship. Also, student membership in the American Counseling Association includes acceptable professional liability coverage.

Rationale:

This course is designed to provide a supportive, structural learning environment for acquiring clinical experience and on-the-job training. The internship 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

$25.15 New, $21.15 Used

Technology Requirement(s):

- This class is taught through a hybrid format with a significant portion delivered online, including major assignments and exams. Students need access to Blackboard, which is an online teaching format.

You are responsible for your access to (a) a reliable computer, (b) stable internet service to watch videos and respond to blackboard assignments, and (c) Microsoft Word, PowerPoint, and Adobe Reader for 16 weeks.

All TAMUK students can download Microsoft Office 365 for free. After accessing your TAMUK email, you may install it by clicking on the "Brady Bunch' square and selecting Office 365". Click the Install Office button, and then click on Office 365 apps. **If you encounter challenges accessing your TAMUK email/blackboard, you may visit "Help Desk" located in the Jernigan Library or call iTech Support at 361-593-HELP (24 hours a day and 7 days a week).**

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
EDCG 5357: Field Practicum

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. Course Objectives

1. Students will be introduced to the 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 in school and clinical mental health settings.

2. Students will gain an understanding of the process for selecting and applying for internship, and the interview process.

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.

4. Students will gain a further understanding of clinical issues in internship, as related to building the therapeutic alliance, using clinical forms, utilizing counseling techniques, maintaining clinical records, and closing the session.

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.

6. Students will gain knowledge and experience in classroom and site supervision, as well as models of supervision and case conceptualization.

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.

8. Students will learn wellness strategies and ways to manage stress during internship. Students will develop greater sensitivity to the dynamics of the counseling process through self- and peer evaluations.

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.

10. Students will learn ways they can protect themselves while in internship by understanding predictors of client violence, dealing with aggressive behaviors, diffusing violence, and workplace prevention plans.

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

The 600 hour clock hours for both internship occurs in a clinical mental health setting or a school setting, under the clinical supervision of a site supervisor. The requirement includes a minimum of 240 direct service clock hours. The 600 hours are divided into 2 semesters of coursework.

INTERNSHIP CACREP 2016 standards 3.J-M

J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

K. Internship students complete at least 240 clock hours of direct service.

L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. 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-l-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.

Instructional Methods and Activities

Methods and activities for instruction include:

Internship 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 *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.* ***Content covered includes:***	**Course Objectives**	**Learning activities that facilitate development of knowledge, skills, and/or practices of this content:**	**Measurement**	**CACREP Standards**
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	**1**	Readings Chapter 1 " Introduction to the Counseling Profession and Practicum/Internship", (Hodges, 2015), 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.b.
Strategies for personal and professional self-evaluation and implications for practice	**3**	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.k.
Self-care strategies appropriate to the counselor role	**4**	Self-care discussions in group supervision; Reading assignments Chapter 8 " Managing Stress During Your Practicum/Internship".	Contributions to group supervision discussions; Case tape analysis, Counseling Skills Scale Score	2.F.1.l.
The role of counseling supervision in the profession	**5**	Reading Chapter 6 " Models of Supervision: Classroom and Site Supervision'(Hodges, 2015)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.1.m.
The impact of spiritual beliefs on clients' and counselors' worldviews	**4**	Case discussions in group supervision; counseling experiences with clients; Reading assignments ACA Code of Ethics	Contributions to group supervision discussions; Case tape analysis, Counseling Skills Scale Score	2.F.2.g
Developmentally relevant counseling treatment or intervention plans	**9**	Readings Chapter 5 and 6 " Clinical Writing and Documentation in Counseling and Models of Supervision: Classroom and Site Supervision " (Hodges, 2015), Developmental Plan, Discussions, Role-plays, Videos, Counseling Demonstrations	Contributions to group supervision discussions; Case tape analysis, counseling session summaries, Counseling Skills Scale Score	2.F.5.h.

Expected Student Learning Outcomes for this Course *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.* ***Content covered includes:***	**Course Objectives**	**Learning activities that facilitate development of knowledge, skills, and/or practices of this content:**	**Measurement**	**CACREP Standards**
		and Experiential Activities, Site Visit/Observation, Midterm and Final Evaluations, Introspective Autobiography, Clinical Portfolio, Counseling Videos/Audios, Case conceptualization, case transcriptions		
Evidence-based counseling strategies and techniques for prevention and intervention	**9**	Reading chapter 4 (Hodges, 2015) 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.
Processes for aiding students in developing a personal model of counseling	**4**	Reading Chapter 1 and 6 "Introduction to the Counseling Profession and Practicum/Internship and Models of Supervision: Classroom and Site Supervision " (Hodges, 2015), 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.5.n.
Cultural factors relevant to clinical mental health counseling	**3**	Readings Chapter 7 "Multicultural Issues and Considerations" (Hodges, 2015), 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.

Expected Student Learning Outcomes for this Course *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.* ***Content covered includes:***	**Course Objectives**	**Learning activities that facilitate development of knowledge, skills, and/or practices of this content:**	**Measurement**	**CACREP Standards**
Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	**2**	Readings Chapter 1 " Introduction to the Counseling Profession and Practicum/Internship", (Hodges, 2015), 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.k.
Legal and ethical considerations specific to clinical mental health counseling	**3**	Case discussions in group supervision; counseling experiences with clients; Reading assignments Chapter 3 "Ethical and Legal Issues" (Hodges, 2015), ACA Code of Ethics	Contributions to group supervision discussions; Responses to Case Self-Evaluation and other case situations; Counseling Skills Scale Score	5.C.2.l.
Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	**5**	Reading Chapter 5 " Clinical Writing and Documentation in Counseling Records," (Hodges, 2015), Discussions, Role-plays, Videos, Counseling Demonstrations and Experiential Activities, Site Visit/Observation, Midterm and Final Evaluations, , Clinical Portfolio, Counseling Videos/Audios, Case conceptualization	Performance evaluation from site supervisor; Documentation pattern throughout internship	5.C.2.m.
Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	**5**	Readings Chapter 4 " Clinical Issues in Practicum/Intenrnship" (Hodges, 2015), 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.a.

Expected Student Learning Outcomes for this Course *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.* ***Content covered includes:***	**Course Objectives**	**Learning activities that facilitate development of knowledge, skills, and/or practices of this content:**	**Measurement**	**CACREP Standards**
Techniques and interventions for prevention and treatment of a broad range of mental health issues	**4**	Delivery of mental health counseling services at clinical site and student health and wellness center; Reading assignment Chapter 4 " Clinical Issues in Practicum/Internship" (Hodges, 2015), Videos presentations and case conceptualization	Clinical performance; Performance evaluation from site supervisor; Responses to Case Self-Evaluation; Counseling Skills Scale Score	5.C.3.b.
Strategies for interfacing with the legal system regarding court referred clients	**3**	Participation in and experience with court referred clients and accompanying policies and procedures at clinical site; assigned reading ACA Code of Ethics, Chapter 3 " Ethical and Legal Issues" (Hodges, 2015)	Contributions to group supervision discussions;	5.C.3.c.
Strategies for interfacing with integrated behavioral health care professionals	**9**	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.d
Strategies to advocate for clients and mental health counseling	**3**	Counseling Demonstrations and Experiential Activities, Site Visit/Observation, Midterm and Final Evaluations, Counseling Videos/Audios, Case conceptualization	Site Supervisor Midterm and Final Evaluation	5.C.3.e.

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	**Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.** (7) learners' developmental characteristics and needs and their relevance to educational	2.F.1.b., 2.F.1.k., 2.F.1.l., 2.F.1.m., 2.F.2.g., 2.F.5.h., 2.F.5.j., 2.F.5.n., 5.C.2.g., 5.C.2.j., 5.C.2.k., 5.C.2.l., 5.C.2.m., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.

COURSE OBJECTIVES	TEA STANDARDS	CACREP STANDARDS
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.	and career choices; (8) legal and ethical standards, practices, and issues; (12) the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students;	
2. Students will gain an understanding of the process for selecting and applying for practicum and internship, and the interview process.	**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;	2.F.1.b., 2.F.1.k., 2.F.1.l., 2.F.1.m., 2.F.2.g., 2.F.5.h., 2.F.5.j., 2.F.5.n., 5.C.2.g., 5.C.2.j., 5.C.2.k., 5.C.2.l., 5.C.2.m., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.
3. Students will gain a further understanding of ethical and legal issues in counseling, as related to competent ethical practice for counselors,	**Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.** (8) legal and ethical standards, practices, and issues;	2.F.1.b., 2.F.1.k., 2.F.1.l., 2.F.1.m., 2.F.2.g., 2.F.5.h., 2.F.5.j., 2.F.5.n., 5.C.2.g., 5.C.2.j., 5.C.2.k., 5.C.2.l., 5.C.2.m., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.

COURSE OBJECTIVES	TEA STANDARDS	CACREP STANDARDS
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.		
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.	**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.** (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.	2.F.1.b., 2.F.1.k., 2.F.1.l., 2.F.1.m., 2.F.2.g., 2.F.5.h., 2.F.5.j., 2.F.5.n., 5.C.2.g., 5.C.2.j., 5.C.2.k., 5.C.2.l., 5.C.2.m., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.
5. Students will gain further knowledge and experience in clinical writing skills, writing case notes, and will gain skills to accurately	**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	2.F.1.b., 2.F.1.k., 2.F.1.l., 2.F.1.m., 2.F.2.g., 2.F.5.h., 2.F.5.j., 2.F.5.n., 5.C.2.g., 5.C.2.j., 5.C.2.k., 5.C.2.l., 5.C.2.m., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.

COURSE OBJECTIVES	TEA STANDARDS	CACREP STANDARDS
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.	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. Students will gain knowledge and experience in classroom and site supervision, as well as models of supervision and case conceptualization.	**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.F.1.b., 2.F.1.k., 2.F.1.l., 2.F.1.m., 2.F.2.g., 2.F.5.h., 2.F.5.j., 2.F.5.n., 5.C.2.g., 5.C.2.j., 5.C.2.k., 5.C.2.l., 5.C.2.m., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.
7. Students will gain experience in researching current trends and issues affecting the counseling profession. Students will gain further knowledge and experience in	**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**	2.F.1.b., 2.F.1.k., 2.F.1.l., 2.F.1.m., 2.F.2.g., 2.F.5.h., 2.F.5.j., 2.F.5.n., 5.C.2.g., 5.C.2.j., 5.C.2.k., 5.C.2.l., 5.C.2.m., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.

COURSE OBJECTIVES	TEA STANDARDS	CACREP STANDARDS
multicultural issues related to counseling.	**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;	
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.	**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;	2.F.1.b., 2.F.1.k., 2.F.1.l., 2.F.1.m., 2.F.2.g., 2.F.5.h., 2.F.5.j., 2.F.5.n., 5.C.2.g., 5.C.2.j., 5.C.2.k., 5.C.2.l., 5.C.2.m., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.
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.	**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;	2.F.1.b., 2.F.1.k., 2.F.1.l., 2.F.1.m., 2.F.2.g., 2.F.5.h., 2.F.5.j., 2.F.5.n., 5.C.2.g., 5.C.2.j., 5.C.2.k., 5.C.2.l., 5.C.2.m., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.

COURSE OBJECTIVES	TEA STANDARDS	CACREP STANDARDS
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.	**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;	2.F.1.b., 2.F.1.k., 2.F.1.l., 2.F.1.m., 2.F.2.g., 2.F.5.h., 2.F.5.j., 2.F.5.n., 5.C.2.g., 5.C.2.j., 5.C.2.k., 5.C.2.l., 5.C.2.m., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.

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 and Percentage of Final Grade	**CACREP Outcomes Assessed**	**TEA Standards**	**Program SLO**	**Course Objectives**
Case Study and Article Presentations, Counseling Demonstrations, Class Discussions and Experiential Activities **10%**	2.F.1.b., 2.F.1.k., 2.F.1.l., 2.F.1.m., 2.F.2.g., 2.F.5.h., 2.F.5.j., 2.F.5.n., 5.C.2.g., 5.C.2.j., 5.C.2.k., 5.C.2.l., 5.C.2.m., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.	I. 1	**SLO4:** Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.	Course objective: 3,4,5,7,9
Group Proposal and Facilitation (Internship I) **10%** **Or** Community Outreach Activity (Internship II) **10%**	2.F.1.b., 2.F.1.k., 2.F.1.l., 2.F.1.m., 2.F.2.g., 2.F.5.h., 2.F.5.j., 2.F.5.n., 5.C.2.g., 5.C.2.j., 5.C.2.k., 5.C.2.l., 5.C.2.m., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.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	**SLO4:** Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.	Course objective: 3,4,5,7,9
Individual Counseling Videos/Audios, Session Summary, & Tape Scripts, and Site Visit/Observations **40%**	2.F.1.b., 2.F.1.k., 2.F.1.l., 2.F.1.m., 2.F.2.g., 2.F.5.h., 2.F.5.j., 2.F.5.n., 5.C.2.g., 5.C.2.j., 5.C.2.k., 5.C.2.l., 5.C.2.m., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.	I. 2, 8; II. 3; III. 2, 3; V. 1; VI. 3, 4	**SLO4:** Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to	Course objective: 3,4,5,7,9

			work with diverse populations in various settings.	
Midterm and Final Evaluations **10%**	2.F.1.b., 2.F.1.k., 2.F.1.l., 2.F.1.m., 2.F.2.g., 2.F.5.h., 2.F.5.j., 2.F.5.n., 5.C.2.g., 5.C.2.j., 5.C.2.k., 5.C.2.l., 5.C.2.m., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.	VI. 1	**SLO4:** Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.	Course objective: 1, 2, 5,
Clinical Portfolio (a-j) (including logs/evaluations), **15%**	2.F.1.b., 2.F.1.k., 2.F.1.l., 2.F.1.m., 2.F.2.g., 2.F.5.h., 2.F.5.j., 2.F.5.n., 5.C.2.g., 5.C.2.j., 5.C.2.k., 5.C.2.l., 5.C.2.m., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.	VI. 1	**SLO4:** Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.	Course objective: 1, 2, 3, 5, 7,
Counseling Development Plans, Personal Reflection paper, and Reflective Journals **15%**	2.F.1.b., 2.F.1.k., 2.F.1.l., 2.F.1.m., 2.F.2.g., 2.F.5.h., 2.F.5.j., 2.F.5.n., 5.C.2.g., 5.C.2.j., 5.C.2.k., 5.C.2.l., 5.C.2.m., 5.C.3.a., 5.C.3.b., 5.C.3.c., 5.C.3.d., 5.C.3.e.	VI. 1	**SLO4:** Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse	Course objective: 1, 2, 3, 4, 5, 6, 7, 8, 9

			populations in various settings.	

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 300 hours in an internship setting, at least 120 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. 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.

CLASS REQUIRMENTS, EVALUATION, AND GRADE ASSIGNMENT CONTINUTED

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.

13. Students will write 4 one-page journal reflections throughout the semester reflecting on their experience throughout internship. Students may reflect on how they have developed personally and professionally throughout the internship experience as related to counseling sessions and in-class group and individual supervision.

14. Each student will be scheduled a day to present an article that they have selected through scholarly resources that they have posted and prepared for the class to read. Students will facilitate a discussion with the class on their thoughts regarding the reading and why they felt this article may be important and have implications for the counseling profession.

CLASS REQUIRMENTS, EVALUATION, AND GRADE ASSIGNMENT CONTINUTED

15. Students will create a group counseling program proposal, and will use it to facilitate group counseling sessions at an approved site. A group counseling session summary of your counseling sessions will be turned in. **INTERNSHIP I STUDENTS ONLY**

    Students will write a proposal for a psychoeducational/counseling group with a specific population (e.g., young boys/parental divorce, adolescent girls/bullying, college students/test anxiety, older adults/retirement planning). This proposal should be written in APA format and the body of the paper must be five to six (5-6) pages in length (This does not include title page, abstract, resources, references). Group proposals must be approved by the instructor prior to initiating group practicum. Submit your group proposal on blackboard and bring in a hard copy for the instructor. In addition, your proposal should include the following sections.

    I. Title Page
    II. Abstract
    III. Type of Group (psychoeducational, open/closed)
    IV. Population
    V. Pre-Group Activities (needs assessment, site approval, recruiting, screening, consent)
    VI. Rationale, Goals, and Objectives
    VII. Theoretical Orientation and Developmental Theory
    VIII. Rights and Expectations of Group Members
    IX. Basic Ground Rules
    X. Unit Outline and Topics for Group Sessions (6)
    XI. Evaluation and Follow-Up
    XII. References and Resources

    Students will be required to organize and facilitate a community outreach activity. Students will be responsible for marketing, organization, and facilitation of the event. Ideas for activities will be provided in class. University resources may be used to support the activity. A write up on the process and activity will be required. Guidelines will be discussed in class. **INTERNSHIP II STUDENTS ONLY**

Students are expected to abide by all relevant ethical codes, including but not limited to those set forth by the American Counseling Association, the American School Counselor Association, the American Association for Marriage and Family Therapists, the Association for Specialists in Group Work, the Texas State Board of Examiners for Licensed Professional Counselors, as well as any others associated with the type of counseling intervention being provided. Confidentiality also applies to all issues or comments made in the classroom. **Failure to comply with ethical standards will result in consequences deemed appropriate by the Counseling and Guidance program faculty, including dismissal from the program.**

TEA Standards: I. 8; VI 3

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 Registrar Drop Policy.

Should you have questions about these policies, please refer to the Student Code of Conduct section of the Student Handbook.(Student Handbook). Descriptions of the policies are available at the website of the Center for Teaching Effectiveness at Center for Teaching Effectiveness

Tentative Class Schedule (Online classes are in bold, and will meet the requirement of 2½ *hours of group supervision per class due to meeting every other week*)

Date	Topics	Reading	Assignment Due
Week 1 Group supervision will be held date will be mentioned depending on the semester at **6 pm** through Collaborate.	• Introduction/Orientation • Syllabus Review • Review of Practicum & Internship Handbook • Site Supervision-Practicum experiences. Expectations for Internship • Group Supervision • 2014 ACA Code of Ethics	Ch 1 Intro to Counseling Profession Ch 2 Selecting & Applying for a Practicum/Internship Ch 3 Ethical & Legal Issues Ch 4 Clinical Issues Assigned readings on Black Board	▪ Ethics Agreement ▪ Site Supervisor Information Form ▪ Evidence of Liability Insurance ▪ Pre-Self Assessment Student Practicum Agreement with Supervisor Signature ▪ Journal Entry ▪ Weekly Logs
Week 2 Group supervision will be held date will be mentioned depending on the semester at **6 pm** through Collaborate.	• Group Supervision • Compassion Fatigue • Counselor Burn-Out Counselor Self-Care	Ch 5 Clinical Writing and Documentation Ch 6 Models of Supervision Assigned readings on Black Board Ch 7 Multicultural Issues	▪ Journal Entry 1 due ▪ Weekly Logs ▪ Development Plan
Week 3 Group supervision will be held date will be mentioned depending on the semester at **6 pm** through Collaborate.	• Group Supervision Theory Case Conceptualization	Ch 8 Managing Stress During your Practicum/Internship Assigned readings on Black Board	▪ Weekly Logs ▪ Journal Entry 2 due ▪ Weekly Logs Portfolio Review ▪ Video/Audio #1 ▪ Set up Midterm meeting times

Date	Topics	Reading	Assignment Due
Week 4		***Portfolio Review*** Ch 9 Crisis Intervention Assigned readings on Black Board	▪ Weekly Logs ▪ Site Supervisor & Instructor Mid- Term Evaluation
Week 5 Group supervision will be held date will be mentioned depending on the semester at **6 pm** through Collaborate.	• Group Supervision • Theory Case Conceptualization	Assigned readings on Black Board Ch 10 Protecting Yourself	▪ Weekly Logs ▪ Video/Audio #2
Week 6 Group supervision will be held date will be mentioned depending on the semester at **6 pm** through Collaborate.	• Group Supervision • Theory Case Conceptualization	Assigned readings on Black Board Ch 11 Terminating Assigned readings on Black Board	▪ Journal Entry 3 due ▪ Weekly Logs
Week 7 Group supervision will be held date will be mentioned depending on the semester at **6 pm** through Collaborate.	• Group Supervision • Theory Case Conceptualization	Ch 12 Completing Internship	▪ Journal Entry 4 due ▪ Weekly Logs
Week 8	• Close Files • LPC Application	LPC Requirements Blackboard	▪ Post Self-Assessment ▪ Final Evaluation Due (Site &Clinical Supervisor)
Week 9	***No class meeting***	***Online Discussion Board***	▪ ***Weekly Logs*** Clinical Portfolio Due

Week 10 Group supervision will be held date will be mentioned depending on the semester at **6 pm** through Collaborate.	***Last Group Supervision Final Semester Individual Meetings***	***Individual Final Meetings and Discuss Portfolio***	▪ ***Weekly Logs*** Clinical Portfolio Due

Texas A&M University-Kingsville

EDCG 5366 & 5368: Internship for Professional Counselors

Student Final Evaluation

Student Name		Semester	
Syllabus Requirement	**Activity**		
		Required	*Completed*
Internship Hours Required	Direct Client Contact Indirect Counseling-Related	120 180	
		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%**
Direct/Indirect Logs		2%
Supervision Logs		2%
Self-Assessment Rubrics		2%
Liability insurance		2%
Midterm and final evaluation from supervisors		2%
Evaluation of Supervisors		2%
Ethical Codes		2%
Personal Reflection Paper		4%
Other (Returned Assignments)		2%

Assignment	Grade	Possible Points
Attendance/Discussion/Staffings		**10%**

TOTAL **100%**