



COUN 551 PRACTICUM

COURSE SYLLABUS: Fall 2018

Instructor: Lisa Couch, PhD, LPC-S, RPT-S, CSC
Office Location: TBD
Office Hours: By Appointment Only
Email: lcouch@leomail.tamuc.edu

Course Dates: Aug 27, 2018 - Dec 14, 2018
Course 402 / 80098 Thur 4:30p- 7:10p Location: MPLX

Preferred form of Communication: Email
Communication Response Time: within 24-48 hours M-F

Please note: If you maintain other email accounts please make an effort to forward your myleo account or check it on a regular basis as all university correspondence is sent to your myleo account.

Formatting emails: Please be sure to always put your name in the body of your emails, even if you are replying to one that has been written, etc. *All communication should be professional and well-written. Your emails project and communicate your image---be sure that you do that appropriately.*

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Halbur, D. A. & Halbur, K. V. (2018). *Developing your theoretical orientation in counseling and psychotherapy* (4th ed.). Boston, MA: Pearson

Yalom, I. D. (2013). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York, NY: Harper Perennial.

Erford, B. T.. (2015). *40 techniques every counselor should know* (2nd ed.). Boston, MA: Pearson.

Software Required

University eCollege course management system.

The syllabus/schedule are subject to change.

Special Topics Readings: additional readings will be assigned throughout the semester for some classes. These readings will come from current journals and related sources on topics relevant to weekly topics (including relevant national and international news items). These readings will be posted in Word or PDF format via eCollege for the assigned week. Please check eCollege for each week to locate these readings. All course readings must be done each week prior to class**

Course Description

551. Practicum. Three semester hours. Provides for continued development and practice of skills learned in Coun 516 and Coun 548. Students develop conceptual and professional skills related to their practice at a field site and practice various specified counseling and related activities during a minimum of 100 hours at an agency or educational setting. Satisfactory performance at the field placement and during on-campus class meetings must be demonstrated before students can proceed to internship (Coun 552). Prerequisites: Application form returned to department several months before actual enrollment in this course (check with department for availability and due dates), a grade of "B" or better in 516 and 548 and successful completion of Admission to Candidacy requirements (or the equivalent for those seeking school counselor certification only) within the Counseling Program.

General Course Information

Practicum is designed to develop students' counseling skills beyond the level required in Basic Skills and Advanced Basic Skills. The primary emphasis is on performing counseling and related activities in a specified agency or educational setting. As a result, Practicum comprises both on-campus and on-site experiences. Students will learn and practice a variety of counseling strategies in this course and will also have a field site where they will gain approximately 100 hours of experience. At the beginning of this course, students are expected to have completed and maintained the performance competencies specified for Basic Skills and Advanced Basic Skills.

Student Learning Outcomes

Students will demonstrate understanding of:

1. essential interviewing and counseling skills so that the student is able to develop, maintain, and successfully terminate a therapeutic relationship; (5c)
2. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions; (5d)
3. models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling; (5d)
4. an orientation to wellness and prevention as desired counseling goals; (5a)
5. self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
6. four major areas of competence (Process and Communications skills, Conceptualization skills, Personalization skills, and Professional Skills);
7. self-care strategies essential to the counselor role; (1d)

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8. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling. (CMHC B1)
9. knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health clients. (for CMCH students; CMHC B2)

ADDITIONAL COURSE OBJECTIVES FOR CLINICAL MENTAL HEALTH COUNSELING STUDENTS include, but are not limited to the following:

Students will demonstrate understanding and appropriate application of:

1. the ability to apply and adhere to ethical and legal standards in clinical mental health counseling; (B1)
2. knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health clients. (B2)
3. principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling; (D1)
4. multicultural competencies in clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders; (D2)
5. promoting optimal human development, wellness, and mental health through prevention, education, and advocacy activities; (D3)
6. effective strategies to promote client understanding of and access to a variety of community resources (D4)
7. culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling; (D5)
8. the ability to use procedures for assessing and managing suicide risk; (D6)
9. current record-keeping standards related to clinical mental health counseling (D7)
10. providing appropriate counseling strategies when working with clients with addiction and co-occurring disorders; (D8)
11. the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate; (D9)
12. maintaining information regarding community resources to make appropriate referrals; (F1)
13. advocating for policies, programs, and services that are equitable and responsive to the unique needs of clients; (F2)
14. the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations; (F3)
15. selecting appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols; (H1)
16. skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management; (H2)
17. screening for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders; (H3)

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18. the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care; (H4)
19. relevant research findings to inform the practice of clinical mental health counseling; (J1)
20. the development of measurable outcomes for clinical mental health counseling programs, interventions, and treatments; (J2)
21. the analysis and use of data to increase the effectiveness of clinical mental health counseling interventions and program; (J3)
22. diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments; (L1)
23. the ability to conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. (L2)

ADDITIONAL COURSE OBJECTIVES FOR SCHOOL COUNSELING STUDENTS include, but are not limited to the following:

Students will demonstrate understanding and appropriate application of:

1. the ability to apply and adhere to ethical and legal standards in school counseling; (B1)
2. the ability to articulate, model, and advocate for an appropriate school counselor identity and program; (B2)
3. self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms; (D1)
4. providing individual and group counseling and classroom guidance to promote the academic, career, and personal/ social development of students; (D2)
5. designing and implementing prevention and intervention plans related to the effects of a) atypical growth and development, b) health and wellness, c) language, d) ability level, e) multicultural issues, and f) factors of resiliency on student learning and development; (D3)
6. the ability to use procedures for assessing and managing suicide risk; (D4)
7. the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate; (D5)
8. multicultural competencies in relation to diversity, equity, and opportunity in student learning and development; (F1)
9. advocating for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students; (F2)
10. advocating for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations; (F3)
11. engaging parents, guardians, and families to promote the academic, career, and personal/social development of students; (F4)
12. assessing and interpreting students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities; (H1)
13. selecting appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development; (H2)

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14. analyzing assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs; (H3)
15. making appropriate referrals to school and/or community resources; (H4)
16. assessing barriers that impede students' academic, career, and personal/social development; (H5)
17. applying relevant research findings to inform the practice of school counseling; (J1)
18. the development of measurable outcomes for school counseling programs, activities, interventions, and experiences; (J2)
19. the analysis and use of data to enhance school counseling programs; (J3)
20. the conducting programs designed to enhance student academic development; (L1)
21. the implementation of strategies and activities to prepare students for a full range of postsecondary options and opportunities; (L2)
22. the implementation of differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement; (L3)
23. to work with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school; (N1)
24. locating resources in the community that can be used in the school to improve student achievement and success; (N2)
25. consulting with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development; (N3)
26. using peer helping strategies in the school counseling program; (N4)
27. using referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families; (N5)
28. to participate in the design, implementation, management, and evaluation of a comprehensive development school counseling program; (P1)
29. to plan and present school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials use in classroom guidance, and advisor/advisee programs for teachers). (P2)

CONTENT AREAS include, but are not limited to, the following:

At a minimum, this course will cover:

- I. Requirements for practicum.
- II. Professional conduct during practicum
- III. Four counselor competence areas
 - A. Process and Communications skills
 - B. Conceptualization skills
 - C. Personalization skills
 - D. Professional skills
- IV. The Intake Interview
- V. Termination
- VI. Receiving and using supervision

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- VII. Crisis Intervention: Procedural guidelines at site
- VIII. Legal and ethical issues

TEXES COMPETENCIES THAT RELATE TO THIS COURSE (*TEXES is the state examination required for school counselor certification.*)

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 meet 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 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.

Counseling Student Competency Evaluation (CSCE). The Counseling Program is obligated by professional ethics (see ACA Code of Ethics, 2014) and University procedure to assess students as to their potential for meeting the expectations of the professional counseling field. The Counseling Student Competency Evaluation will be used as a basis for assessment. Copies of the CSCE are available from the Departmental website or by contacting the Department of Counseling Office.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, and related computer skills, etc.

Instructional Methods

Lecture, Discussion, Seminar, In-Class Activities, Readings, Assignments, Experiential Activities, and Supervised Application.

Student Responsibilities or Tips for Success in the Course

Do all readings, including any supplemental readings posted to eCollege (under Doc Sharing folder) prior to class. Actively engage in critical thinking and dialogue (i.e., sharing your reactions, opinions, disagreements, questions) in class. Your open participation in class discussions, assignments, and other activities is essential to your learning and final grade. Engage in thoughtful self-reflection and evaluation, as well as offer and receive feedback from others in class. For assignments, contact the instructor well in advance of due dates with any questions- do not expect last minute responses the day assignments are due- prepare ahead of time. Also, use best practices of APA 6 writing style. Many online resources, such as the OWL at Purdue APA website exist to help you craft quality papers- please use them.

GRADING

This class is pass/fail. You must have a minimum of 240 points to pass the course.

Attendance/class participation/ readings	40 points
Reflective Journal	10 points
Tape/Analyses (3) 50 points (each)	150 points
Subjective assessment of clinical progress	50 points
Theory summary	50 points
	Total 300 points

Assessments

All written assignments must be uploaded to eCollege by class time on the due date listed on the course calendar, in the appropriate Drop Box, unless otherwise noted below. Late assignments are NOT accepted and will result in a grade of zero (extenuating circumstances may apply based on communication in advance with the professor)

ASSIGNMENTS

1. Class Meeting: Attendance is mandatory. Weekly Participation and Reading in class. Active and appropriate participation in class. Participation includes constructively offering and receiving feedback from instructor and peers, as well as willingly interacting in any assignment or discussion. **Missing more than 2 classes will result in a failing grade (each incidence of being late or leaving early 15 minutes or more counts as an absence too).** **If you have an issue with this policy than please drop the course and take it during another semester.** An average of 2.5 hours per week of group supervision

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(1.5 hours per week) and class time (1 hour per week) provided on a regular schedule throughout the practicum (performed by the faculty member).

2. In addition to regular class meetings, the student will complete at least one hour per week, outside of class time, of individual or triadic supervision with a faculty member or assigned, supervised doctoral graduate assistant. The student is required to submit recordings of counseling sessions with clients from his or her field site for this supervision as well as in our class supervision.

3. Also in addition to regular class meetings, the student will complete at least one hour per week, outside of class time, of individual or triadic supervision with their field site supervisor. The student is required to submit recordings of counseling sessions with clients from his or her field site for supervision as well as in our class supervision.

4. The student will complete 100 clock hours of supervised field practice. At least 40 of these hours will be direct service work with clientele appropriate to the student's field setting, including experience in individual and group work.

5. Students will negotiate a Field Experience Contract and an Emergency Contract with their on-site supervisors. This contract constitutes an agreement between the student, field supervisor and instructor of record and specifies the student's activities, hours, and supervision arrangements.

6. The student will keep a *Weekly Activity Log* that will document a cumulative record of hours including:

- a. direct on-site contact hours
- b. on-site individual supervision
- c. on-site group supervision with other interns
- d. on-campus group supervision
- e. indirect hours on site (excluding supervision)

The activity log will also include brief descriptions of the student's on-site activities and reactions. This will be turned in at mid-term and final for review (instructor reserves the right to request this log at any point to verify hours).

7. The student will complete an evaluation of field site experiences during the last week of the semester. These evaluations will be filed with the department's Coordinator for Field Placement.

8. The student will maintain professional liability insurance throughout internship.

9. **A Selected Number of Audio/Video Recordings:** will be brought to group supervision (**minimum of 3 per student at instructors discretion, with more likely**). A sign-up will be used for each week, but all students should be recording often and be prepared if asked outside of an assigned time to show a new, recent recording. Recordings WILL NOT BE ACCEPTED after the due date. Recordings that are not clear will be returned to the student without credit. BE SURE THE RECORDING IS CLEAR AND AUDIBLE! Each recording will

be critiqued in class where possible. Recordings will have student's name and session # labeled clearly; you are responsible for recording in a standard format playable on any PC computer- test your recordings on a PC prior to bringing them to class.

During class, you need to be prepared to provide each other with constructive feedback. Your Field Supervisor will give you direction on case management; your instructor will be emphasizing your skills, interventions, and conceptual understandings of your clients. There will also be a strong emphasis on "you" in relationship to the therapeutic relationship. Refresh your knowledge concerning the aim of Supervision, if you have not already done so, and be prepared to engage in meaningful interaction. Please remind each other and yourself to destroy all recordings before the semester ends.

As in the other clinical courses, learning in this course is developmental, a recording which earns a satisfactory at the beginning of the course would, if turned in later in the course, probably receive a lower rating. Basically, this means that standards for a given rating get higher as the semester progresses. You are to turn in new, recent (within a week) recordings each time you share (meaning don't try to show an old session because you forgot to record, etc.).

10. Session Recording Analysis: students will complete a brief, but thorough, session analysis with each recording submitted for group supervision prior to the class they are showing the recording Individual supervisors (either faculty/doctoral student or site supervisor) may also require these or similar analyses to be completed, but even if they do not, please share these analyses with all supervisors. A template for this assignment will be provided. You must watch your recordings prior to class to prepare to show this and you will present a summary of the form to the class before we look at your recording.

SESSION ANALYSIS FOR EACH VIDEO TAPE

- Include client demographics: age, gender, ethnicity, family constellation, etc.
- Description of presenting problem, referral source, areas of concern
- Interventions and techniques used in the session and a rationale for choosing these responses.
- Evaluate yourself: the interventions and techniques. The self-evaluation should focus primarily on you, not the client.

Example: Your analysis will be considerably longer than the brief excerpts below.

- **Demographics:** BC is a 12 year-old Hispanic male who is in 7th grade. He is the youngest of four children and lives with both biological parents.
- **Presenting problem:** BC was referred by his teacher. He is currently failing math and language arts and has been referred to the principal for disruptive behavior.
- **Areas of concern:** BC appears to have low self-esteem and few friends. He does not appear to have support for his schoolwork at home. His parents do not speak English well and are not very involved with his school responsibilities.
- **Interventions/techniques:** The counselor used reflective listening, open questions, paraphrasing, clarifying, and summarizing. Goal setting was

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also utilized. A homework assignment was given. *Client agreed to “act as if” the next time he is embarrassed to go to tutoring for math.*

- **Self-evaluation:** Evaluate your performance; Focus on you not your client; what do like least about your use of process skills, techniques and your personalization skills and professional skills. What do you do well? What do you need to improve? What did you miss? When were you aware of what was missed? How did you handle any misconceptions or other issues that arose?

12. Theory Summary Paper and Self-Reflection: Students are required to write a **5-8 page** (plus cover page and following APA 6) summary of the semester working with their clients (can focus on one client throughout the semester or several) describing your theory of choice, how you implemented it in your sessions, how effective you were in using it, and how it affected your client(s). Also, you will provide self-reflection on the semester regarding your usage of counseling skills, effectiveness of developing and therapeutic relationship, and overall self-reflection of your abilities and experiences as a counselor this semester. Grammar, use APA 6, writing skills, and thoroughness in addressing each part of the paper will be part of the grade. You **MUST** use headings to organize sections in your paper.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

The following is a general description of the qualities of performance that meet grade criteria for this course.

An "A" represents an exceptionally high level of effectiveness in the use of the process and communication, conceptualization, personalization, and professional skills taught in this course. Students who achieve this grade are usually more comfortable with feedback and have a positive view of the opportunities presented in training and supervision.

A "B" represents an expected level of effectiveness. Students demonstrate a satisfactory skills level, and have a uniformly beneficial effect on the clients at their field placement.

A "C" represents a minimal level of effectiveness, and is a restricted or qualified endorsement. Students with this grade are functioning below the level required for field placement. There are usually severe limitations in certain areas. Students who fail to grasp and to consistently demonstrate basic communication and interpersonal skills will generally earn this grade. Students with this grade will not be accepted for an Internship (552) placement.

When students demonstrate personal limitations that might impede future performance, or consciously violate ethical standards, and are ineffective and harmful to clients, then these students will not receive the instructor's endorsement to continue with the program.

Students will be evaluated on their continued development and demonstration of the following clinical skills and competencies. A mid-term & end-of-semester evaluation will be conducted. Grading in this course is twofold, and is contingent upon both assignments as well as clinical performance of skills. Poor performance on skills, regardless of grades on written assignments will not lead to a passing grade, but great clinical performance and

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poor assignments will not either; it is a combination of good performance on both. To pass = A or B, while C or below = fail for the following performance areas:

Process Skills: These include skills learned in Pre-Practicum and refer to counselor behaviors that can be observed either through two-way mirrors, video or audio recording. These skills enhance the process of counseling and will be evaluated in their execution rather than their choice. Process skills are observable counselor' attitudes and skills. Process skills range from paraphrasing to more complex skills such as attempts to empathizing, confronting discrepancies, responding to nonverbal behavior, pacing a session, and using silence.

Conceptual Skills: Most of the counselor's covert behaviors are found here. Conceptual skills reflect deliberate thinking and case analysis. There are two kinds of thinking in this area: conceptualization during the session and between the sessions. Kinds of behaviors that represent these skills include:

- understanding what the client is saying;
- identifying themes in the client messages;
- choosing strategies appropriate to client goals;
- recognizing even subtle improvement by the client.

Conceptualization skills involve understanding patterns and themes with each client. Conceptualization skills also involve being able to distinguish between important and unimportant client statements and processes.

Personalization Skills: These include both easily observable and subtle behaviors. Because counseling is a very personal activity, these skills will indicate how well the student has adjusted to the role of helper. Examples of these might include:

- comfort with the responsibility of being a counselor;
- being able to separate one's own issues from those of the client.
- being able to handle a range of personal emotions
- being able to accept constructive criticism

Professional Skills: These include ethical behaviors both within, and outside, counseling sessions. Examples include, but are not restricted to, the following:

- completing paper work on time,
- safeguarding confidentiality,
- behaving professionally in field placement,
- dressing appropriately for counseling contacts,
- not being defensive with an accusing client,
- being able to handle a range of personal emotions, and
- being able to accept constructive critique.

When students demonstrate personal limitations that might impede future performance, or consciously violate ethical standards, and are ineffective and harmful to clients, then these students will not receive the instructor's endorsement to continue with the program and pass the course.

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TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browse](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browse)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

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- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical)
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

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Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu).
<https://leo.tamuc.edu>

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment

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without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Good communication is essential to the counseling profession and to getting the most out of your education. If you have any special needs, questions, concerns, or personal issues that impact the class and/or your attendance in class, please let me know. I cannot help unless I am aware.

Therefore, if you need to reach me the best way to do so is via email using your official university email (or through eCollege). I teach in various locations- calls to my office may not be immediately returned, but I make every effort to return emails within 24-48 hours, M-F. I check email many times a day. Please be respectful of my free time on weekends and understand any email sent after Fridays at 5pm may not be answered until the following Monday. In particular, do not wait until the last minute or weekends to contact me about assignments with pending deadlines. It is your responsibility to manage your time appropriately and plan ahead for all assignments.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance in the course is mandatory and lateness is not acceptable. Tardiness after the first 15 minutes or leaving early more than 15 minutes is considered a full absence. Work is not to be turned in late without prior approval and/or under emergencies. Any missed work is handled on a case-by-case basis, but in general will get a grade of zero. Extra credit may be added at the instructor's discretion, but is not built into the course.

Confidentiality is extremely important to the integrity of this course. Confidentiality cannot be guaranteed in any situation but we are collectively accountable to maintain a safe, trusting environment throughout the course including the recordings and their review, experiential activities, and in-class conversations. While it can be compelling to share personal information about class members with others, all students are bound by the ACA ethical code of confidentiality with respect to any material shared by other members of the class. The disclosure of personal information to anyone outside this class would be considered unethical and you will face consequences for disclosing it to non-class members. Please explore any concerns you have about confidentiality during class time, after class, or via private communication with the instructor.

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Personal computers, cell phones, or other electronic devices are a privilege and not needed for regular participation within this class. You will get by just fine with your course text, a notepad, and a writing utensil. Do not do non-class work on these devices during class (no texting, emailing, tweeting, etc.). It is very obvious when you are surfing online, etc., whether you think you are covert or not. If you abuse this policy, the instructor reserves the right to revoke all usage of electronic devices for you and/or the class. Please be respectful of the class and instructor. If you are expecting an emergency call or you are on call for work, you must let the instructor know prior to class.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

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 disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

CACREP Standards Addressed in COUN 551

Core Standard	Learning Activity or Assignment	Assessment
2.G.1b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
2.G.1c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
2.G.1d. self-care strategies appropriate to the counselor role.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
2.G.1e. Counseling supervision models, practices, and processes.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
2.G.1f. Professional organizations, including membership benefits, activities, services to members, and current issues.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
2.G.1g. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
2.G.1j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
2.G.2a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique

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nationally and internationally.		
2.G.2b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
2.G.2d. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
2.G.2e. Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
2.G.2f. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
2.G.5a. An orientation to wellness and prevention as desired counseling goals.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
2.G.5b. Counselor characteristics and behaviors that influence helping processes.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
2.G.5c. Essential interviewing and counseling skills.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
2.G.5d. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
2.G.5e. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
2.G.5f. A general framework for understanding and practicing consultation.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class

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		Video Tape review and Critique
CMHC Standard	Learning Activity or Assignment	Assessment
B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
B2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
D1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
D2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
D3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
D4. Applies effective strategies to promote client understanding of and access to a variety of community resources	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
D5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
D6. Demonstrates the ability to use procedures for assessing and managing suicide risk	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
D7. Applies current record-keeping standards related to clinical mental health counseling	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
D8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
D9. Demonstrates the ability to recognize his or her own limitations as a clinical	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers,

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mental health counselor and to seek supervisoin or refer clients when appropriate		Video Tapes of practice sessions, In Class Video Tape review and Critique
F1. Maintains information regarding community resources to make appropriate referrals	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
F2. Advocates for policies, prorams, and services that are equitable and responsive to the unique needs of clients	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
F3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
H1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment palnning, with an awareness of cultural bias in the implementation and interpretatino of assessment protocols	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
H3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
H4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
J1. Applies relevant research findings to inform the practice of clinical mental health counseling	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
J2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
J3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
L1. Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentatino of clents with mental and emotional impairments	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
L2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique

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differential diagnosis with collaborating professionals		
School Standard	Learning Activity or Assignment	Assessment
B1. Deonstrates the ability to apply and adhere to ethical and legal standards in school counseling	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
B2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
D1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
D2. Provides individual and group counseling and classom guidance to promote the academic, career, and personal/social development of students	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
D3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness,(c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
D4. Demonstrates the ability to use procedures for assessing and managing suicide risk	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
D5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
F1. Demonstrates multicultural competencies in relation to diversity, equity and opportunity in student learning and development	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
F2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
F4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
H1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
H2. Selects appropriate assessment strategies that can be used to evaluate a	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers,

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student's academic, career, and personal/social development		Video Tapes of practice sessions, In Class Video Tape review and Critique
H3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
H4. Makes appropriate referrals to school and/or community resources.	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
H5. Assesses barriers that impede students' academic, career, and personal/social development	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
J1. Applies relevant research findings to inform the practice of school counseling	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
J2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
J3. Analyzes and uses data to enhance school counseling programs	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
L1. Conducts programs designed to enhance student academic development	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
L2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
L3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
N1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
N2. Locates resources in the community that can be used in the school to improve student achievement and success	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
N3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
N4. Uses peer helping strategies in the	Lecture, Discussion, &	In class discussion, In class skill

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school counseling program	Guided Practice	practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
N5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
P1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique
P2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers)	Lecture, Discussion, & Guided Practice	In class discussion, In class skill practice and demonstration with peers, Video Tapes of practice sessions, In Class Video Tape review and Critique

PRACTICUM STUDENT CHECKLIST Student Name _____

Preparation for the 1st PRACTICUM CLASS MEETING:

Counselor trainees must provide the following at the first class meeting:

- Field Placement Contract: completed and signed by site supervisor and counselor trainee
- Field Site Plan (community): completed and signed by site supervision and counselor trainee
- Field Site Supervisor Registration: completed by the site supervisor
- Emergency/Crisis Management Form: completed and signed as indicated
- Practicum/Internship Ethics Agreement: completed and signed by the counselor trainee
- Trainee Consent for Audio/Video Taping: completed and signed by the counselor trainee
- Proof of liability insurance: certificate of coverage or letter verifying coverage (copy only)

Documentation due at the LAST PRACTICUM CLASS MEETING:

- Practicum Log completed; signed by trainee, field site supervisor
- Practicum/Internship Summary completed and signed by the counselor trainee
- End of Semester Field Site Supervisor's Evaluation completed and signed by field site supervisor
- Trainee Evaluation of Field Placement Site – completed by counselor trainee
- Additional documentation as required by Practicum instructor

Tentative Class scheduled provided first day of class

The syllabus/schedule are subject to change.