



COUN 551: PRACTICUM

Course Syllabus: Fall 2021

INSTRUCTOR INFORMATION

Instructor: Jordan Brummett, PhD, LPC

Office Location: Remote

Office Hours: Tuesday 1-4; Thursday 5-7

University Email Address:

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Preferred Form of Communication: email

Communication Response Time: Typically 48 hours excluding weekends and holidays

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

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*. Upper Saddle River, NJ: Merrill.

Required Supplemental Readings

American Counseling Association. (2014). *ACA Codes of Ethics*. Alexandria, VA: Author.

Retrieved from https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c_2

Practicum and Internship Handbook

<http://www.tamuc.edu/academics/colleges/educationHumanServices/counseling/Forms.aspx>

Handbook for Master's Counseling Program

<http://www.tamuc.edu/academics/colleges/educationHumanServices/counseling/Forms.aspx>

On-site placement policies and procedures

**Other readings as assigned

COURSE DESCRIPTION

Catalogue Description of the Course

The syllabus/schedule are subject to change

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:

2009 CACREP Standards Addressed in COUN 551

Core Standard	Learning Activity or Assignment	Assessment
II.G.1.b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganizational collaboration and communications.	Lecture, Reading, Discussion, & Guided Practice 2014 ACA Code of Ethics	Taping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
II.G.1.c. 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, Reading, Discussion, & Guided Practice 2014 ACA Code of Ethics	Taping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
II.G.1.d. self-care strategies appropriate to the counselor role.	Lecture, Reading, Discussion, & Guided Practice 2014 ACA Code of Ethics Chapter 27 (Erford, 2015)	Taping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric



II.G.1.e. Counseling supervision models, practices, and processes.	Lecture, Reading, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
II.G.1.f. Professional organizations, including membership benefits, activities, services to members, and current issues.	Lecture, Reading, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
II.G.1.g. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.	Lecture, Reading, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
II.G.1.j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	Lecture, Reading, Discussion, & Guided Practice 2014 ACA Code of Ethics	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
II.G.2.a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally.	Lecture, Reading, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
II.G.2.b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients.	Lecture, Reading, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
II.G.2.d. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.	Lecture, Reading, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
II.G.2.e. 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, Reading, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
II.G.2.f. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	Lecture, Reading, Discussion, & Guided Practice 2014 ACA Code of Ethics	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric



II.G.5.a. An orientation to wellness and prevention as desired counseling goals.	Lecture, Reading, Discussion, & Guided Practice 2014 ACA Code of Ethics	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
II.G.5.b. Counselor characteristics and behaviors that influence helping processes.	Lecture, Reading, Discussion, & Guided Practice Chapters 1 & 3 (Yalom, 2013)	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
II.G.5.c. Essential interviewing and counseling skills.	Lecture, Reading, Discussion, & Guided Practice Chapters 7 (Yalom, 2013)	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
II.G.5.d. 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, Reading, Discussion, & Guided Practice Chapters 1-40 (Erford, 2015)	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
II.G.5.e. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions	Lecture, Reading, Discussion, & Guided Practice Chapters 6-10 (Erford, 2015)	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
II.G.5.f. A general framework for understanding and practicing consultation.	Lecture, Reading, Discussion, & Guided Practice Chapter 38 (Yalom, 2013)	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
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 2014 Aca Code of Ethics Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric, Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
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	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
D1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional	Lecture, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric



disorders to initiate, maintain, and terminate counseling		
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	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
D3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities	Lecture, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
D4. Applies effective strategies to promote client understanding of and access to a variety of community resources	Lecture, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
D5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling	Lecture, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
D6. Demonstrates the ability to use procedures for assessing and managing suicide risk	Lecture, Discussion, & Guided Practice Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
D7. Applies current record-keeping standards related to clinical mental health counseling	Lecture, Discussion, & Guided Practice Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
D8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders	Lecture, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
D9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate	Lecture, Discussion, & Guided Practice Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
F1. Maintains information regarding community resources to make appropriate referrals	Lecture, Discussion, & Guided Practice Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)



F2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients	Lecture, Discussion, & Guided Practice Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
F3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	Lecture, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
H1. Selects 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	Lecture, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
H3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders	Lecture, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
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	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
J1. Applies relevant research findings to inform the practice of clinical mental health counseling	Lecture, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
J2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments	Lecture, Discussion, & Guided Practice Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
J3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs	Lecture, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
L1. Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments	Lecture, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
L2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals	Lecture, Discussion, & Guided Practice Key Assignment 31: Taping Role Play &	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)



	Session Analysis (3rd Tape & Session Analysis)	
School Standard	Learning Activity or Assignment	Assessment
B1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling	Lecture, Discussion, & Guided Practice Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
B2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program	Lecture, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
D1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms	Lecture, Discussion, & Guided Practice Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
D2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students	Lecture, Discussion, & Guided Practice Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
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 Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric: Taping Role Plays Rubric (3rd Tape & Session Analysis)
D4. Demonstrates the ability to use procedures for assessing and managing suicide risk	Lecture, Discussion, & Guided Practice Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
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 Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
F1. Demonstrates multicultural competencies in relation to diversity,	Lecture, Discussion, & Guided Practice	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session



equity and opportunity in student learning and development	Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Analysis Rubric (3rd Tape & Session Analysis)
F2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students	Lecture, Discussion, & Guided Practice Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
F4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students	Lecture, Discussion, & Guided Practice Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
H1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities	Lecture, Discussion, & Guided Practice Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
H2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development	Lecture, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
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 Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
H4. Makes appropriate referrals to school and/or community resources.	Lecture, Discussion, & Guided Practice Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
H5. Assesses barriers that impede students' academic, career, and personal/social development	Lecture, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
J1. Applies relevant research findings to inform the practice of school counseling	Lecture, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
J2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences	Lecture, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric



J3. Analyzes and uses data to enhance school counseling programs	Lecture, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
L1. Conducts programs designed to enhance student academic development	Lecture, Discussion, & Guided Practice Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
L2. Implement strategies and activities to prepare students for a full range of postsecondary options and opportunities	Lecture, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
L3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement	Lecture, Discussion, & Guided Practice Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
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 Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
N2. Locates resources in the community that can be used in the school to improve student achievement and success	Lecture, Discussion, & Guided Practice Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
N3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development	Lecture, Discussion, & Guided Practice Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
N4. Uses peer helping strategies in the school counseling program	Lecture, Discussion, & Guided Practice Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)
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 Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)

P1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program	Lecture, Discussion, & Guided Practice	Tapping Role Play & Session Analysis Rubric, Course Reflection Paper Rubric
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 Key Assignment 31: Taping Role Play & Session Analysis (3rd Tape & Session Analysis)	Course Reflection Paper Rubric; Key Assessment 31: Taping Role Play & Session Analysis Rubric (3rd Tape & Session Analysis)

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

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods and submitting assignments. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

This course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, videotaping and reviewing, coupled with experiential learning and practical application. Self-reflection, self-evaluation, and offering and receiving feedback are also important instructional methods in this course. In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

Client Role

The syllabus/schedule are subject to change



You will be in a client role and in a counselor role in different role-plays and activities in this course. These roles are essential and mandatory to your learning, demonstration, and assessment of basic counseling skills. If you are not prepared to engage in these roles, you are recommended to drop this course, as it will negatively influence your grade. What you share in these role-plays (or real-plays) is entirely up to you and your comfort level. As such, all students are held to the highest privacy and confidentiality standards and must abide by the current ACA code of ethics. You have the right and personal responsibility to share only as deeply as you want. At the same time, if you find yourself not wishing to engage in these exercises, you may prefer to drop the course.

Confidentiality and Ethics

In this course, you are entering an experience that involves a fair amount of role-playing and practice interviewing. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your duty to maintain confidentiality. Confidentiality is extremely important to the integrity of this course, enrolling in this course carries with it the responsibility to maintain confidentiality. Confidentiality cannot be guaranteed in any situation, but we are collectively accountable to maintain a safe, trusting environment throughout the course including 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.

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. (ACA Ethical Standards)

Personal Counseling Requirements

All students are required to participate as a client in personal counseling (see Student Handbook).

- For students admitted to the program before Fall 2017, 6 personal counseling sessions must be completed prior to enrollment in COUN 551: Practicum.
- For students admitted in FALL 2017 or later, 10 personal counseling sessions must be completed as a requirement in **your 516 course**. Failure to do so may result in a grade of "F" Failure or "X" Incomplete.

This personal counseling requirement may be completed at no cost to the student at one of the department-operated clinics (CHEC, Mesquite). Students may, at their own expense, complete this requirement with a counselor not associated with A&M-Commerce. Evidence of completion of this requirement is achieved by providing a signed letter from the counselor, preferably on letterhead, stating simply that the student has completed the required number of sessions.

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Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful to your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6th edition.
7. Regularly check your University email. My suggestion is to check it at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

Client hours requirement

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.

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.

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.

The student will maintain professional liability insurance throughout internship.

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.



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

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.

First class and Last meeting paper work requirement :Appendix D.

Assignments/Assessments

**Note. All assignments are to be submitted in D2L

1. Class Participation & Attendance (30 points)

Due to the nature of this class, attendance and participation are essential. Participation is credited to all activities related to this course. Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification. Students will demonstrate knowledge and understanding of key concepts through class discussions and in-class activities. Regular attendance, arriving to class on time, and reading the materials before class are expected. You are encouraged to actively participate in and out of class. Do not expect/rely on class lecture for your learning. This class requires you to be an active and critical thinker, to share your thoughts respectfully, to engage with the material honestly and openly, and to participate in role-playing and skills practice both inside and outside of class. This course is the foundational course for facilitating your counseling skills; thus, attending, participating, and experiential learning within and outside of the classroom are crucial. You will have many opportunities to contribute to the total learning experience through attendance, discussion, and assigned activities.

The following criteria will be used to determine participation & attendance points:

Class Participation Rubric

3 – *Exceeds Expectations* (27-30 points)

Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. No more than one absence/no evident pattern of lateness with the completion of course hours requirement.

2 – *Meets Expectations* (24 – 26 points)

Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Two or less absences/no evident pattern of lateness, with the completion of course hours requirement. Student attended another department equivalent class to meet supervision requirement due to excused absence.

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1 – *Does Not Meet Expectations* (0-25 points)

Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. More than two absences/pattern of lateness evident

2. **Taping Role Play & Session Analysis (3 Tapes & 3 analyses; 240 points total; 80 points each).** Each student is required to meet weekly with clients at their field site to practice their counseling skills (see **Appendix B**) and record video sessions. From these weekly sessions, students are to bring three (3) video recorded counseling sessions (minimum 30 minutes in length), as counselor to class. Along with each of the three (3) recorded sessions as counselor you are to complete a session analysis using **Appendix A** as a guide. Content of the session analysis must correspond to the recorded video tape played in class. Please turn the session analysis the day you are signed up to show the session in class.

Counseling skills of process, conceptualization, personalization, and professionalism are the focus of practicum and should be evidenced in your role-play tapes and session analyses. See **Appendix B** for more detail in regard to counseling skills

The assignment must adhere to the APA 6th edition standards, utilize headings provided in the outline (see **Appendix A**), be a minimum of three (3) pages—with a maximum of five (5) pages in length (double-spaced, excluding title page), and include a title page. See **Rubric** [(Key Assessment 31:)Taping Role-Play & Session Analysis Rubric] below for grading details.

Note that the 3rd Taping Role-Play & Session Analysis is a Key Assignment (Key Assignment 31: Taping Role-Play & Session Analysis [3rd Tape]**) in this class and is evaluated using the same rubric as the other two previous Taping Role-Play & Session Analysis assignments. See rubric below used for evaluation purposes.

(Key Assessment 31:) Taping Role Play & Session Analysis Rubric

CMHC Standard: B1, D6, D7, D9, F1, F2, J2, L2; SC Standard: B1, D1, D2, D3, D4, D5, F1, F2, F4, H1, H3, H4, L1, L3, N1, N2, N3, N4, N5, P2

	1 – Does Not Meet Expectations (0 –7.9 points)	2 – Meets Expectations (8 – 8.9 points)	3 – Exceeds Expectations (9 - 10 points)
Process Skills (10 points)	Process Skills were not evidenced in session or severely inconsistent throughout session; not developmentally appropriate skills; ethical standards not adhered to or addressed	Process Skills were evident in session and fairly consistent; developmentally appropriate skills; ethical standards adhered to or addressed effectively;	Process Skills were evident in session and consistent; developmentally appropriate skills; ethical standards adhered to or addressed effectively;



	effectively; does not meet standards of graduate level coursework	meets standards of graduate level coursework	meets standards of graduate level coursework
Conceptualization Skills (10 points)	Conceptualization Skills were not evidenced in session or severely inconsistent throughout session; not developmentally appropriate skills; Ethical standards not adhered to or addressed effectively; does not meet standards of graduate level coursework	Conceptualization Skills were evidenced in session and fairly consistent; developmentally appropriate skills; Ethical standards adhered to or addressed effectively; meets standards of graduate level coursework	Conceptualization Skills were evidenced in session and consistent; developmentally appropriate skills; Ethical standards adhered to or addressed effectively; meets standards of graduate level coursework
Personalization Skills (10 points)	Personalization Skills were not evidenced in session or severely inconsistent throughout session; not developmentally appropriate skills; Ethical standards not adhered to or addressed effectively; does not meet standards of graduate level coursework	Personalization Skills were evidenced in session and fairly consistent; developmentally appropriate skills; Ethical standards adhered to or addressed effectively; meets standards of graduate level coursework	Personalization Skills were evidenced in session and consistent; developmentally appropriate skills; Ethical standards adhered to or addressed effectively; meets standards of graduate level coursework
Professionalism Skills (10 points)	Professionalism Skills were not evidenced in session or severely inconsistent throughout session; not developmentally appropriate skills; Ethical standards not adhered to or addressed effectively; does not meet standards of graduate level coursework	Professionalism Skills were evidenced in session and fairly consistent; developmentally appropriate skills; Ethical standards adhered to or addressed effectively; meets standards of graduate level coursework	Personalization Skills were evidenced in session and consistent; developmentally appropriate skills; Ethical standards adhered to or addressed effectively; meets standards of graduate level coursework
Counseling Content (Demographics, presenting problem, area[s])	A summary of what occurred in session with absent or more than half incomplete; client goals and	A summary of the session as well as client and counselor goals were evident, but excluded one or two	A thorough, yet concise summary of the session as well as client and counselor goals were evident with no missing

of concern, and summary of session) (10 points)	counselor goals not address; demographics, PP, and A[s]ofC not addressed; does not meet standards of graduate level coursework	key considerations; demographics, PP, and A[s]ofC were addressed; meets standards of graduate level coursework	evidence; demographics, PP, and A[s]ofC were addressed; meets standards of graduate level coursework
Interventions/ Techniques (10 points)	Intervention/techniques were not described, inaccurate, or was only tangentially mentioned; no rationale for skills used was provided; does not meet standards of graduate level coursework	Intervention/techniques were described and accurate but may be missing one or two key points; rationale for skills used was provided; meet standards of graduate level coursework	Intervention/techniques were described and accurate with missing detail; rationale for skills used was provided; meet standards of graduate level coursework
Session analysis (10 points)	Relevant areas identified in Appendix A under the heading of "Session Analysis" were missing or severely under addressed; does not meet standards of graduate level coursework	Relevant areas identified in Appendix A under the heading of "Session Analysis" were sufficiently addressed, but excluded one or two key considerations; meets standards of graduate level coursework	All relevant areas identified in Appendix A under the heading of "Session Analysis" were thoroughly addressed; meets standards of graduate level coursework
APA Format (10 points)	Information provided appears disorganized/disjointed ; incomplete sentences were evident; writing was not professional, nor did it align with APA 6 th edition standards; writing quality of proposal was inappropriate for graduate level work	Information provided appears organized; few incomplete sentences were evident; writing was professional and fairly aligned with APA 6 th edition standards; writing quality of proposal was appropriate for graduate level work	Information provided appears well organized; no incomplete sentences were evident; writing was professional and aligned with APA 6 th edition standards; writing quality of proposal was appropriate for graduate level work

3. Course Reflection Paper (60 points):

Students are required to write a 5-8 page summary of your experiences working with your clients (can focus on one client throughout the semester or several). Describe your work with clients, and primary theoretical draw; how you applied such in your sessions, how effective you were, and how your client(s) responded. 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. Limit your paper to 8 pages typed, double spaced, twelve-point font and adhere to APA 6th edition standards and provide cover page. Rubric Below. See Appendix C outline.

Course Reflection Paper Rubric

	1 – Does Not Meet Expectations (0 – 11.9 points)	2 – Meets Expectations (12 – 13.4 points)	3 – Exceeds Expectations (13.5 - 15 points)
Course reflection/ Self-awareness (15 points)	Course Reflection does not align or only tangentially aligns addresses self-awareness including personal strengths and weaknesses. Paper does not meet standards of graduate level coursework (0 – 11.9 points)	Course reflection mostly aligns addresses self-awareness including personal strengths and weaknesses; but excludes one or two key considerations; paper meets standards of graduate level coursework	Course reflection completely aligns addresses self-awareness including personal strengths and weaknesses; paper meets standards of graduate level coursework
Course reflection/ Relationship building and counselor characteristics (15 points)	Course Reflection does not align or only tangentially aligns addresses relationship building and counselor characteristics. Paper does not meet standards of graduate level coursework (0 – 11.9 points)	Course reflection mostly aligns addresses relationship building and counselor characteristics; but excludes one or two key considerations; paper meets standards of graduate level coursework	Course reflection completely aligns addresses Relationship building and counselor characteristics; paper meets standards of graduate level coursework
Course reflection/ Experience being the Client (15 points)	Course Reflection does not align or only tangentially aligns addresses experience being the Client. Paper does not meet standards of graduate level coursework (0 – 11.9 points)	Course reflection mostly aligns addresses self-awareness experience being the Client; but excludes one or two key considerations; paper meets standards of graduate level coursework	Course reflection completely aligns addresses self-awareness experience being the Client; paper meets standards of graduate level coursework
APA Format (15 points)	Information provided appears disorganized/disjointed; incomplete sentences were evident; writing	Information provided appears organized; few incomplete sentences were evident; writing was	Information provided appears well organized; no incomplete sentences were evident; writing

	was not professional, nor did it align with APA 6 th edition standards; writing quality of proposal was inappropriate for graduate level work (0 – 11.9 points)	professional and fairly aligned with APA 6 th edition standards; writing quality of proposal was appropriate for graduate level work	was professional and aligned with APA 6 th edition standards; writing quality of proposal was appropriate for graduate level work
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4. **Key Assignment A: 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 *professional practice* in the professional counseling field. The competencies outlined in this document (CSCE) are specific to professional counseling and are in addition to academic requirements. The Counseling Program may suspend from the program any students judged incapable of meeting these expectations. Procedures regarding potential dismissal are outlined in the Program’s Retention/Dismissal Procedure.

The CSCE may be used by any faculty member with any student enrolled in a Counseling course to provide that student with feedback regarding their potential for meeting the expectations of the professional counseling field and the Department. Completion of a CSCE is required in the following courses: COUN 551, COUN 552, COUN 620, and COUN 660 (i.e., Clinical Supervision, Advanced Practicum, Advanced Internship, Advanced Supervision, Advanced Teaching). The course instructor in COUN 516 and COUN 548 may choose to implement the CSCE at his/her discretion. Each use of the CSCE must be placed in the student’s Department file along with any remediation plan developed by the faculty in conference with the student.

The Counseling Program has elected to use the CSCE to monitor student’s progress in *professional practice*. As a requirement in this course, a final CSCE evaluation will be completed by the course instructor, in consultation with the student, to assess your professionalism, general competency, social and emotional maturity, integrity and ethical conduct, and clinical competency. Please note that the instructor of the course may choose to administer the CSCE at different time intervals throughout the semester (e.g., initial, mid) at his/her discretion. The CSCE can yield an overall average composite score or an average subscale score for each domain. The Department utilizes both overall average composite score and average subscale scores to monitor students’ *professional practice*. See rubric below.

Key Assessment A: Counseling Student Competency Evaluation (CSCE) Rubric

	1- Does Not Meet Expectations	2 - Meets Expectations	3 - Exceed Expectations
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Subscale	Professionalism subscale (7-items)	Mean score \geq .63 across Professionalism items	Mean score of .33 to .60 across Professionalism items	Mean score of 0 to .30 across Professionalism items
	General Competency subscale (7-items)	Mean score \geq .63 across General Competency items	Mean score of .33 to .60 across General Competency items	Mean score of 0 to .30 across General Competency items
	Social & Emotional Maturity subscale (7-items)	Mean score \geq .63 across Social & Emotional Maturity items	Mean score of .33 to .60 across Social & Emotional Maturity items	Mean score of 0 to .30 across Social & Emotional Maturity items
	Integrity & Ethical Conduct subscale (6-items)	Mean score \geq .63 across Integrity & Ethical Conduct items	Mean score of .33 to .60 across Integrity & Ethical Conduct items	Mean score of 0 to .30 across Integrity & Ethical Conduct items
	Clinical Competency subscale (6-items)	Mean score \geq .63 across Clinical Competency items	Mean score of .33 to .60 across Clinical Competency items	Mean score of 0 to .30 across Clinical Competency items
	Overall average score	Mean score \geq .63 across all CSCE items	Mean score of .33 to .60 across all CSCE items	Mean score of 0 to .30 across all CSCE items

5. Key Assignment B: Practicum Site Supervisor’s Evaluation of Trainee (CMHC & SC). The Counseling Program has elected to assess and incorporate site supervisors’ feedback in the evaluation of students’ performance in *professional practice*. Completion of a site supervisor’s evaluation of trainee is required in COUN 551. Each use of the site supervisor’s evaluation of trainee must be placed in the student’s Department file.

As a requirement in this course, a final site supervisor’s evaluation of trainee will be completed by the site supervisor, in consultation with the student, to evaluate your *professional practice* across various domains. Please note that the instructor of the course may require a site supervisor’s evaluation of trainee at different time intervals throughout the semester (e.g., mid) at his/her discretion. The site supervisor’s evaluation of trainee can yield an overall average composite score or an average subscale score for each domain. The Department utilizes both overall average composite score and average subscale score to monitor students’ *professional practice*.

*Instructors, please be aware that the site supervisor’s evaluation of trainee is program specific (CMHC or School Counseling) and exist in two different versions (Practicum or Internship). However, the rubric below (Key Assessment B) is applicable to both CMHC and School Counseling students. See rubric below.

Key Assessment B: Practicum Site Supervisor’s Evaluation of Trainee Rubric (CMHC & SC)

		1- Does Not Meet Expectations	2 - Meets Expectations	3 - Exceed Expectations
Subscale	Counseling Process/Skills/ Conceptualization subscale (4-items)	Mean score ≤ 2.5 across Counseling Process/Skills/ Conceptualization items	Mean score ≥ 2.6 but ≤ 3.4 across Counseling Process/Skills/ Conceptualization items	Mean score ≥ 3.5 across Counseling Process/Skills/ Conceptualization items
	Professional Attitude & Behavior subscale (12-items)	Mean score ≤ 2.5 across Professional Attitude & Behavior items	Mean score ≥ 2.6 but ≤ 3.4 across Professional Attitude & Behavior items	Mean score ≥ 3.5 across Professional Attitude & Behavior items
	Overall average score	Mean score ≤ 2.5 across all items	Mean score ≥ 2.6 but ≤ 3.4 across all items	Mean score ≥ 3.5 across all items

GRADING

Final grades in this course will be based on the following scale: 330 Total Points Possible

- 90%-100% A
- 80%-89% B
- 70%-79% C
- 60%-69% D
- < 59% F

Assignment/Assessment

Class Participation & Attendance

Course Reflection Paper

Three Taping Role-Plays & Session Analyses (80 points each);

Note that the third and final tape is Key assignment 31 (80 points)

KAA: CSCE

Point Value

30 points possible

60 points possible

240 points possible

0 points

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Total points possible = 330 for this course.

Your Final Grade is determined by adding the point values earned from each assignment and then dividing by 330. The resulting value is multiplied by 100 to yield a percentage. For example: $(300 \text{ [points earned]} / 330) \times 100 = 90.9\%$

*****Assignments are due on the day noted in the syllabus. Late assignments will not be accepted.**

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A

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Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- 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



- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- 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.

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/>
- 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.

ACCESS AND NAVIGATION

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.

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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.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

The syllabus/schedule are subject to change



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

Counseling Resources

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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/academic/13.99.99.R0.03>

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[nts/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf](#)

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

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

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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 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)
<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.

COURSE OUTLINE / CALENDAR

Class/Week #	Topic (tentative list)	Readings/Assignments Due
1	<p>Course Introduction; Review syllabi, course requirements, & engage in opening activities; Review of current skills & clinical experience</p> <p>**Discuss use of recording technology & assignment: no banned tech, must follow reasonable confidentiality & privacy standards, must include informed consent.</p> <p>Recordings Sign-up (sign-up 3 times throughout semester)</p>	<p>**What recording technology will you use and how does it meet ethics, privacy, & confidentiality standards? (submit a 1-page minimum essay by next class addressing this issue; instructor reserves the right to refuse or modify your plan)</p> <p>SUBMIT ALL REQUIRED PAPERWORK FOR INTERNSHIP INCLUDING PROOF OF LIABILITY INSURANCE: DUE TODAY OR YOU CANNOT SEE ANY CLIENTS!!!</p>
2	<p>Scaling & Exceptions; Selections from Gift of Therapy</p>	<p>Read Erford Ch. 1 & 2; Yalom Chs. 4, 5, 6, & 7; Recorded Site Hours Taping Role Play & Session Analysis (by sign-up) - may start week 3, depending on class size</p>
3	<p>Miracle Question; Selections from Gift of Therapy</p>	<p>Read Erford Ch. 4 & Yalom Chs. 8, 9, 10, & 12; Recorded Site Hours Taping Role Play & Session Analysis (by sign-up)</p>
4	<p>I-Messages & Acting As If; Selections from Gift of Therapy</p>	<p>Read Erford Ch. 6 & 7; Yalom Chs. 14, 15, 18, & 20; Recorded Site Hours Taping Role Play & Session Analysis (by sign-up)</p>

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5	Empty Chair; Modeling & Role Play; selections from Gift of Therapy	Read Erford Ch. 11, 14, 16; Yalom Chs. 21, 24, 26-31; Recorded Site Hours Taping Role Play & Session Analysis (by sign-up)
6	Self-Talk & Visual/Guided Imagery; Selections from Gift of Therapy	Read Erford Ch. 17 & 18; Yalom Chs. 33, 35, 36, & 37; Recorded Site Hours Taping Role Play & Session Analysis (by sign-up)
7	Reframing; Thought Stopping Selections from Gift of Therapy	Read Erford Ch. 19-20; Yalom Chs 38, 41-47 Taping Role Play & Session Analysis (by sign-up)
8 & 9	REBT; Selections from Gift of Therapy	Read Erford Ch. 30 Yalom Chs. 53, 54, 55, & 58; Recorded Site Hours Taping Role Play & Session Analysis (by sign-up)
10	Bibliotherapy; Selections from Gift of Therapy	Read Erford Ch. 31; Yalom Chs. 61, 63, 64, & 65; Recorded Site Hours Taping Role Play & Session Analysis (by sign-up; KA31 due)
11	Deep Breathing; Progressive Muscle Selections from Gift of Therapy	Read Erford Ch. 32, 33 Yalom Chs. 69, 73, 75, & 76; Recorded site hours Taping Role Play & Session Analysis (by sign-up; KA31 due) Reflection Paper Due
12	Relaxation Training: Selections from Gift of Therapy	Read Erford Ch. 33; Yalom Chs. 77, 79, 84, & 85; Recorded Site Hours Taping Role Play & Session Analysis (by sign-up; KA31 due)
13	Thanksgiving	

14	Open Topic	
15	Individual Evaluation Meetings with Instructor During Class to Complete CSCE; Turn in all final course paperwork (site & program)	Evaluations (KAB: Site Supervisor Evaluation; site and yours) **I will complete the Counseling student competency Evaluation (KAA: CSCE) for each student. You cannot get your grade without this**

Appendix A (Session Analysis)

- Include client demographics: age, gender, ethnicity, family constellation, etc.
- Description of presenting problem, referral source, areas of concern
- Brief summary of session content
- Interventions and techniques used in the session and a rationale for choosing these responses.
- Session-Analysis: evaluate your performance and the session

Partial 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.
- **Summary of Session Content:** what were the major themes/topics explored? Identify client and counselor goals.
- **Interventions/techniques (along with rationale):** The counselor used reflective listening, open questions, paraphrasing, clarifying, and summarizing. Goal setting was 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.*
- **Session-Analysis:** Evaluate your performance and the session, focusing on **you** and not your client: what did you like least about your use of process, personalization, professional, and conceptual skills (see Appendix B for list of skills); what skills/processes did you do well?; what do you need to improve on?; what did you miss?; when were you aware of what was missed?;

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how did you handle any misconceptions or other issues that arose in session?; how would you define the quality of the counselor-client relationship?; what are the considerations surrounding multicultural factors?; what were you experiencing as the counselor during the session?; what might be going on that was left unspoken?; what might you tell a clinical supervisor when asked what you might not have addressed with your client?; and what hypotheses can you develop about what was occurring for your client?

Appendix B (Counseling Skills)

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.

Appendix C

Describe your work with clients and your theoretical draw at this point.

How you applied such in your sessions.

How effective you were?

How did your approach affect your clients?

Provide a self-reflective narrative on the semester regarding your use of counseling skills, effectiveness of developing a therapeutic relationship, and overall reflection of your abilities and experiences as a counselor this semester.

Use APA 6th edition grammar and thoroughness in addressing each part of the paper.



Appendix D

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