



## **COUN 551: Practicum**

Course Syllabus: Spring 2022

### **INSTRUCTOR INFORMATION**

**Instructor:** Steve Armstrong

**Office Location:** Binnion 216, Commerce

**Office Hours:** (by appointment only)

**University Email Address:** steve.armstrong@tamuc.edu

**Preferred Form of Communication:** email

**Communication Response Time:** 48 hours on weekdays

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings**

##### **Required Textbook**

Remley, T.P., & Herlihy, B. (2020). *Ethical, legal, and professional issues in counseling*. New Jersey: Pearson Education Inc.

Sperry, L., & Sperry, J. (2020). *Case conceptualization. Master this competency with ease and confidence*. (2<sup>nd</sup> Ed). New York. Routledge

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.

Yalom, I. (2013). *Love's executioner and other tales of psychotherapy*. Penguin Press Books. ISBN-13: 978-0141975443

For School Counseling only:

Aviles, J.A. (2018). *Peer mentorship in schools: a comprehensive guide and workbook for implementing and sustaining a peer mentorship program in your school* (3<sup>rd</sup> edition). Scotts Valley, CA: Create Space Independent Publishing Platform

##### **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](https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c_2)

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Practicum and Internship Handbook  
Provided by instructor

Handbook for Master's Counseling Program  
<http://www.tamuc.edu/academics/colleges/educationHumanServices/counseling/Forms.aspx>

\*\*Other readings as assigned

### **Recommended Resources:**

Students are not required to purchase the following but may find it helpful to read them:

1. *Counseling Today* – a monthly magazine published by the American Counseling Association (free with membership)
2. *Journal of Counseling and Development* (free with ACA membership)
3. *The Family Journal: Counseling and Therapy for Couples and Families* – (free with membership in IAMFC, a division of ACA)

### **Relevant Articles**

Brown, T., Armstrong, S. A., Bore, S., & Simpson, C. (2017). Using an ethical decision-making model to address ethical dilemmas in school counseling. *Journal of School Counseling, 15* (13). Retrieved from <http://jsc.montana.edu/articles/v15n13.pdf>

Carrola, P., & Corbin-Burdick, M. F. (2015). Counseling military veterans: Advocating for culturally competent and holistic interventions. *Journal of Mental Health Counseling, 37*(1), 1-14.

Freeman, J., & Simonsen, B. (2015). Examining the impact of policy and practice interventions on high school dropout and school completion rates: A systematic review of the literature. *Review of Educational Research, 85*(2), 205-248. DOI: 10.3102/0034654314554431

Fulton, C. L. (2016). Mindfulness, self-compassion, and counselor characteristics and session variables. *Journal of Mental Health Counseling, 38*(4), 360-374.  
<https://doi.org/10.17744/mehc.38.4.06>

Gilfillan, B. H. (2018). School counselors and college readiness counseling. *Professional School Counseling, 21*(1), 1-10. DOI: 10.1177/2156759X18784297

Grimes, L. E., Bright, S., & Whitley, N. (2017). Why we work: School counselors and their role in helping P-12 students learn about the world of work. *Career Planning and Adult Development Journal, 33*(2), 26-31.

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Lutton, S. S., & Swank, J. M. (2018). The importance of intentionality in untangling trauma from severe mental illness. *Journal of Mental Health Counseling, 40*(2), 113-128. DOI: 10/17744/mehc.40.2.02

Ray, D. C., Armstrong, S. A., Balkin, R. S., & Jayne, K. M. (2015). Child centered play therapy in the schools: Review and meta-analysis. *Psychology in the Schools, 52*(2), 107-123.

Richards, K., Campenni, C., & Muse-Burke, J. (2010). Self-care and well-being in mental health professionals: The mediating effects of self-awareness and mindfulness. *Journal of Mental Health Counseling, 32*(3), 247-264.  
<https://doi.org/10.17744/mehc.32.3.0n31v88304423806>

Shen, Y., & Armstrong, S. A. (2008). Impact of group sandtray therapy on the self-esteem of young adolescent girls. *Journal for Specialists in Group Work, 33*, 118-137.

On-site placement policies and procedures

\*\*Other readings as assigned

## **COURSE DESCRIPTION**

### **Catalogue Description of the Course**

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.

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**Student Learning Outcomes:**

**2016 CACREP Standards Addressed in COUN 551**

<b>Core Standard</b>	<b>Learning Activities</b>	<b>Assignment</b>	<b>Assignment Rubric</b>	<b>Benchmark</b>
<b>2.F.1.j.</b> technology's impact on the counseling profession	Lecture, Readings (ACA Code of Ethics, 2014, section H.; Remley, & Herlihy, 2020, chapter 10), Discussion, & Guided Practice; Site based clinical practice	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis Rubric,	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
2.F.1.k. strategies for personal and professional self-evaluation and implication for practice	Lecture, Readings (ACA Code of Ethics, 2014; Richards, Campenni, & Muse-Burke, J. (2010); Discussion	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis 3. CSCE self eval at end of semester	1. Class participation in discussion & demonstrations' 2. Taping & Session Analysis Rubric,	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
<b>2.F.1.i.</b> self-care strategies appropriate to the counselor role	Lecture, Readings (ACA Code of Ethics, 2014; Yalom, 2013; Discussion, Session Recording; Site based clinical practice	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
<b>2.F.5.d.</b> ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Lecture, Readings (ACA Code of Ethics, 2014; Corsini & Wedding, 2005; Remley, T.P & Herlihy, 2020, chapters 3& 10), Yalom, 2013; Discussion, Session Recording Site based clinical practice	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
<b>2.F.5.e.</b> the impact of technology on the counseling process	Lecture, Readings (ACA Code of Ethics, 2014, section H.; Remley & Herlihy, 2020, chapter 10), Discussion, &	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation



	Guided Practice; Site based clinical practice			
<b>2.F.5.n.</b> processes for aiding students in developing a personal model of counseling	Lecture, Readings: Corsini & Wedding, 2005; Yalom (2013)	1. Skills Recording & Critique 2. Personal Counseling Style Paper	1. Skills Recording & Critique Rubric 2. Personal Counseling Style Paper Rubric	1. & 2. $\geq$ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>5. C.3.a.</b> intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Readings: 2014 ACA Code of Ethics; Sperry & Sperry, 2012; Lutton & Swank, 2018; Site based clinical practice	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	$\geq$ 80% of average rubric scores with either meet (2) or exceed (3) expectation
<b>5.C.3.b.</b> techniques and interventions for prevention and treatment of a broad range of mental health issues	Readings: 2014 ACA Code of Ethics; Yalom, 2013; Lutton & Swank, 2018; Sperry & Sperry, 2012, ch. 4; Discussion; Site based clinical practice	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis ,	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	$\geq$ 80% of average rubric scores with either meet (2) or exceed (3) expectation
<b>5.G.3.f.</b> techniques of personal/social counseling in school settings	Readings: 2014 ACA Code of Ethics Discussion; Site based clinical practice, Ray et al., 2015.	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	$\geq$ 80% of average rubric scores with either meet (2) or exceed (3) expectation
5.G.3.h. skills to critically examine the connections between social, familial, emotional, and	Readings: Lowenstein, L.(2011) 2014 ACA Code of Ethics Discussion;	1. Class participation in discussion and demonstrations' 2. Taping & Session	1. Class participation in discussion and demonstrations' 2. Taping & Session	$\geq$ 80% of average rubric scores with either meet (2) or exceed (3) expectation

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behavior problems and academic achievement	Site based clinical practice	Analysis	Analysis	
5.G.3.l. techniques to foster collaboration and teamwork within schools	Reading, Parikh- Foxx, et al (2020) S.Waldon, et al (2010); Discussion Site based clinical practice	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
5.G.3.m. strategies for implementing and coordinating peer intervention programs	Readings: Aviles, J.A. (2018); 2014 ACA Code of Ethics Discussion Site based clinical practice	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation

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

At a minimum, this course will cover:

- I. Requirements for internship
- II. Professional conduct during internship
- III. Receiving and using supervision
- IV. Crisis intervention: Procedural guidelines
- V. Legal and ethical issues
- VI. Applying desirable direct services at field sites (see desirable experiences list)
- VII. Applying desirable indirect services at field sites (see desirable experiences list)
- VIII. Using appropriate professional resources at field sites (see desirable experiences list)

**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 meets the needs of all students.

Competency 002 (Student Diversity)

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

Competency 003 (Factors affecting Students)

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

Competency 006 (Counseling)

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

Competency 007 (Assessment)

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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.

## 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

Lecture, discussion, seminar, and supervised application. (See instructor syllabus.)

### Client Role

During face to face classes, you may be expected to assume a client or counselor role in different experiential activities in this course. These roles are essential for your personal and professional growth and development. 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 about yourself in these activities 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.

### Confidentiality and Ethics

As mentioned in the previous paragraph, you and your peers may self-disclose to each other during class time. 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 it is essential to maintain a safe, trusting environment throughout the course including experiential activities, and in-class conversations. 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 another student's personal information to anyone outside this class would be considered unethical.

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**CSCE Statement** 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 competencies outlined in this document (CSCE) are specific to professional counseling and are in addition to academic requirements. The Department of Counseling may suspend from the Counseling 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 516, COUN 548, COUN 551, COUN 552, COUN 620, and COUN 660. **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.**

### **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.

### **Direct (client) hours and supervision requirements**

**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 video recordings of counseling sessions with clients from his or her field site for this supervision as well as in our class supervision. **Audio recordings will not be accepted in this course.**

Also, in addition, 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. To enhance your development, you will need to acquire a minimum of 30 hours of individual counseling hours. It is very important for you to begin seeing individual clients at your field site as soon as possible. If your field site is unable to assist you in meeting this requirement, you may need to find a second field site.

The student will maintain professional liability insurance throughout practicum.

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 B

### **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 7<sup>th</sup> 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.

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## Assignments/Assessments

### 1. Attendance, Class Participation, online discussions (80 points)

Due to the unpredictability of COVID, some of this class may be delivered via Zoom. Students are required and expected to attend all face to face and Zoom classes. CACREP has very strict attendance requirements for this course. Participation is credited to all activities related to this course. Please be aware that being consistently late to Zoom and face to face meetings can detract from your grade. Students will demonstrate knowledge and understanding of key concepts through class discussions and in-class activities. In addition to the two video recordings submitted for grading, students will submit tapes to be used for group supervision and individual supervision with a doctoral supervisor. Regular attendance, arriving to class on time, meeting with doctoral supervisors and reading the materials before class are expected and required. 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 skills practice and experiential activities both inside and outside of class. This course is the foundational course for facilitating your counseling skills and abilities; 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 & discussion points:

### Class Participation/Discussion Rubric

<p>3 – <i>Exceeds Expectations</i> (72-80 points)</p>	<p>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.</p>
<p>2 – <i>Meets Expectations</i> (64-71 points)</p>	<p>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.</p>
<p>1 – <i>Does Not Meet Expectations</i> (0-63 points)</p>	<p>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</p>

2. **Video recording & Session Analysis (80 points for each tape).** Each student is required to meet weekly with clients at their field site to develop their counseling skills (see **Appendix A**) and record video sessions. From these weekly sessions, students are to bring two video recorded counseling sessions (preferably a minimum of 40 minutes in length), as counselor to class. Along with each of the two 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 the assignment is due. **Audio recordings will not be accepted in this course.**

Counseling skills of process, conceptualization, personalization, and professionalism are the focus of internship and should be evidenced in your tapes and session analyses. See **Appendix A** for more detail in regard to counseling skills. Tape two will also require a case conceptualization that utilizes the structure from page 15 in Sperry & Sperry.

See **Rubric** below for grading details.

**Video Recording & Session Analysis Rubric**

	1 – Does Not Meet Expectations (0-15.5 points)	2 – Meets Expectations (16-17.5 points)	3 – Exceeds Expectations (18-20 points)
Relational abilities (20 points)	Very little contact between counselor and client. Client did not appear relaxed or understood. No noticeable connection or flow in session.	Adequate contact between counselor and client. Client did appear to be somewhat relaxed and understood. Adequate connection and flow in session.	Significant contact between counselor and client. Client appeared to feel safe, comfortable, and understood. Noticeable connection and flow in session.
Basic and advanced skills (20 points)	Inadequate demonstration of basic and advanced skills. Counselor's lack of confidence was evident in uncomfortable and awkward pauses, instances of miscommunication and lengthy storytelling.	Adequate demonstration of basic and advanced skills. Counselor was able to demonstrate skills such as paraphrasing, asking open-ended questions, reflections of feeling in addition to a few theory-based	Clear mastery of basic skills including empathic reflections of feeling, ability to keep client focused on issues, in the moment clarifications and confrontations when needed.

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		skills.	
Conceptualization skills (20 points)	Inadequate understanding of theory and how client's past issues influence current functioning. Inability to identify core and significant issues. Lack of focus and direction.	Adequate understanding of theory and how client's past issues influence current functioning. Some ability to identify core and significant issues. Adequate ability to focus and provide direction.	Clear understanding of theory and how client's past issues influence current functioning. Clearly demonstrated ability to identify core and significant issues. Showed ability to choose which issues warranted more focus and attention.
Professionalism Skills (20 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

**3. Theory/conceptualization paper (separate handout provided)**

**4. Client hours requirement (Satisfactory or Unsatisfactory)**

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 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.

See rubric. Appendix B first class meeting paper work requirement.

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Completion of Hours	Less than 100% completion of hours. correct on all quiz items. Ethical, legal, and multicultural considerations were not standards not adhered to or addressed effectively; does not meet standards of graduate level coursework	100% of hours requirement was meet. The counselor understands and complies with ethical, legal, and professional standards relevant to the profession.	100% of hours requirement was meet. The counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

### 5. 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.

**Counseling Student Competency Evaluation (CSCE) Rubric**

		1- Does Not Meet Expectations	2 - Meets Expectations	3 - Exceed Expectations
Subscales	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	Mean score $\geq$ .63 across Clinical Competency items	Mean score of .33 to .60 across Clinical	Mean score of 0 to .30 across Clinical Competency items

	(6-items)		Competency items	
Comp osite	Overall average composite 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

6. **Practicum Site Supervisor’s Evaluation of Trainee (CMHC[D] & SC [C]):** 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 552. 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 scores 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). Therefore, please use the SC rubric for school counseling students and CMHC rubric for clinical mental health counseling students. See rubrics below.

**Practicum Site Supervisor’s Evaluation of Trainee Rubric (SC ONLY)**

		1- Does Not Meet Expectations	2 - Meets Expectations	3 - Exceed Expectations
Subscale	Familiarity with the School Environment (3-items)	Mean score $\leq$ 2.5 across Familiarity with the School Environment items	Mean score $\geq$ 2.6 but $\leq$ 3.4 across Familiarity with the School Environment items	Mean score $\geq$ 3.5 across Familiarity with the School Environment items
	Supervision (5-items)	Mean score $\leq$ 2.5 across Supervision items	Mean score $\geq$ 2.6 but $\leq$ 3.4 across Supervision items	Mean score $\geq$ 3.5 across Supervision items
	Program Planning/Implementation/	Mean score $\leq$ 2.5 across Program Planning/Implement-	Mean score $\geq$ 2.6 but $\leq$ 3.4 across Planning/Implement-	Mean score $\geq$ 3.5 across Planning/Implement-

	Evaluation (4-items)	ation/Evaluation items	ation/Evaluation items	ation/Evaluation items
	Classroom Guidance (2-items)	Mean score $\leq 2.5$ across Classroom Guidance items	Mean score $\geq 2.6$ but $\leq 3.4$ across Classroom Guidance items	Mean score $\geq 3.5$ across Classroom Guidance Items
	Counseling (8-items)	Mean score $\leq 2.5$ across Counseling items	Mean score $\geq 2.6$ but $\leq 3.4$ across Counseling items	Mean score $\geq 3.5$ across Counseling items
	Consultation (2-items)	Mean score $\leq 2.5$ across Consultation items	Mean score $\geq 2.6$ but $\leq 3.4$ across Consultation items	Mean score $\geq 3.5$ across Consultation items
	Coordination (2-items)	Mean score $\leq 2.5$ across Coordination items	Mean score $\geq 2.6$ but $\leq 3.4$ across Coordination items	Mean score $\geq 3.5$ across Coordination items
	Assessment (3-items)	Mean score $\leq 2.5$ across Assessment items	Mean score $\geq 2.6$ but $\leq 3.4$ across Assessment items	Mean score $\geq 3.5$ across Assessment items
	Professionalism (7-items)	Mean score $\leq 2.5$ across Professionalism items	Mean score $\geq 2.6$ but $\leq 3.4$ across Professionalism items	Mean score $\geq 3.5$ across Professionalism items
Composite	Average scores across all items on the Site Supervisor's Evaluation of Trainee	Mean score $\leq 2.5$ across all items	Mean score $\geq 2.6$ but $\leq 3.4$ across all items	Mean score $\geq 3.5$ across all items

**Practicum Site Supervisor's Evaluation of Trainee Rubric (CMHC ONLY)**

		1- Does Not Meet Expectations	2 - Meets Expectations	3 - Exceed Expectations
Subscale	Administrative Responsibilities (4-items)	Mean score $\leq 2.5$ across Administrative Responsibilities items	Mean score $\geq 2.6$ but $\leq 3.4$ across Administrative Responsibilities items	Mean score $\geq 3.5$ across Administrative Responsibilities Items
	Supervision (5-items)	Mean score $\leq 2.5$ across Supervision	Mean score $\geq 2.6$ but $\leq 3.4$ across Supervision	Mean score $\geq 3.5$ across Supervision

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		items	items	items
	Counseling (14-items)	Mean score $\leq 2.5$ across Counseling items	Mean score $\geq 2.6$ but $\leq$ 3.4 across Counseling items	Mean score $\geq 3.5$ across Counseling items
	Professional Relationships & Staff Development	Mean score $\leq 2.5$ across Professional Relationships & Staff Development items	Mean score $\geq 2.6$ but $\leq$ 3.4 across Professional Relationships & Staff Development items	Mean score $\geq 3.5$ across Professional Relationships & Staff Development
Composite	Average scores across all items on the Site Supervisor's Evaluation of Trainee	Mean score $\leq 2.5$ across all items	Mean score $\geq 2.6$ but $\leq$ 3.4 across all items	Mean score $\geq 3.5$ across all items

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

## GRADING

Final grades in this course will be based on the following scale:

90%-100%    A  
80%-89%    B (grade of 80+ represents a passing grade)  
Below 80 is a failing grade in this course.

Assignment/Assessment	Point Value
Class Participation & Discussions	80
Theory and conceptualization paper	60
<u>Two Video Recordings/Session Analyses (80 points each)</u>	<u>160</u>
Total	300

KAA: CSCE

KAB: Site Supervisor's Evaluation

**This is a pass/fail course.** To pass this course, students must get a **minimum of 240 points** out of a possible 300. For accreditation, instructors do calculate grades on assignments.

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Total points possible = 300 for this course.  
270-300 points = A  
240-269 points = B  
Below 240 = C (Failing grade in this course).

**\*\*\*Assignments are due on the day noted on the flexible schedule. 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
Microsoft® Internet Explorer®	N/A	11

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Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
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 <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> 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>

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- 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](mailto:helpdesk@tamuc.edu).

**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

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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**

##### *[Example]*

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.

### **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.

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## **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/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/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](mailto: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**

**Course Outline/Calendar will be provided by first class**

### **Appendix A (Session Analysis Tapes 1 & 2.** Handouts will be distributed

- 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:** Identify client and counselor goals. What was the objective of the session? Include here what were the major themes/topics explored?
- **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.*
- **Most prominent theoretical approach used during this session:** At this stage you will incorporate your use of theory into the process and include in your analysis your intention and

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rationale for doing what you did in session. You will document this with a(n) excerpt(s) from your session.

- **Session-Analysis:** Evaluate your performance and the session, focusing on **you** and not your client: what did you like best and 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?; 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?
  - Transcript of 5 consecutive interactions with self-critique of your responses. (What was the rationale for your response?; How effective was the timing and delivery of your response?; Was the client's response what you anticipated?; And how, if at all, would you have liked to have changed your response?)

Plans for next session (process goals, homework assignments, referral, termination, etc.)

## Appendix B

### PRACTICUM STUDENT CHECKLIST

**It is highly recommended for you to keep your own personal copy of all practicum forms submitted to the professor. You will need these forms throughout the remainder of your coursework and for LPC documentation.**

#### **Preparation for the 1st PRACTICUM CLASS MEETING:**

Counselor trainees must provide the following on the **first night of class** (originals to of these documents to copy are found in 2019-2020 Handbook):

- *Field Placement Contract* - completed & signed by site supervisor and counselor trainee
- *Field Site Plan* (school or clinical mental health) - 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

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- *Practicum/Internship Ethics Agreement* - completed and signed by the counselor trainee
- *Trainee Consent for Audio/Video Recording* - 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**

(originals of these documents to copy are found elsewhere in 2019-2020 Handbook):

- *Internship Log* - completed; signed by trainee and field site supervisor
- *Practicum/Internship Summary* - completed and signed by the counselor trainee
- *Final Field Site Supervisor's Evaluation* - completed; signed by field site supervisor
- *Trainee Evaluation of Field Placement Site* – completed by counselor trainee
- Additional documents as required by Internship instructor
- LPC form for documentation of clinical hours

[ ] Additional documentation as required by instructor