



COUN 551: PRACTICUM

Course Syllabus: *Spring 2023 1/10/2024-12/10/2024*
Thurs 4:30 pm – 7:10 pm Campus: Mesquite Building: MPLX

INSTRUCTOR INFORMATION

Instructor: Elizabeth Malveaux-Hudson, PhD
Office Location: Commerce
Office Hours: Monday & Thursday 10:00 am – 2:00 pm
University Email Address: Elizabeth.Hudson@tamuc.edu
Preferred Form of Communication: Email
Communication Response Time: 24 hours and 48 hours on weekends

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

Guide to Practicum and Internship For School Counselors In-Training by Aaron H. Oberman and Jennifer R. Studer
ISBN 978-0367217884

Developing & Managing Your School Guidance & Counseling Programs by Norman C. Gysbers and Patricia Henderson
ISBN 978-1556203121

Required Supplemental Readings

American Counseling Association. (2014). *ACA Codes of Ethics*. Author.
https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c_2

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

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>

Jongsma, A. E., Peterson, L. M. & Bruce, T. J. (2014). *The complete adult psychotherapy treatment planner* (5th ed.). Wiley.

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- Jongsma, A. E., Peterson, L. M., McInnis, W. P. & Bruce, T. J. (2014). *The child psychotherapy treatment planner* (5th ed.). Wiley.
- Lowerstein, L. (ed.). (2011). *Assessment and treatment activities for children, adolescents, and families*. Champion Press. <https://doi.org/10.1080/10474410903535364>
- McLain, C. M., & Lewis, J. P. (2018). *Professional behaviors and dispositions. Counseling competencies and lifelong growth*. Routledge Taylor & Francis Group. [eBook ISBN: 9781315108919]
- McHenry, B., & McHenry, J. (2015). *What therapists say and why they say it. Effective therapeutic responses and techniques*. (2nd ed.). Routledge Taylor & Francis Group. [eBook ISBN: 97818315764085]
- Neukrug, E. (2020, May, 2). *Stories of the great therapists*. Old Dominion University. <https://ww2.odu.edu/~eneukrug/therapists/booksurvey.html>
- Parikh-Foxx, S., Martinez, R., Baker, S. B., and Olsen, J. (2020). Self-Efficacy for Enhancing Students' Career and College Readiness: A Survey of Professional School Counselors. *Journal of Counseling & Development*, 98, 183-192. <https://doi.org/10.1002/jcad.12312>
- Remley, T. P., & Herlihy, B. (2020). *Ethical, legal, and professional issues in counseling*. Pearson Education Inc.
- Sperry, L., & Sperry, J. (2012). *Case conceptualization. Master this competency with ease and confidence*. Routledge Taylor & Francis Group. [eBook ISBN: 9780203110010]
- Waldron, N. L., & McLeskey, J. (2010). Establishing a collaborative school culture through comprehensive school reform. *Journal of Educational and Psychological Consultation*, 20(1), 58-74.
- Zimmerman, M. (2013). *Interview guide for evaluating DSM-5 psychiatric disorders and the mental status examination*. Psych Products Press.

On-site placement policies and procedures

**Other readings as assigned

COURSE DESCRIPTION

Catalogue Description of the Course

COUN 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:

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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 (SLOs):

Measurement 1 (Knowledge):

I. Taping Role Play & Session Analysis. Through the session analysis paper students will integrate course content and readings into their evaluation of themselves as counselors, and identify and discuss skills utilized in role play session.

II. Self-Analysis Reflection Paper. Students will reflect on their clinical work and how it aligns with or deviates from their theoretical orientation and their results from Neukrug's Theoretical Survey.

Measurement 2 (Skills):

I. Taping Role Play & Session Analysis. During the role play, students will apply clinical skills learned during this course and other skills coursework. Role play tapes will also evidence students' ability apply client conceptualization in session.

II. Counseling Student Competency Evaluation (CSCE). The CSCE will be used to evaluate students' clinical abilities, professionalism, and ethical conduct.

III. Self-Analysis Reflection Paper. Students will demonstrate ability to critically evaluate their clinical approach and efficacy and identify strategies to address areas of growth.

*All SLOs address the respective CACREP Standards evident in the syllabus.

2016 CACREP Standards Addressed in COUN 551 PLOs

| Core Standard | Learning Activity | Assessment | Assessment Rubric | Benchmark |
|---|--|---|--|--|
| 2.F.1.j. technology's impact on the counseling profession | <ul style="list-style-type: none"> Lecture, Discussion, & Guided Practice (week 1) Readings (ACA Code of Ethics, 2014, section H; Remley & | <ol style="list-style-type: none"> Class participation in discussion and demonstrations Taping & Session Analysis | <ol style="list-style-type: none"> Class participation rubric Taping & Session Analysis Rubric | <ol style="list-style-type: none"> 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion. 80% of students will score a totaled average of 2 or greater |

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| | <p>Herlihy, 2020, chapter 10)</p> <ul style="list-style-type: none"> • Site based clinical practice | | | on the rubric for taping and session analysis. |
| 2.F.1.k. strategies for personal and professional self-evaluation and implications for practice | <ul style="list-style-type: none"> • Lecture & Discussion (week 15 & 16) • Readings (ACA Code of Ethics, 2014; McLain & Lewis, 2018) • Session Recording • Site based clinical practice | <ol style="list-style-type: none"> 1. Class participation in discussion and demonstrations 2. Taping & Session Analysis 3. CSCE self eval at end of semester | <ol style="list-style-type: none"> 1. Class participation rubric 2. Taping & Session Analysis Rubric 3. n/a | <ol style="list-style-type: none"> 1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion. 2. 80% of students will score a totaled average of 2 or greater on the rubric for taping and session analysis. 3. 80% of students will score a totaled average of 2 or greater on the rubric for CSCE |
| 2.F.1.i. self-care strategies appropriate to the counselor role | <ul style="list-style-type: none"> • Lecture & Discussion (week 2) • Readings (ACA Code of Ethics, 2014; McLain & Lewis, 2018) • Session Recording • Site based clinical practice | <ol style="list-style-type: none"> 1. Class participation in discussion and demonstrations 2. Taping & Session Analysis | <ol style="list-style-type: none"> 1. Class participation rubric 2. Taping & Session Analysis Rubric | <ol style="list-style-type: none"> 1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion. 2. 80% of students will score a totaled average of 2 or greater on the rubric for taping and session analysis. |
| 2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships | <ul style="list-style-type: none"> • Lecture & Discussion (week 8) • Readings (ACA Code of Ethics, 2014; McLain & Lewis, 2018; Remley & Herlihy, 2020, chapters 3 & 10) | <ol style="list-style-type: none"> 1. Class participation in discussion and demonstrations 2. Taping & Session Analysis | <ol style="list-style-type: none"> 1. Class participation rubric 2. Taping & Session Analysis Rubric | <ol style="list-style-type: none"> 1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion. 2. 80% of students will score a totaled average of 2 or greater on the rubric for |

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| | <ul style="list-style-type: none"> • Session Recording • Site based clinical practice | | | taping and session analysis. |
| 2.F.5.e. the impact of technology on the counseling process | <ul style="list-style-type: none"> • Lecture, Discussion & Guided Practice (week 1) • Readings (ACA Code of Ethics, 2014, section H; Remley & Herlihy, 2020, chapter 10) • Site based clinical practice | <ol style="list-style-type: none"> 1. Class participation in discussion and demonstrations 2. Taping & Session Analysis | <ol style="list-style-type: none"> 1. Class participation rubric 2. Taping & Session Analysis Rubric | <ol style="list-style-type: none"> 1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion. 2. 80% of students will score a totaled average of 2 or greater on the rubric for taping and session analysis. |
| 2.F.5.n. processes for aiding students in developing a personal model of counseling | <ul style="list-style-type: none"> • Website: https://ww2.odu.edu/~eneukrug/therapists/booksurvey.html | <ol style="list-style-type: none"> 1. Theoretical Survey, self-analysis/reflecti on paper | <ol style="list-style-type: none"> 1. Rubric for Self-analysis/ reflection paper | <ol style="list-style-type: none"> 1. 80% of students will score a totaled average of 2 or greater on the rubric for Self-analysis/ reflection paper |
| 5. C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management | <ul style="list-style-type: none"> • Readings (Zimmerman, 2013; Jongsma, et al., 2014; ACA Code of Ethics, 2014) • Site based clinical practice | <ol style="list-style-type: none"> 1. Class participation in discussion and demonstrations 2. Taping & Session Analysis | <ol style="list-style-type: none"> 1. Class participation rubric 2. Taping & Session Analysis Rubric | <ol style="list-style-type: none"> 1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion. 2. 80% of students will score a totaled average of 2 or greater on the rubric for taping and session analysis. |
| 5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues | <ul style="list-style-type: none"> • Readings (Erford B. T., 2015; Jongsma et al., 2014; ACA Code of Ethics, 2014) • Lecture & Discussion (week 2, 3 & 5-12) | <ol style="list-style-type: none"> 1. Class participation in discussion and demonstrations 2. Taping & Session Analysis | <ol style="list-style-type: none"> 1. Class participation rubric 2. Taping & Session Analysis Rubric | <ol style="list-style-type: none"> 1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion. 2. 80% of students will score a totaled average of 2 or greater on the rubric for |

Commented [MS1]: Modify to differentiate between Jongsma references.

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| | <ul style="list-style-type: none"> • Site based clinical practice | | | taping and session analysis. |
| 5.G.3.f. techniques of personal/social counseling in school settings | <ul style="list-style-type: none"> • Readings (Lowenstein, 2011; ACA Code of Ethics, 2014) • Lecture & Discussion (week 2, 3 & 5-12) • Site based clinical practice | <ol style="list-style-type: none"> 1. Class participation in discussion and demonstrations 2. Taping & Session Analysis | <ol style="list-style-type: none"> 1. Class participation rubric 2. Taping & Session Analysis Rubric | <ol style="list-style-type: none"> 1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion. 2. 80% of students will score a totaled average of 2 or greater on the rubric for taping and session analysis. |
| 5.G.3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement | <ul style="list-style-type: none"> • Readings (Lowenstein, 2011; ACA Code of Ethics, 2014) • Lecture & Discussion (• Site based clinical practice | <ol style="list-style-type: none"> 1. Class participation in discussion and demonstrations 2. Taping & Session Analysis | <ol style="list-style-type: none"> 1. Class participation rubric 2. Taping & Session Analysis Rubric | <ol style="list-style-type: none"> 1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion. 2. 80% of students will score a totaled average of 2 or greater on the rubric for taping and session analysis. |
| 5.G.3.g. strategies to facilitate school and postsecondary transitions 5.G.3.i. techniques to foster collaboration and teamwork within schools | <ul style="list-style-type: none"> • Reading (Parikh-Foxx, 2020; Waldon et al., 2010) • Discussion • Site based clinical practice | <ol style="list-style-type: none"> 1. Class participation in discussion and demonstrations 2. Taping & Session Analysis | <ol style="list-style-type: none"> 1. Class participation rubric 2. Taping & Session Analysis Rubric | <ol style="list-style-type: none"> 1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion. 2. 80% of students will score a totaled average of 2 or greater on the rubric for taping and session analysis. |

Commented [MS3]: Add discussion week

Commented [MS2]: These need to be in separate rows with relevant assessment info.

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| <p>5.G.3.m. strategies for implementing and coordinating peer intervention programs</p> | <ul style="list-style-type: none"> • Readings (Aviles, 2018; ACA Code of Ethics, 2014) • Lecture & Discussion (week 13) • Site based clinical practice | <ol style="list-style-type: none"> 1. Class participation in discussion and demonstrations 2. Taping & Session Analysis | <ol style="list-style-type: none"> 1. Class participation rubric 2. Taping & Session Analysis Rubric | <ol style="list-style-type: none"> 1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion. 2. 80% of students will score a totaled average of 2 or greater on the rubric for taping and session analysis. |
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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

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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.

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:

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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 at least 10 hours of the 40 hours in 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 C.

Assignments/Assessments

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

1. **Class Participation & Attendance**

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 – <i>Exceeds Expectations</i> | 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 – <i>Meets Expectations</i> | 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. |
| 1 – <i>Does Not Meet Expectations</i> | 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).** Each student is required to meet weekly with clients at their field site to practice their counseling skills 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 (handout with content described in **Appendix A**). 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.

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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

Rubric Taping & Session Analysis Rubric is provided below for grading details.

Taping & Session Analysis Rubric

| | 1 – Does Not Meet Expectations | 2 – Meets Expectations | 3 – Exceeds Expectations |
|--------------------------|---|---|--|
| Process Skills | Process 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 | Process Skills were evident in session and fairly consistent; developmentally appropriate skills; ethical standards adhered to or addressed effectively; meets standards of graduate level coursework | Process Skills were evident in session and consistent; developmentally appropriate skills; ethical standards adhered to or addressed effectively; meets standards of graduate level coursework |
| Conceptualization Skills | 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 | Personalization Skills were not evidenced in session or severely inconsistent throughout session; not developmentally appropriate skills; Ethical standards not | Personalization Skills were evidenced in session and fairly consistent; developmentally appropriate skills; Ethical standards adhered to or | Personalization Skills were evidenced in session and consistent; developmentally appropriate skills; Ethical standards adhered to or addressed effectively; |

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| | adhered to or addressed effectively; does not meet standards of graduate level coursework | addressed effectively; meets standards of graduate level coursework | meets standards of graduate level coursework |
| Professionalism Skills | 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] of concern, and summary of session) | A summary of what occurred in session with absent or more than half incomplete; client goals and counselor goals not address; demographics, PP, and A[s]ofC not addressed; does not meet standards of graduate level coursework | A summary of the session as well as client and counselor goals were evident, but excluded one or two key considerations; demographics, PP, and A[s]ofC were addressed; meets standards of graduate level coursework | A thorough, yet concise summary of the session as well as client and counselor goals were evident with no missing evidence; demographics, PP, and A[s]ofC were addressed; meets standards of graduate level coursework |
| Interventions/ Techniques | 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 | Relevant areas identified in Appendix A under the heading of "Session Analysis" were missing or | Relevant areas identified in Appendix A under the heading of "Session Analysis" were sufficiently | All relevant areas identified in Appendix A under the heading of "Session Analysis" were thoroughly |

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| | severely under addressed; does not meet standards of graduate level coursework | addressed, but excluded one or two key considerations; meets standards of graduate level coursework | addressed; meets standards of graduate level coursework |
|--|--|---|---|

3. Self-analysis Reflection Paper

Students are required to write a summary of your experiences working with their clients (can focus on one client throughout the semester or several). After taking Neukrug’s Theoretical Survey, and reviewing the masters sections based on your scores, describe your work with clients thus far in your development. Based on your score, what is/are your primary theoretical draw(s); how have you applied such in your sessions, how effective were you, and how have your client(s) responded? Also, provide self-reflection on the usage of counseling skills, effectiveness of developing and therapeutic relationship, and overall self-reflection of your abilities and experiences as a counselor thus far in your development.

Course Reflection Paper Rubric

| | 1 – Does Not Meet Expectations | 2 – Meets Expectations | 3 – Exceeds Expectations |
|---|--|---|---|
| Reflection/ Self-awareness | 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 | 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 | Reflection completely aligns addresses self-awareness including personal strengths and weaknesses; paper meets standards of graduate level coursework |
| Reflection/ Relationship building and counselor characteristics | Reflection does not align or only tangentially aligns addresses relationship building and counselor characteristics. Paper does not meet standards of graduate level coursework | Reflection mostly aligns addresses relationship building and counselor characteristics; but excludes one or two key considerations; paper meets standards of graduate level coursework | Reflection completely aligns addresses Relationship building and counselor characteristics; paper meets standards of graduate level coursework |
| Quality of writing | Information provided appears disorganized/disjointed; | Information provided appears organized; few incomplete | Information provided appears well organized; no |

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| | incomplete sentences were evident; writing was not professional, nor did it align with | sentences were evident; writing was professional; quality was appropriate for graduate level work | incomplete sentences were evident; writing was professional and aligned with APA 6 th edition standards; writing quality was appropriate for graduate level work |
|--|--|---|---|

4. 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 |
|------------------------------------|---|---|--|
| 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 | Mean score \geq .63 across General Competency items | Mean score of .33 to .60 across | Mean score of 0 to .30 across General Competency items |

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| | | | |
|--|--|---|---|
| (7-items) | | 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. 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 is applicable to both CMHC and School Counseling students. See rubric below.

Practicum Site Supervisor’s Evaluation of Trainee Rubric (CMHC & SC)

| | | | | |
|--|--|-------------------------------|------------------------|-------------------------|
| | | 1- Does Not Meet Expectations | 2 - Meets Expectations | 3 - Exceed Expectations |
|--|--|-------------------------------|------------------------|-------------------------|

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| | | | | |
|----------|--|--|---|--|
| 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:

Assignment/Assessment

- Class Participation & Attendance (25% of final grade)
- Three Taping Role-Plays & Session Analyses (60% of final grade)
- Self-analysis Theoretical Survey/Reflection Paper (15% of final grade)
- CSCE
- Site Supervisor’s Evaluation

Score

- S = average score ≥ 2
- S = average score ≥ 2
- S = average score ≥ 2

Your Final Grade is determined by averaging the above:

- S= average score ≥ 2
- U= average score < 2

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.

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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 |
| 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 |

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| Device | Operating System | Browser | Supported Browser Version(s) |
|---------|------------------|-----------------------|---|
| | | | 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/)

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- Apple Quick Time <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.

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, contact Brightspace Technical Support at 1-877-325-7778 or click on the click on the words "click here" to submit an issue via email.



please
Live Chat or

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

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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.

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](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:

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[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>

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/>

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.

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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>

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 # | Topic (tentative list) | CACREP Standard(s) | Readings | Assignments |
|---------|--|--|--|---------------------|
| 1 | Course Introduction; Review syllabi, course requirements, & engage in opening activities; Review of current skills & clinical experience **Discuss use of recording technology & assignment: no banned tech, must follow reasonable confidentiality & privacy standards, must include informed consent. Recordings Sign-up (sign-up 3 times throughout semester) | 2.F.1.j. 2.F.5.e. | **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) SUBMIT ALL REQUIRED PAPERWORK FOR INTERNSHIP INCLUDING PROOF OF LIABILITY INSURANCE: DUE TODAY OR YOU CANNOT SEE ANY CLIENTS!!! – TK20 Uploaded | Required paperwork |
| 2 | Getting Started In Your Clinical Experience Evolution of Comprehensive Guidance Self care strategies; Scaling & Exceptions; Selections from Gift of Therapy Miracle Question; Selections from Gift of Therapy | 2.F.1.i. 5.C.3.b. 5.G.3.f | <ul style="list-style-type: none"> • Oberman & Studer • Gysbers & Henderson • McLain & Lewis, 2018 • Erford (2015) Ch. 1, 2,4 • Yalom (2013) Chs. 4-12 • Record of Site Hours • Taping Session Analysis (by sign-up) - may start week 3, depending on class size | Recorded Site Hours |

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| | | | | |
|---|---|--|--|--|
| 3 | Understanding the School Culture A Comp School Guidance Program I-Messages & Acting As If; Selections from Gift of Therapy | 5.C.3.b. 5.G.3.f | <ul style="list-style-type: none"> • Oberman & Studer • Gysbers & Henderson • Analysis (by sign-up) • Erford (2015) Ch. 6 & 7 • Yalom (2013) Chs.14, 15, 18, & 20 • Record of Site Hours • Taping Session Analysis (by sign-up) | Recorded Site Hours; Case presentations; group supervision |
| 4 | Applying Counseling Theories A Comprehensive Guidance and Counseling Program: Theoretical Foundations and Organizational Structure Intake interview, Mental Status Evaluation, biopsychosocial history, mental health history, and psychological assessment | 5.C.3.a. | <ul style="list-style-type: none"> • Oberman & Studer • Gysbers & Henderson • Zimmerman (2013) • Recorded Site Hours • Taping Session Analysis (by sign-up) | Recorded Site Hours; Case presentations; group supervision |
| 5 | An Overview of Supervisory Practices Assessing Your Current Guidance and Counseling Program Impact social/familial roles and overall functioning; Empty Chair; Modeling & Role Play; selections from Gift of Therapy | 5.G.3.h. 5.C.3.b. 5.G.3.f | <ul style="list-style-type: none"> • Oberman & Studer • Gysbers & Henderson • Lowenstein (2011) • Parikh-Fox et al. (2020) • Waldron & McLeskey (2010) • Erford (2015) Ch. 11, 14, 16 • Yalom (2013) Chs. 21, 24, 26-31 • Taping Session Analysis (by sign-up) | Recorded Site Hours; Case presentations; group supervision |
| 6 | Supervision as a Developmental Passage Designing Your Comprehensive Guidance and Counseling Program Self-Talk & Visual/Guided Imagery; | 5.C.3.b. 5.G.3.f | <ul style="list-style-type: none"> • Oberman & Studer • Gysbers & Henderson • Erford (2015) Ch. 17 & 18 • Yalom (2013) Chs. 33, 35, 36, & 37 • Recorded Site Hours • Taping Session Analysis (by sign-up) | Recorded Site Hours; Case presentations; group supervision |

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| | | | | |
|----|--|--|--|--|
| | Selections from Gift of Therapy | | | |
| 7 | The ASCA National Model Treatment Planning Planning Your Transition to a Comprehensive Guidance and Counseling Program | 5.C.3.b. 5.G.3.f | <ul style="list-style-type: none"> • Oberman & Studer • Gysbers & Henderson • Jongsma et al. (2014) • Taping Session Analysis (by sign-up) | Recorded Site Hours; Case presentations; group supervision |
| 8 | Understanding How to Define Your School Program Making Your Transition to a Comprehensive Guidance and Counseling Program Treatment Planning Use of Technology | 5.C.3.b. 5.G.3.f 2.F.5.d. | <ul style="list-style-type: none"> • Oberman & Studer • Gysbers & Henderson • Jongsma et al. (2014) • Remley & Herlihy (2020) Ch 3 & 10 • Taping Session Analysis (by sign-up) • 2014 ACA Code of Ethics | Recorded Site Hours; Case presentations; group supervision |
| 9 | Understanding How to Manage Your School Counseling Program Reframing; Thought Stopping REBT; Selections from Gift of Therapy | 5.C.3.b. 5.G.3.f | <ul style="list-style-type: none"> • Oberman & Studer • Gysbers & Henderson • Erford (2015) Ch. 19-20, 30 • Yalom (2013) Chs. 53, 54, 55, & 58 • Recorded Site Hours • Taping Session Analysis (by sign-up) | Recorded Site Hours; Case presentations; group supervision |
| 10 | Understanding How to Deliver Your School Counseling Program Managing Your New Program Bibliotherapy; Selections from Gift of Therapy | 5.C.3.b. 5.G.3.f | <ul style="list-style-type: none"> • Oberman & Studer • Gysbers & Henderson • Erford (2015) Ch. 31 • Yalom (2013) Chs. 61, 63, 64, & 65 • Recorded Site Hours • Taping Session Analysis (by sign-up) | Recorded Site Hours; Case presentations; group supervision |
| 11 | Understanding How to Access Your School Counseling Program Ensuring School Counselor Competency Deep Breathing; Progressive Muscle Selections from Gift of Therapy | 5.C.3.b. 5.G.3.f | <ul style="list-style-type: none"> • Oberman & Studer • Gysbers & Henderson • Erford (2015) Ch. 32, 33 • Yalom (2013) Chs. 69, 73, 75, & 76; • Recorded site hours • Taping Session Analysis (by sign-up) | Recorded Site Hours; Case presentations; group supervision |

Commented [MS4]: Rework to differentiate between two Jongsma references

Commented [MS5]: Rework to differentiate between two Jongsma references.

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| | | | | |
|---------|--|---|--|--|
| 12 | Applying the ASCA Ethical and Legal Standards Evaluating Your Comprehensive Guidance and Counseling Program, Its Personnel, and Its Results Relaxation Training: Selections from Gift of Therapy | 5.C.3.b. 5.G.3.f | <ul style="list-style-type: none"> • Oberman & Studer • Gysbers & Henderson • Erford (2015) Ch. 33 • Yalom (2013) Chs. 77, 79, 84, & 85 • Recorded Site Hours • Taping Session Analysis (Tape 3 due) | Recorded Site Hours; Case presentations; group supervision |
| 13 | Cross-Cultural Competence in the Schools Enhancing Your Comprehensive Guidance and Counseling Program on the Basis of Needs and Evaluation Data Peer Intervention Programs; Strategies for School Transitions; Collaboration and Teamwork in schools | 5.G.3.g. 5.G.3.m. 5.G.3.l. | <ul style="list-style-type: none"> • Oberman & Studer • Gysbers & Henderson • Aviles (2018) • Parikh-Fox et al. (2020) • Waldron & McLeskey (2010) | Recorded Site Hours; Case presentations; group supervision |
| 14 | Developmental Issues of Students Developing a personal model of counseling | 2.F.5.n. | <ul style="list-style-type: none"> • Oberman & Studer • Website: https://ww2.odu.edu/~eneukrug/therapists/booksurvey.html | Theoretical Survey, self analysis/reflection paper |
| 15 & 16 | Completing the Clinical Experience Individual Evaluation Meetings with Instructor During Class to Complete CSCE; Turn in all final course paperwork (site & program) | 2.F.1.k. | <ul style="list-style-type: none"> • Oberman & Studer • Evaluations (Site Supervisor Evaluation; site and yours) **You & I will complete the Counseling student competency Evaluation (CSCE) | End of Semester paperwork |

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Appendix A (Session Analysis)
(Handout will be provided)

- 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.

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- **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?; 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:

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- 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

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/Crises 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 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

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