COUN 552: SCHOOL COUNSELING INTERNSHIP

Course Syllabus: *Spring 2024,*
1/10.24 – 5/10/202,
Tues 7:20 pm-10:10 pm and
Wed 7:20-10:10 pm
Mesquite Metroplex Building

INSTRUCTOR INFORMATION

Instructor: Elizabeth Malveaux-Hudson, PhD
Office Location: Commerce
Office Hours: Monday 10 am to 2 pm and Thursday 10:00 am to 2 pm
University Email Address: Elizabeth.hudson@tamuc.edu
Preferred Form of Communication: E-mail
Communication Response Time: 24-26 hours, Monday – Friday (excluding holidays) from 9 am – 5 pm

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

Practicum and Internship Handbook
http://www.tamuc.edu/academics/colleges/educationHumanServices/counseling/Forms.aspx

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

On-site placement policies and procedures

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TEXAS A&M UNIVERSITY COMMERCE

**Other readings as assigned

Recommended Textbook:
Students are not required to purchase the following but are encouraged to read them:

1. Seligman, L. (2004). *Technical and conceptual skills for mental health professionals.* Pearson Merrill Prentice Hall.
2. *Counseling Today* – a monthly magazine published by the American Counseling Association (free with membership)
3. *Journal of Counseling and Development* (free with ACA membership)
4. *The Family Journal: Counseling and Therapy for Couples and Families* – (free with membership in IAMFC, a division of ACA)
5. The following journal articles (from your COUN 501 course):

   5.1. Leibert, T. W. (2011). The dimension of common factors in counseling. *International Journal for the Advancement of Counseling, 33*, 127-138.

   5.2. Kim, B. S. K., Ng, G. F., & Shn, A. J. (2009). Client adherence to Asian cultural values, common factors in counseling, and session outcome with Asian American clients at a University Counseling Center. *Journal of Counseling & Development, 87*(2), 131-142. https://doi.org/10.1002/j.1556-6678.2009.tb00560.x

   5.3. Clark, A. J. (2011). Empathy: An integral model in the counseling process. *Journal of Counseling & Development, 88*(3), 348-356. https://doi.org/10.1002/j.15556-6678.2010.tb00032.x

   5.4. Tang, M., Addison, K. D., LaSure-Bryant, D., Norman, R., O'Connell, W., Stewart-Sicking, J. A. (2004). Factors that influence self-efficacy of counseling students: An exploratory study. *Counselor Education and Supervision, 44*(1), 70-80. https://doi.org/10.1002/j.1556-6978.2004.tb01861.x

   5.5. Levitt, D. H., & Jacques, J. D., (2005). Promoting tolerance for ambiguity in counselor training programs. *The Journal of Humanistic Counseling, Education and Development, 44*(1), 46-54. https://doi.org/10.1002/j.2164-490X.2005.tb00055.x

   5.6. 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

   5.7. Granello, D. H. (2011). Cognitive complexity among practicing counselors: How thinking changes with experience. *Journal of Counseling & Development, 88*(1), 92-100. https://doi.or/10.1002/j.1556-6678.2010.tb00155.x

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5.8.   Skovholt, T. M., & Trotter-Mathison, M. (2011). *The resilient Practitioner: Burnout prevention and self-care strategies for counselors, therapists, and health professionals.* (2nd ed.) Routledge Taylor & Francis Group.

5.9.   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

COURSE DESCRIPTION

Catalogue Description of the Course
COUN 552. *Internship*. Three semester hours.
Primary interest is on integration of process, conceptual, professional, and personal skills. Provides extensive supervised experience in a setting closely aligned with student's chosen program. Course is repeated for two, three-credit hour courses, each requiring approximately 20 weekly hours (300 total in each) of field experience, to meet master's requirement of six hours of internship. Prerequisites: Application form returned to department several months before actual enrollment in this course (check department for availability and due dates); grade of "B" or better in COUN 516, grade of "B" or better in COUN 548, and grade of "S" in COUN 551. Students must receive a grade of "S" in first semester of 552 to progress to second semester of 552, and a "S" in second semester of COUN 552 to graduate

General Course Information
Internship provides extensive supervised on-the-job experience in a community counseling, school counseling, or student affairs setting closely aligned with the student's professional career goals.

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. Course Reflection Paper. Students will reflect on their clinical work and demonstrate knowledge of counseling skills and strategies for developing an effective therapeutic relationship.

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.

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III. Course 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 552 PLOs

Core Standard	Learning Activities	Assignment	Assignment Rubric	Benchmark
2.F.1.j. technology's impact on the counseling profession	• Lecture • Readings (ACA Code of Ethics, 2014; McLain & Lewis, 2018; McHenry & McHenry, 2015; Sperry & Sperry, 2012)	1. Discussion, & Guided Practice 2. Taping & Session Analysis	1. Class participation rubric 2. Taping & Session Analysis Rubric 3. Reflection Paper Rubric	1. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 3. ≥ 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; McLain & Lewis, 2018; McHenry & McHenry, 2015; Sperry & Sperry, 2012)	1. Discussion, 2.Taping & Session Analysis 3. Reflection Paper	1. Class participation rubric 2. Taping & Session Analysis Rubric 3. Reflection Paper Rubric	1. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 3. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
2.F.1.l. self-care strategies appropriate to the counselor role	• Lecture • Readings (ACA Code of Ethics, 2014; McLain & Lewis, 2018; McHenry & McHenry, 2015; Sperry & Sperry, 2012)	1. Discussion, 2. Taping & Session Analysis 3. Reflection Paper	1. Class participation rubric 2. Taping & Session Analysis Rubric 3. Reflection Paper Rubric	1. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 3. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	• Lecture • Readings (ACA Code of Ethics, 2014; McLain & Lewis, 2018; McHenry & McHenry, 2015; Sperry & Sperry, 2012)	1. Discussion 2. Taping & Session Analysis 3. Reflection Paper	1. Class participation rubric 2. Taping & Session Analysis Rubric 3. Reflection Paper Rubric	1. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 3. ≥ 80% of average rubric scores with

Commented [MS7]: Specific week numbers needed.

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				either meet (2) or exceed (3) expectation
2.F.5.e. the impact of technology on the counseling process	• Lecture • Readings (ACA Code of Ethics, 2014; McLain & Lewis, 2018; McHenry & McHenry, 2015; Sperry & Sperry, 2012)	1. Discussion 2. Taping & Session Analysis 3. Reflection Paper	1. Class participation rubric 2. Taping & Session Analysis Rubric 3. Reflection Paper Rubric	1. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 3. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
5.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	• Lecture • Readings (ACA Code of Ethics, 2014; McLain & Lewis, 2018; McHenry & McHenry, 2015; Sperry & Sperry, 2012)	1. Discussion 2. Taping & Session Analysis 3. Reflection Paper	1. Class participation rubric 2. Taping & Session Analysis Rubric 3. Reflection Paper Rubric	1. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 3. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues	• Lecture • Readings (ACA Code of Ethics, 2014; McLain & Lewis, 2018; McHenry & McHenry, 2015; Sperry & Sperry, 2012)	1. Discussion 2. Taping & Session Analysis 3. Reflection Paper	1. Class participation rubric 2. Taping & Session Analysis Rubric 3. Reflection Paper Rubric	1. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 3. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
5.C.3.c. strategies for interfacing with the legal system regarding court-referred clients	• Lecture • Readings (ACA Code of Ethics, 2014; McLain & Lewis, 2018; McHenry & McHenry, 2015; Sperry & Sperry, 2012)	1. Discussion 2. Taping & Session Analysis 3. Reflection Paper	1. Class participation rubric 2. Taping & Session Analysis Rubric 3. Reflection Paper Rubric	1. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 3. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
5.C.3.d. strategies for interfacing with integrated behavioral health care professionals	• Lecture • Readings (ACA Code of Ethics, 2014; McLain & Lewis, 2018; McHenry & McHenry, 2015; Sperry & Sperry, 2012)	1. Discussion 2. Taping & Session Analysis 3. Reflection Paper	1. Class participation rubric 2. Taping & Session Analysis Rubric 3. Reflection Paper Rubric	1. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation

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				3. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
5.C.3.e. strategies to advocate for persons with mental health issues	• Lecture • Readings (ACA Code of Ethics, 2014; McLain & Lewis, 2018; McHenry & McHenry, 2015; Sperry & Sperry, 2012)	1. Discussion 2. Taping & Session Analysis 3. Reflection Paper	1. Class participation rubric 2. Taping & Session Analysis Rubric 3. Reflection Paper Rubric	1. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 3. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
5.G.3.f. techniques of personal/social counseling in school settings	• Lecture • Readings (ACA Code of Ethics, 2014; McLain & Lewis, 2018; McHenry & McHenry, 2015; Sperry & Sperry, 2012)	1. Discussion 2. Taping & Session Analysis 3. Reflection Paper	1. Class participation rubric 2. Taping & Session Analysis Rubric 3. Reflection Paper Rubric	1. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 3. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
5.G.3.g. strategies to facilitate school and postsecondary transitions	• Lecture • Readings (ACA Code of Ethics, 2014; McLain & Lewis, 2018; McHenry & McHenry, 2015; Sperry & Sperry, 2012)	1. Discussion 2. Taping & Session Analysis 3. Reflection Paper	1. Class participation rubric 2. Taping & Session Analysis Rubric 3. Reflection Paper Rubric	1. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 3. ≥ 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 behavior problems and academic achievement	• Lecture • Readings (ACA Code of Ethics, 2014; McLain & Lewis, 2018; McHenry & McHenry, 2015; Sperry & Sperry, 2012)	1. Discussion 2. Taping & Session Analysis 3. Reflection Paper	1. Class participation rubric 2. Taping & Session Analysis Rubric 3. Reflection Paper Rubric	1. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 3. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
5.G.3.j. interventions to promote college and career readiness	• Lecture • Readings (ACA Code of Ethics, 2014; McLain & Lewis, 2018; McHenry & McHenry, 2015;	1. Discussion 2. Taping & Session Analysis 3. Reflection Paper	1. Class participation rubric 2. Taping & Session Analysis Rubric 3. Reflection Paper Rubric	1. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores with

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	Sperry & Sperry, 2012)			either meet (2) or exceed (3) expectation 3. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation	
5.G.3.l. techniques to foster collaboration and teamwork within schools	• Lecture • Readings (ACA Code of Ethics, 2014; McLain & Lewis, 2018; McHenry & McHenry, 2015; Sperry & Sperry, 2012)	1. Discussion 2. Taping & Session Analysis 3. Reflection Paper	1. Class participation rubric 2. Taping & Session Analysis Rubric 3. Reflection Paper Rubric	1. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 3. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation	**Commented [MS31]:** Specific week numbers needed. **Commented [MS32]:** Add chapter numbers if applicable.
5.G.3.m. strategies for implementing and coordinating peer intervention programs	• Lecture • Readings (ACA Code of Ethics, 2014; McLain & Lewis, 2018; McHenry & McHenry, 2015; Sperry & Sperry, 2012)	1. Discussion 2. Taping & Session Analysis 3. Reflection Paper	1. Class participation rubric 2. Taping & Session Analysis Rubric 3. Reflection Paper Rubric	1. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation 3. ≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation	**Commented [MS33]:** Specific week numbers needed. **Commented [MS34]:** Add chapter numbers if applicable.

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)

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

Competency 006 (Counseling)

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

Competency 007 (Assessment)

The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community)

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

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

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. See appendix D.

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

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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)

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

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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.

COURSE HOURS REQUIREMENTS include, but are not limited to:
1. A minimum total of 600 clock-hour total for supervised experience must include a minimum of 240 hours of direct service work with clientele appropriate to the community, school, or student affairs program emphasis area.
2. On-campus class meetings will be arranged by the instructor of record to meet the instructional needs of the section to which the student is assigned. A schedule of these meeting times will be published by the instructor of record. Individual supervision sessions will occur at the discretion of the instructor of record.
3. Weekly interaction with an average of one hour per week of individual and/or triadic supervision, throughout the internship (usually performed by the on-site supervisor)
4. An average of one and one half hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member
5. The student will negotiate a *Field Experience Contract* with the on-site supervisor. This contract constitutes an agreement between the student, field supervisor and instructor of record and specifies the student's activities, hours, and supervision arrangements.
6. The student will submit a *Weekly Activity Log* to the instructor that will document a cumulative record of hours including:
   a. direct on-site contact hours
   b. on-site individual supervision
   c. on-site group supervision with other interns
   d. on-campus group supervision
   e. indirect hours on site (excluding supervision)
   The activity log will also include brief descriptions of the student's on-site activities and reactions.
7. The student will submit audio and/or video tapes, for use in supervision, of the student's interaction with clientele appropriate to the student's field setting. The number and specific requirements for these tapes will be published by the instructor of record.
8. The student is expected to perform activities that a regularly-employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring.
9. 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.
10. The student will maintain professional liability insurance throughout internship.

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

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discussions/activities. Th s 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 ASA . 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 th may not always be possible; however, when you can do so.
10. Be open to the process. T is degree takes time, work, effort, and growth.

Assignments/Assessments

1. **Class Participation & Attendance (30 points)**
Due to the nature of this class, attendance and participation are essential. Participation is credited to all activities rlated to this course. Please be aware that being consistently late to class can also constitue 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 readin 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 skillspractice both inside and outside of class. This course is the foundational course for facilitating your counseling skills; thus, attending, participating, and experiential learningwithin and outside of the classroom are crucial. You will have many opportunities to cotribute to the total learning experience through attendance, discussion, and assigned activities.
The following criteria will be used to determine participation & attendance points:

Class Participation Rubric

3 – *Exceeds Expectations* (27-30 points)	Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. No more than one absence/no evident pattern of lateness with the completion of course hours requirement.
2 – *Meets Expectations* (24 – 26 points)	Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Two or less absences/no evident pattern of lateness, with the completion of course hours

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requirement. Student attended another department equivalent class to meet supervision requirement due to excused absence.

<table>
<tr><td>1 – *Does Not Meet Expectations* (0-25 points)</td><td>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</td></tr>
</table>

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

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

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

Taping Role Play & Session Analysis Rubric

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

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

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

3. **Course Reflection Paper (60 points):**
Students are required to write a 5-8 page summary of your experiences working with their clients (can focus on one client throughout the semester or several). Describing your theory of choice, how you implemented it in your sessions, how effective you were in using it, and how it affected your client(s). Also, you will provide self-reflection on the semester regarding your usage of counseling skills, effectiveness of developing and therapeutic relationship, and overall self-reflection of your abilities and experiences as a counselor this semester. Limit your paper to 8 pages typed, double spaced, twelve-point

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font and adhere to APA 6th edition standards and provide cover page. Rubric Below. See Appendix C outline.

Course Reflection Paper Rubric

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

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	nor did it align with APA 6th edition standards; writing quality of proposal was inappropriate for graduate level work (0 – 11.9 points)	fairly aligned with APA 6th edition standards; writing quality of proposal was appropriate for graduate level work	aligned with APA 6th edition standards; writing quality of proposal was appropriate for graduate level work

4. Client hours requirement (Pass or fail)

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

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

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

The student will maintain professional liability insurance throughout internship.

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

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

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

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

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation

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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. **Theory of Change Paper (Pass/Fail; required for internship 2 students ONLY):**
The purpose of the Theory of Change Paper is to ensure that students are able to conceptualize their clientele from their own personal theoretical orientation, as well as conceptually demonstrate it in clinical practice. The paper must adhere to the APA 6th edition guidelines, between 6-8 page in length, excluding title page and references, and include between 6-8 peer-reviewed sources. Non-peer-reviewed sources may be used, but will not count towards your 6-8 peer-reviewed sources. Be descriptive and utilize personal examples and the literature to ground your position. Below are general guidelines that may help you in constructing this paper (please refer to Master's Student Handbook for more detail):

  1. Identify a theory-of-choice.
  2. Thorough discussion of theory including, but not limited to, the following:
      •Founder(s)/developer(s)/advancers (who has added to or modified the theory)
      •Basic belief about human nature
      •Nature of change
      •Descriptions of specific techniques/interventions associated with theory
      •Descriptions of other techniques/interventions from other theories that integrate well with techniques/interventions associated with theory
      •Discussion of how core conditions/response dimensions can be integrated with theory
  3. Application of theory in group settings, including how application might differ depending upon stage of group development.
  4. Application of theory in working with individuals from diverse groups, including specific groups with which theory might not be particularly viable.
  5. Description of investigation/research project in which effectiveness of particular technique/intervention associated with theory of choice.

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1 - Does Not Meet Expectations (Fail)	2 - Meets Expectations (Pass)	3 – Exceeds Expectations (Pass)
Paper does not address any particular theory or does not clearly articulate a particular theory; no evidence of theory personalization; topics provided in the outline were not addressed, severely under addressed, or more two-thirds was not address; numerous APA errors noted throughout; citation requirement not met; paper did not demonstrate a level of mastery and not indicative of graduate level work	Paper does address a particular theory and clearly articulate most elements of the theory but may be missing one or two key elements; evidence of theory personalization; topics provided in the outline were addressed; few APA errors noted throughout; citation requirement met; paper demonstrated a level of mastery and was indicative of graduate level work	Paper thoroughly addresses a particular theory and clearly articulate all elements of the theory; detailed evidence of theory personalization; topics provided in the outline were thoroughly addressed; only one or two APA errors noted throughout; citation requirement met; paper demonstrated a level of mastery and was indicative of graduate level work

6. **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 516, COUN 548, 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

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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 ≥ .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 ≥ .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 ≥ .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 ≥ .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 ≥ .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 ≥ .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

7. **Internship 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.

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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.

Internship 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 ≤ 2.5 across Familiarity with the School Environment items	Mean score ≥ 2.6 but ≤ 3.4 across Familiarity with the School Environment items	Mean score ≥ 3.5 across Familiarity with the School Environment items
	Supervision (5-items)	Mean score ≤ 2.5 across Supervision items	Mean score ≥ 2.6 but ≤ 3.4 across Supervision items	Mean score ≥ 3.5 across Supervision items
	Program Planning/ Implementation/ Evaluation (4-items)	Mean score ≤ 2.5 across Program Planning/ Implementation/ Evaluation items	Mean score ≥ 2.6 but ≤ 3.4 across Planning/ Implementation/ Evaluation items	Mean score ≥ 3.5 across Planning/ Implementation/ Evaluation items
	Classroom Guidance (2-items)	Mean score ≤ 2.5 across Classroom Guidance items	Mean score ≥ 2.6 but ≤ 3.4 across Classroom Guidance items	Mean score ≥ 3.5 across Classroom Guidance items
	Counseling (8-items)	Mean score ≤ 2.5 across Counseling items	Mean score ≥ 2.6 but ≤ 3.4 across Counseling items	Mean score ≥ 3.5 across Counseling items
	Consultation (2-items)	Mean score ≤ 2.5 across Consultation items	Mean score ≥ 2.6 but ≤ 3.4 across Consultation items	Mean score ≥ 3.5 across Consultation items

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	Coordination (2-items)	Mean score ≤ 2.5 across Coordination items	Mean score ≥ 2.6 but ≤ 3.4 across Coordination items	Mean score ≥ 3.5 across Coordination items
	Assessment (3-items)	Mean score ≤ 2.5 across Assessment items	Mean score ≥ 2.6 but ≤ 3.4 across Assessment items	Mean score ≥ 3.5 across Assessment items
	Professionalism (7-items)	Mean score ≤ 2.5 across Professionalism items	Mean score ≥ 2.6 but ≤ 3.4 across Professionalism items	Mean score ≥ 3.5 across Professionalism items
—	**Overall average scores**	Mean score ≤ 2.5 across all items	Mean score ≥ 2.6 but ≤ 3.4 across all items	Mean score ≥ 3.5 across all items

Internship 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 ≤ 2.5 across Administrative Responsibilities items	Mean score ≥ 2.6 but ≤ 3.4 across Administrative Responsibilities items	Mean score ≥ 3.5 across Administrative Responsibilities items
	Supervision (5-items)	Mean score ≤ 2.5 across Supervision items	Mean score ≥ 2.6 but ≤ 3.4 across Supervision items	Mean score ≥ 3.5 across Supervision items
	Counseling (14-items)	Mean score ≤ 2.5 across Counseling items	Mean score ≥ 2.6 but ≤ 3.4 across Counseling items	Mean score ≥ 3.5 across Counseling items
	Professional Relationships & Staff Development	Mean score ≤ 2.5 across Professional Relationships & Staff Development items	Mean score ≥ 2.6 but ≤ 3.4 across Professional Relationships & Staff Development items	Mean score ≥ 3.5 across Professional Relationships & Staff Development
—	**Overall average scores**	Mean score ≤ 2.5 across all items	Mean score ≥ 2.6 but ≤ 3.4 across all items	Mean score ≥ 3.5 across all items

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GRADING

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

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

Assignment/Assessment	Point Value
Class Participation & Attendance	30
Three Taping Role-Plays & Session Analyses (80 points each);	240
Course Reflection Paper	60
Client Hours Requirement	Pass/Fail
CSCE	0
Site Supervisor's Evaluation	0
Theory of Change Paper (Internship 2)	Pass/Fail

Total points possible = 330 for this course.

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

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

TECHNOLOGY REQUIREMENTS

Browser support

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

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

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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, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.

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Device	Operating System	Browser	Supported Browser Version(s)
			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

- 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/

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- o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
- o Adobe Shockwave Player https://get.adobe.com/shockwave/
- o 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, 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.

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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.

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.

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

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13stude nts/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/13stude nts/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13stude nts/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,

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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/34Safet yOfEmployeesAndStudents/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.

[Example] COURSE OUTLINE / CALENDAR
Course Outline/Calendar

> **Commented [MS35]:** Reading assignments from CACREP grid missing from Course Schedule. Please add authors/dates (and chapters, if applicable) to weeks where readings will be assigned.

Week	Tentative topics	CACREP Standard(s)	Readings	Assignments due
1	Course Introduction Review of syllabus, course requirements Discussion: recording issues	**2.F.1.k.** strategies for personal and professional self-evaluation and implication for practice **2.F.1.l.** self-care strategies appropriate to the counselor role **2.F.5.d.** ethical and culturally relevant strategies for establishing and maintaining in-person and technology-		Submit all required paperwork for internship including proof of liability insurance

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		assisted relationships **2.F.5.e.** the impact of technology on the counseling process **5.C.3.a.** intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management **5.C.3.b.** techniques and interventions for prevention and treatment of a broad range of mental health issues **5.C.3.c.** strategies for interfacing with the legal system regarding court-referred clients **5.C.3.d.** strategies for interfacing with integrated behavioral health care professionals **5.C.3.e.** strategies to advocate for persons with mental health issues **5.G.3.f.** techniques of personal/social counseling in school settings **5.G.3.g.** strategies to facilitate school and postsecondary transitions **5.G.3.h.** skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement **5.G.3.j.** interventions to promote college		

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		and career readiness **5.G.3.l.** techniques to foster collaboration and teamwork within schools **5.G.3.m.** strategies for implementing and coordinating peer intervention programs		
2		**2.F.1.k.** strategies for personal and professional self-evaluation and implication for practice **2.F.1.l.** self-care strategies appropriate to the counselor role **2.F.5.d.** ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships **2.F.5.e.** the impact of technology on the counseling process **5.C.3.a.** intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management **5.C.3.b.** techniques and interventions for prevention and treatment of a broad range of mental health issues **5.C.3.c.** strategies for interfacing with the legal system regarding court-referred clients		

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		5.C.3.d. strategies for interfacing with integrated behavioral health care professionals **5.C.3.e.** strategies to advocate for persons with mental health issues **5.G.3.f.** techniques of personal/social counseling in school settings **5.G.3.g.** strategies to facilitate school and postsecondary transitions **5.G.3.h.** skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement **5.G.3.j.** interventions to promote college and career readiness **5.G.3.l.** techniques to foster collaboration and teamwork within schools **5.G.3.m.** strategies for implementing and coordinating peer intervention programs		
3	Ethical & Legal issues Recordings & Analyses	**2.F.1.k.** strategies for personal and professional self-evaluation and implication for practice **2.F.1.l.** self-care strategies appropriate to the counselor role **2.F.5.d.** ethical and culturally relevant strategies for establishing and maintaining in-person and		ACA 2014 code of ethics CACREP 2016 standards Handbooks Taping Role Play & Session Analysis (by sign-up)

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		technology-assisted relationships **2.F.5.e.** the impact of technology on the counseling process **5.C.3.a.** intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management **5.C.3.b.** techniques and interventions for prevention and treatment of a broad range of mental health issues **5.C.3.c.** strategies for interfacing with the legal system regarding court-referred clients **5.C.3.d.** strategies for interfacing with integrated behavioral health care professionals **5.C.3.e.** strategies to advocate for persons with mental health issues **5.G.3.f.** techniques of personal/social counseling in school settings **5.G.3.g.** strategies to facilitate school and postsecondary transitions **5.G.3.h.** skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement **5.G.3.j.** interventions to		

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		promote college and career readiness **5.G.3.l.** techniques to foster collaboration and teamwork within schools **5.G.3.m.** strategies for implementing and coordinating peer intervention programs		
4	Recordings & Analyses	**2.F.1.k.** strategies for personal and professional self-evaluation and implication for practice **2.F.1.l.** self-care strategies appropriate to the counselor role **2.F.5.d.** ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships **2.F.5.e.** the impact of technology on the counseling process **5.C.3.a.** intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management **5.C.3.b.** techniques and interventions for prevention and treatment of a broad range of mental health issues **5.C.3.c.** strategies for interfacing with the legal system		Taping Role Play & Session Analysis (by sign-up)

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		regarding court-referred clients **5.C.3.d.** strategies for interfacing with integrated behavioral health care professionals **5.C.3.e.** strategies to advocate for persons with mental health issues **5.G.3.f.** techniques of personal/social counseling in school settings **5.G.3.g.** strategies to facilitate school and postsecondary transitions **5.G.3.h.** skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement **5.G.3.j.** interventions to promote college and career readiness **5.G.3.l.** techniques to foster collaboration and teamwork within schools **5.G.3.m.** strategies for implementing and coordinating peer intervention programs		
5	Recordings & Analyses	**2.F.1.k.** strategies for personal and professional self-evaluation and implication for practice **2.F.1.l.** self-care strategies appropriate to the counselor role **2.F.5.d.** ethical and culturally relevant strategies for establishing and		Taping Role Play & Session Analysis (by sign-up)

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		maintaining in-person and technology-assisted relationships **2.F.5.e.** the impact of technology on the counseling process **5.C.3.a.** intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management **5.C.3.b.** techniques and interventions for prevention and treatment of a broad range of mental health issues **5.C.3.c.** strategies for interfacing with the legal system regarding court-referred clients **5.C.3.d.** strategies for interfacing with integrated behavioral health care professionals **5.C.3.e.** strategies to advocate for persons with mental health issues **5.G.3.f.** techniques of personal/social counseling in school settings **5.G.3.g.** strategies to facilitate school and postsecondary transitions **5.G.3.h.** skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement		

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		5.G.3.j. interventions to promote college and career readiness **5.G.3.l.** techniques to foster collaboration and teamwork within schools **5.G.3.m.** strategies for implementing and coordinating peer intervention programs		
6	Recordings & Analyses	**2.F.1.k.** strategies for personal and professional self-evaluation and implication for practice **2.F.1.l.** self-care strategies appropriate to the counselor role **2.F.5.d.** ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships **2.F.5.e.** the impact of technology on the counseling process **5.C.3.a.** intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management **5.C.3.b.** techniques and interventions for prevention and treatment of a broad range of mental health issues **5.C.3.c.** strategies for interfacing with		Taping Role Play & Session Analysis (by sign-up)

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		the legal system regarding court-referred clients **5.C.3.d.** strategies for interfacing with integrated behavioral health care professionals **5.C.3.e.** strategies to advocate for persons with mental health issues **5.G.3.f.** techniques of personal/social counseling in school settings **5.G.3.g.** strategies to facilitate school and postsecondary transitions **5.G.3.h.** skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement **5.G.3.j.** interventions to promote college and career readiness **5.G.3.l.** techniques to foster collaboration and teamwork within schools **5.G.3.m.** strategies for implementing and coordinating peer intervention programs		
7	Recordings & Analyses	**2.F.1.k.** strategies for personal and professional self-evaluation and implication for practice **2.F.1.l.** self-care strategies appropriate to the counselor role **2.F.5.d.** ethical and culturally relevant strategies for		Taping Role Play & Session Analysis (by sign-up)

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		establishing and maintaining in-person and technology-assisted relationships **2.F.5.e.** the impact of technology on the counseling process **5.C.3.a.** intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management **5.C.3.b.** techniques and interventions for prevention and treatment of a broad range of mental health issues **5.C.3.c.** strategies for interfacing with the legal system regarding court-referred clients **5.C.3.d.** strategies for interfacing with integrated behavioral health care professionals **5.C.3.e.** strategies to advocate for persons with mental health issues **5.G.3.f.** techniques of personal/social counseling in school settings **5.G.3.g.** strategies to facilitate school and postsecondary transitions **5.G.3.h.** skills to critically examine the connections between social, familial, emotional, and behavior problems and		

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		academic achievement **5.G.3.j.** interventions to promote college and career readiness **5.G.3.l.** techniques to foster collaboration and teamwork within schools **5.G.3.m.** strategies for implementing and coordinating peer intervention programs		
8	Recordings & Analyses	**2.F.1.k.** strategies for personal and professional self-evaluation and implication for practice **2.F.1.l.** self-care strategies appropriate to the counselor role **2.F.5.d.** ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships **2.F.5.e.** the impact of technology on the counseling process **5.C.3.a.** intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management **5.C.3.b.** techniques and interventions for prevention and treatment of a broad range of mental health issues		Taping Role Play & Session Analysis (by sign-up)

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		5.C.3.c. strategies for interfacing with the legal system regarding court-referred clients 5.C.3.d. strategies for interfacing with integrated behavioral health care professionals 5.C.3.e. strategies to advocate for persons with mental health issues 5.G.3.f. techniques of personal/social counseling in school settings 5.G.3.g. strategies to facilitate school and postsecondary transitions 5.G.3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement 5.G.3.j. interventions to promote college and career readiness 5.G.3.l. techniques to foster collaboration and teamwork within schools 5.G.3.m. strategies for implementing and coordinating peer intervention programs		
9	Recordings & Analyses	2.F.1.k. strategies for personal and professional self-evaluation and implication for practice 2.F.1.l. self-care strategies appropriate to the counselor role		Taping Role Play & Session Analysis (by sign-up)

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		2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships **2.F.5.e.** the impact of technology on the counseling process **5.C.3.a.** intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management **5.C.3.b.** techniques and interventions for prevention and treatment of a broad range of mental health issues **5.C.3.c.** strategies for interfacing with the legal system regarding court-referred clients **5.C.3.d.** strategies for interfacing with integrated behavioral health care professionals **5.C.3.e.** strategies to advocate for persons with mental health issues **5.G.3.f.** techniques of personal/social counseling in school settings **5.G.3.g.** strategies to facilitate school and postsecondary transitions **5.G.3.h.** skills to critically examine the connections between social, familial, emotional,		

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		and behavior problems and academic achievement **5.G.3.j.** interventions to promote college and career readiness **5.G.3.l.** techniques to foster collaboration and teamwork within schools **5.G.3.m.** strategies for implementing and coordinating peer intervention programs		
10	Recordings & Analyses	**2.F.1.k.** strategies for personal and professional self-evaluation and implication for practice **2.F.1.l.** self-care strategies appropriate to the counselor role **2.F.5.d.** ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships **2.F.5.e.** the impact of technology on the counseling process **5.C.3.a.** intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management **5.C.3.b.** techniques and interventions for prevention and treatment of a broad range of		Taping Role Play & Session Analysis (by sign-up)

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		mental health issues **5.C.3.c.** strategies for interfacing with the legal system regarding court-referred clients **5.C.3.d.** strategies for interfacing with integrated behavioral health care professionals **5.C.3.e.** strategies to advocate for persons with mental health issues **5.G.3.f.** techniques of personal/social counseling in school settings **5.G.3.g.** strategies to facilitate school and postsecondary transitions **5.G.3.h.** skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement **5.G.3.j.** interventions to promote college and career readiness **5.G.3.l.** techniques to foster collaboration and teamwork within schools **5.G.3.m.** strategies for implementing and coordinating peer intervention programs		
11	Recordings & Analyses	**2.F.1.k.** strategies for personal and professional self-evaluation and implication for practice **2.F.1.l.** self-care strategies		Taping Role Play & Session Analysis (by sign-up)

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		appropriate to the counselor role **2.F.5.d.** ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships **2.F.5.e.** the impact of technology on the counseling process **5.C.3.a.** intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management **5.C.3.b.** techniques and interventions for prevention and treatment of a broad range of mental health issues **5.C.3.c.** strategies for interfacing with the legal system regarding court-referred clients **5.C.3.d.** strategies for interfacing with integrated behavioral health care professionals **5.C.3.e.** strategies to advocate for persons with mental health issues **5.G.3.f.** techniques of personal/social counseling in school settings **5.G.3.g.** strategies to facilitate school and postsecondary transitions **5.G.3.h.** skills to critically examine the connections		

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		between social, familial, emotional, and behavior problems and academic achievement **5.G.3.j.** interventions to promote college and career readiness **5.G.3.l.** techniques to foster collaboration and teamwork within schools **5.G.3.m.** strategies for implementing and coordinating peer intervention programs		
12	Recordings & Analyses	**2.F.1.k.** strategies for personal and professional self-evaluation and implication for practice **2.F.1.l.** self-care strategies appropriate to the counselor role **2.F.5.d.** ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships **2.F.5.e.** the impact of technology on the counseling process **5.C.3.a.** intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management **5.C.3.b.** techniques and interventions for prevention and		Taping Role Play & Session Analysis (by sign-up)

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		treatment of a broad range of mental health issues **5.C.3.c.** strategies for interfacing with the legal system regarding court-referred clients **5.C.3.d.** strategies for interfacing with integrated behavioral health care professionals **5.C.3.e.** strategies to advocate for persons with mental health issues **5.G.3.f.** techniques of personal/social counseling in school settings **5.G.3.g.** strategies to facilitate school and postsecondary transitions **5.G.3.h.** skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement **5.G.3.j.** interventions to promote college and career readiness **5.G.3.l.** techniques to foster collaboration and teamwork within schools **5.G.3.m.** strategies for implementing and coordinating peer intervention programs		
13	Recordings & Analyses	**2.F.1.k.** strategies for personal and professional self-evaluation and implication for practice		Taping Role Play & Session Analysis (by sign-up)

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		2.F.1.l. self-care strategies appropriate to the counselor role **2.F.5.d.** ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships **2.F.5.e.** the impact of technology on the counseling process **5.C.3.a.** intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management **5.C.3.b.** techniques and interventions for prevention and treatment of a broad range of mental health issues **5.C.3.c.** strategies for interfacing with the legal system regarding court-referred clients **5.C.3.d.** strategies for interfacing with integrated behavioral health care professionals **5.C.3.e.** strategies to advocate for persons with mental health issues **5.G.3.f.** techniques of personal/social counseling in school settings **5.G.3.g.** strategies to facilitate school and postsecondary transitions		

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		5.G.3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement **5.G.3.j.** interventions to promote college and career readiness **5.G.3.l.** techniques to foster collaboration and teamwork within schools **5.G.3.m.** strategies for implementing and coordinating peer intervention programs		
14	Recordings & Analyses	**2.F.1.k.** strategies for personal and professional self-evaluation and implication for practice **2.F.1.l.** self-care strategies appropriate to the counselor role **2.F.5.d.** ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships **2.F.5.e.** the impact of technology on the counseling process **5.C.3.a.** intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management		Taping Role Play & Session Analysis (by sign-up)

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		5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues 5.C.3.c. strategies for interfacing with the legal system regarding court-referred clients 5.C.3.d. strategies for interfacing with integrated behavioral health care professionals 5.C.3.e. strategies to advocate for persons with mental health issues 5.G.3.f. techniques of personal/social counseling in school settings 5.G.3.g. strategies to facilitate school and postsecondary transitions 5.G.3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement 5.G.3.j. interventions to promote college and career readiness 5.G.3.l. techniques to foster collaboration and teamwork within schools 5.G.3.m. strategies for implementing and coordinating peer intervention programs		
15	Recordings & Analyses	2.F.1.k. strategies for personal and professional self-evaluation and		Taping Role Play & Session Analysis (by sign-up; Course

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		implication for practice **2.F.1.l.** self-care strategies appropriate to the counselor role **2.F.5.d.** ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships **2.F.5.e.** the impact of technology on the counseling process **5.C.3.a.** intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management **5.C.3.b.** techniques and interventions for prevention and treatment of a broad range of mental health issues **5.C.3.c.** strategies for interfacing with the legal system regarding court-referred clients **5.C.3.d.** strategies for interfacing with integrated behavioral health care professionals **5.C.3.e.** strategies to advocate for persons with mental health issues **5.G.3.f.** techniques of personal/social counseling in school settings **5.G.3.g.** strategies to facilitate school		Reflection Paper due

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		and postsecondary transitions **5.G.3.h.** skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement **5.G.3.j.** interventions to promote college and career readiness **5.G.3.l.** techniques to foster collaboration and teamwork within schools **5.G.3.m.** strategies for implementing and coordinating peer intervention programs		
16	Individual Evaluations (meeting with instructor during class)			Site supervisor eval Evaluations site & yours) the Counseling Student Competency Evaluation (CSCE) for each student. Theory of Change Paper due (internship 2 only)

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Appendix A (Session Analysis)

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

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

- **Demographics:** BC is a 12-year-old Hispanic male who is in 7th grade. He is the youngest of four children and lives with both biological parents.

- **Presenting problem**: BC was referred by his teacher. He is currently failing math and language arts and has been referred to the principal for disruptive behavior.

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- **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 where 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)
Skills needed to be utilized during the course

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

Conceptual Skills: Most of the counselor's covert behaviors are found here. Conceptual skills reflect deliberate thinking and case analysis. There are two kinds of thinking in this area: conceptualization during the session and between the sessions. Kinds of behaviors that represent these skills include:
  •understanding what the client is saying;
  •identifying themes in the client messages;
  •choosing strategies appropriate to client goals;
  •recognizing even subtle improvement by the client.

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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.

<div align="center">Appendix C</div>

Describe your theory of choice.
How you implemented your theory in your sessions.
How effective you were at using your theory?
How did your theory affect your clients?
Self-reflection on the semester regarding your usage of counseling skills, effectiveness of developing a therapeutic relationship, and overall reflection of your abilities and experiences as a counselor this semester.
Use APA 6th edition grammar and thoroughness in addressing each part of the paper.

Appendix D

INTERNSHIP STUDENT CHECKLIST

Student Name _____

Preparation for the 1st INTERNSHIP 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
[ ] 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)

INTERNSHIP due at the LAST INTERNSHIP CLASS MEETING:
[ ] Internship 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 Internship instructor

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