



COUN 551: PRACTICUM

Course Syllabus: Fall 2024 Thursday, 4:30pm to 7:10pm,
Collin High Ed Center/McKinney

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

**13.99.99.R0.03 Undergraduate Academic
Dishonesty 13.99.99.R0.10 Graduate Student
Academic Dishonesty**

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.





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Preferred Form of Communication: E-mail

Communication Response Time: 24 – 48 business

hours **Main Office Location:** Commerce, Binnion
209

Office Hours: By appointment

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

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

Yalom, I. D. (2017). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York, NY: Harper Perennial.

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

Required Supplemental Readings

A chapter in a credible theory textbook or your theory notes; I suggest:

Truscott, D., (2010). *Becoming an effective psychotherapist: Adopting a theory of psychotherapy that's right for you and your clients*. American Psychological Association.

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

Practicum and Internship Handbook

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

Handbook for Master's Counseling Program

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

**Other readings as assigned

Recommended Resources:

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

1. *Counseling Today* – a monthly magazine published by the American Counseling Association (free with membership)
2. *Journal of Counseling and Development* (free with ACA membership)
3. *The Family Journal: Counseling and Therapy for Couples and Families* – (free with membership in IAMFC, a division of ACA)
4. Remley, T.P., & Herlihy, B. (2020). *Ethical, legal, and professional issues in counseling*. New Jersey: Pearson Education Inc.
5. For School Counseling only:
6. Aviles, J.A. (2018). *Peer mentorship in schools: a comprehensive guide and workbook for implementing and sustaining a peer mentorship program in your school* (3rd edition). Scotts Valley, CA: Create Space Independent Publishing Platform

Relevant Articles

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

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

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

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

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

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



Development Journal, 33(2), 26-31.

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

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

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

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

On-site placement policies and procedures

**Other readings as assigned

COURSE DESCRIPTION

Catalogue Description of the Course

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

General Course Information

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



and maintained the performance competencies specified for Basic Skills and Advanced Basic Skills.

Student Learning Outcomes:

2016 CACREP Standards Addressed in COUN 551

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, section H.; Remley, & Herlihy, 2020, chapter 10), Discussion, & Guided Practice; Site based clinical practice	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis Rubric,	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
2.F.1.k. strategies for personal and professional self-evaluation and implication for practice	Lecture, Readings (ACA Code of Ethics, 2014; Richards, Campenni, & Muse-Burke, J. (2010); Discussion	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis 3. CSCE self eval at end of semester	1. Class participation in discussion & demonstrations' 2. Taping & Session Analysis Rubric,	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
2.F.1.l. self-care strategies appropriate to the counselor role	Lecture, Readings (ACA Code of Ethics, 2014; Yalom, 2013; Discussion, Session Recording; Site based clinical practice	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
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; Corsini & Wedding, 2005; Remley, T.P & Herlihy, 2020, chapters 3& 10), Yalom, 2013; Discussion, Session Recording Site based clinical practice	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation



<p>2.F.5.e. the impact of technology on the counseling process</p>	<p>Lecture, Readings (ACA Code of Ethics, 2014, section H.; Remley & Herlihy, 2020, chapter 10), Discussion, & Guided Practice; Site based clinical practice</p>	<p>1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis</p>	<p>1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis</p>	<p>≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation</p>
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<p>2.F.5.n. processes for aiding students in developing a personal model of counseling</p>	<p>Lecture, Readings: Corsini & Wedding, 2005; Yalom (2013)</p>	<p>1. Skills Recording & Critique 2. Personal Counseling Style Paper</p>	<p>1. Skills Recording & Critique Rubric 2. Personal Counseling Style Paper Rubric</p>	<p>1. & 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</p>
<p>5. C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</p>	<p>Readings: 2014 ACA Code of Ethics; Sperry & Sperry, 2012; Lutton & Swank, 2018; Site based clinical practice</p>	<p>1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis</p>	<p>1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis</p>	<p>≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation</p>
<p>5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues</p>	<p>Readings: 2014 ACA Code of Ethics; Yalom, 2013; Lutton & Swank, 2018; Sperry & Sperry, 2012, ch. 4; Discussion; Site based clinical practice</p>	<p>1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis ,</p>	<p>1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis</p>	<p>≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation</p>
<p>5.G.3.f. techniques of personal/social counseling in school settings</p>	<p>Readings: 2014 ACA Code of Ethics Discussion; Site based clinical practice, Ray et al., 2015.</p>	<p>1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis</p>	<p>1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis</p>	<p>≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation</p>
<p>5.G.3.h. skills to critically examine the</p>	<p>Readings: Lowenstein,</p>	<p>1. Class participation in</p>	<p>1. Class participation in</p>	<p>≥ 80% of average rubric scores with</p>



connections between social, familial, emotional, and behavior problems and academic achievement	L.(2011) 2014 ACA Code of Ethics Discussion; Site based clinical practice	discussion and demonstrations' 2. Taping & Session Analysis	discussion and demonstrations' 2. Taping & Session Analysis	either meet (2) or exceed (3) expectation
5.G.3.l. techniques to foster collaboration and teamwork within schools	Reading, Parikh- Foxx, et al (2020) S.Waldon, et al (2010); Discussion Site based clinical practice	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation
5.G.3.m. strategies for implementing and coordinating peer intervention programs	Readings: Aviles, J.A. (2018); 2014 ACA Code of Ethics Discussion Site based clinical practice	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	1. Class participation in discussion and demonstrations' 2. Taping & Session Analysis	≥ 80% of average rubric scores with either meet (2) or exceed (3) expectation

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

At a minimum, this course will cover:

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

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

Competency 001 (Human Development)

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002 (Student Diversity)

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

Competency 003 (Factors affecting Students)

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



Competency 006 (Counseling)

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

Competency 007 (Assessment)

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 may 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 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)

CSCCE 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 (CSCCE) 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 CSCCE 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 CSCCE is required in the following courses: COUN 516, COUN 548, COUN 551, COUN 552, COUN 620, and COUN 660. **Each use of the CSCCE must be placed in the student's Department file along with any remediation plan developed by the faculty in conference with the student.**

Personal Counseling Requirements

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

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

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

Client hours requirement

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

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

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

The student will maintain professional liability insurance throughout practicum and internship.

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

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

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

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

Student Responsibilities or Tips for Success in the Course

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

1. You are expected to display professionalism at all times. Be respectful to your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6th edition.

7. Regularly check your University email. My suggestion is to check it at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

Assignments/Assessments

1. Class Participation/doctoral supervision (100 points)

Due to the nature of this class, participation and contributing to discussions are essential, whether in person or online. Participation is credited to all activities related to this course. Please be aware that being consistently late to meetings can detract from your grade.

Students will demonstrate knowledge and understanding of key concepts through class discussions and in-class activities. In addition to the two video recordings submitted for grading, students will submit tapes to be used for group supervision and individual supervision with a doctoral supervisor. Regular attendance, arriving to zoom on time, meeting with doctoral supervisors and reading the materials before class are expected.

You will meet with your doctoral supervisor once a week this semester. You will need to bring a video recording of a counseling session to your doctoral supervisor as soon as you can this semester. The quality of your feedback depends on your supervisor's ability to view your tapes. Your doctoral supervisor will support, encourage and at times challenge you this semester. Your supervisor and I will work hard to facilitate your growth and development.

You are encouraged to actively participate in and out of class. This class requires you to be an active participant and to share your thoughts respectfully. This course is the foundational course for facilitating your counseling skills; thus, attending, participating, and experiential learning within and outside of the classroom are crucial. You will have many opportunities to contribute to the total learning experience through attendance, discussion, and assigned activities.

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

Class Participation/Supervision Rubric

3 – *Exceeds Expectations* (36-40 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. All 5 doc student supervision sessions attended.

2 – *Meets Expectations* (32 – 35 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. No more than one absence/no evident pattern of lateness/ leaving early with the completion of course hours requirement. All 5 doc student supervision sessions attended.

1 – *Does Not Meet Expectations* (0-31 points)

Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. Two or more absences/pattern of lateness/leaving early evident. Less than 5 doc student supervision sessions completed.

2. **Video recording & Session Analysis (80 points for each tape).** Each student is required to meet weekly with clients at their field site to develop their counseling skills (**see Appendix B**) and record video sessions. From these weekly sessions, students are to bring two video recorded counseling sessions (preferably a minimum of 40 minutes in length), as counselor to class. Along with each of the two recorded sessions as counselor you are to complete a session analysis using **Appendix A** as a guide. Content of the session analysis must correspond to the recorded video tape played in class. Please turn the session analysis the day the assignment is due.

Counseling skills of process, conceptualization, personalization, and professionalism are the focus of internship and should be evidenced in your tapes and session analyses. See **Appendix B** for more detail in regard to counseling skills. Tape two will also require a case conceptualization that utilizes the structure from page 12 in Sperry & Sperry.

See **Rubric** below for grading details.

Video Recording & Session Analysis Rubric

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

Conceptualization skills (20 points)	Inadequate understanding of theory and how client's past issues influence current functioning. Inability to identify core and significant issues. Lack of focus and direction.	Adequate understanding of theory and how client's past issues influence current functioning. Some ability to identify core and significant issues. Adequate ability to focus and provide direction.	Clear understanding of theory and how client's past issues influence current functioning. Clearly demonstrated ability to identify core and significant issues. Showed ability to choose which issues warranted more focus and attention.
Professionalism Skills (20 points)	Professionalism Skills were not evidenced in session or severely inconsistent throughout session; not developmentally appropriate skills; Ethical standards not adhered to or addressed effectively; does not meet standards of graduate level coursework	Professionalism Skills were evidenced in session and fairly consistent; developmentally appropriate skills; Ethical standards adhered to or addressed effectively; meets standards of graduate level coursework	Personalization Skills were evidenced in session and consistent; developmentally appropriate skills; Ethical standards adhered to or addressed effectively; meets standards of graduate level coursework

3. Theory/conceptualization paper (separate handout provided)

4. Client hours requirement (Satisfactory or Unsatisfactory)

In addition to regular class meetings, the student will complete at least one hour per week, outside of class time, of individual or triadic supervision with a faculty member or a doctoral student supervisor. 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 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
Completion of Hours	Less than 100% completion of hours. correct on all quiz items. Ethical, legal, and multicultural considerations were not standards not adhered to or addressed effectively; does not meet standards of graduate level coursework	100% of hours requirement was meet. The counselor understands and complies with ethical, legal, and professional standards relevant to the profession.	100% of hours requirement was meet. The counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

5. Counseling Student Competency Evaluation (CSCE)

The Counseling Program is obligated by professional ethics (see ACA Code of Ethics, 2014) and University procedure to assess students as to their potential for meeting the expectations of *professional practice* in the professional counseling field. The competencies outlined in this document (CSCE) are specific to professional counseling and are in addition to academic requirements. The Counseling Program may suspend from the program any students judged incapable of meeting these expectations. Procedures regarding potential dismissal are outlined in the Program's Retention/Dismissal Procedure.

The CSCE may be used by any faculty member with any student enrolled in a Counseling course to provide that student with feedback regarding their potential for meeting the expectations of the professional counseling field and the Department. Completion of a CSCE is required in the following courses: COUN 551, COUN 552, COUN 620, and

COUN 660 (i.e., Clinical Supervision, Advanced Practicum, Advanced Internship, Advanced Supervision, Advanced Teaching). The course instructor in COUN 516 and COUN 548 may choose to implement the CSCE at his/her discretion. Each use of the CSCE must be placed in the student’s Department file along with any remediation plan developed by the faculty in conference with the student.

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

Counseling Student Competency Evaluation (CSCE) Rubric

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

Composite	Overall average composite score	Mean score \geq .63 across all CSCE items	Mean score of .33 to .60 across all CSCE items	Mean score of 0 to .30 across all CSCE items
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6. **Practicum Site Supervisor’s Evaluation of Trainee (CMHC[D] & SC [C]):** The Counseling Program has elected to assess and incorporate site supervisors’ feedback in the evaluation of students’ performance in *professional practice*. Completion of a site supervisor’s evaluation of trainee is required in COUN 552. Each use of the site supervisor’s evaluation of trainee must be placed in the student’s Department file.

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

*Instructors, please be aware that the site supervisor’s evaluation of trainee is program specific (CMHC or School Counseling) and exist in two different versions (Practicum or Internship). Therefore, please use the SC rubric for school counseling students and CMHC rubric for clinical mental health counseling students. See rubrics below.

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

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

(4-items)	items	items	items
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	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
	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
Composite	Average scores across all items on the Site Supervisor's Evaluation of Trainee	Mean score ≤ 2.5 across all items	Mean score ≥ 2.6 but ≤ 3.4 across all items	Mean score ≥ 3.5 across all items

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

		1- Does Not Meet Expectations	2 - Meets Expectations	3 - Exceed Expectations
Subscale	Administrative Responsibilities (4-items)	Mean score ≤ 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	Mean score ≤ 2.5	Mean score ≥ 2.6 but \leq	Mean score ≥ 3.5

	(5-items)	across Supervision items	3.4 across Supervision items	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
Composite	Average scores across all items on the Site Supervisor's Evaluation of Trainee	Mean score ≤ 2.5 across all items	Mean score ≥ 2.6 but ≤ 3.4 across all items	Mean score ≥ 3.5 across all items

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

GRADING

Keep in mind that this course is a pass/fail course. Final grades in this course will be based on the following scale:

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

Assignment/Assessment	Point Value
Class Participation & Discussions (3pts per class)	30
Case Conceptualization paper	16
<u>Two Video Recordings/Session Analyses (27 points each)</u>	<u>54</u>
Total	100

KAA: CSCE
 KAB: Site Supervisor's Evaluation



Remember, this is a pass/fail course. To pass this course, students must get a **minimum of 80 points** out of a possible 100. For accreditation, instructors do calculate grades on assignments.

A = 90%-100%

B = 80%-89%

Below 80% = C (Failing grade in this course).

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

TECHNOLOGY REQUIREMENTS

Browser support

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

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

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

Note the following:

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

Desktop Support

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

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

Tablet and Mobile Support

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

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions *8 Mbps* is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

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

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

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



at 903.468.6000 or helpdesk@tamuc.edu.

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

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

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

Technical Support

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



System Maintenance

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

Interaction with Instructor Statement

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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



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](#).

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

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

Academic Integrity

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

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

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

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

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



Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

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

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

Nondiscrimination Notice

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

Campus Concealed Carry Statement

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

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

Web url:

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

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



TEXAS A&M UNIVERSITY
COMMERCE
COURSE OUTLINE / CALENDAR

FLEXIBLE COURSE CALENDAR
(Subject to change at the discretion of the instructor)

Week/Date	Topic	CACREP Standard(s)	Reading	Assignment
Week 1: 8/29	Introductions/Syllabus/ Practicum Handbook/Doc Supervisors/ Course Requirements	2.F.1.j. 2.F.5.e.	Clinical Handbook	Turn in paperwork; NO CLIENTS MAY BE SEEN UNTIL THIS IS COMPLETE
Week 2: 9/5	Check-in, Supervision and site update, Intake interview, Mental Status Evaluation, biopsychosocial history, mental health history, and psychological assessment, notes	2.F.1.l. 5.C.3.b. 5.G.3.f	Sperry & Sperry Ch. 1& 2	
Week 3: 9/12	Suicide, Crisis, NSSI, ACES	5.G.3.h. 5.G.3.f	Sperry Ch. 4, 5, & 6	
Week 4: 9/19	Ethical and Legal Issues- ACA; multicultural issues; Group supervision of individual counseling	2.F.1.l. 5.C.3.b. 5.G.3.f	ACA Code of Ethics In class articles	Tape 1 & analysis
Week 5: 9/26	theory, and conceptualization; Group supervision of individual counseling		Love's Executioner Ch. 5; A chapter in a credible theory textbook and your notes from theories	
Week 6: 10/3			Yalom's Gift of Therapy Introduction & first 25 pages	Extra Credit: CE Cert
Week 7: 10/10	Being present in the here and now, facilitating awareness; Group supervision of individual counseling		Yalom's Gift of Therapy Ch. 14-19;	Sign up for mtg
Week 8: 10/17	Being present in the here and now, facilitating awareness; Group supervision of individual counseling			Tape 2 & analysis



Week 9: 10/24	individual conferences			Midterm Evaluations
Week 10: 10/31	individual conferences			Midterm Evaluations
Week 11: 11/7	Developmental interventions; self-awareness and growth; multicultural; Group supervision of individual counseling	ONLINE CLASS	Sperry & Sperry Ch. 3; Yalom's Gift of Therapy Ch. 8-10	ONLINE CLASS
Week 12: 11/14	Readiness, resistance, and termination; Group supervision of individual counseling		Yalom's Gift of Therapy Ch. 25-29	
Week 13: 11/21	Thanksgiving Break			
Week 14: 11/28	Group supervision of individual counseling			Case Conceptualization
Week 15: 12/5	Individual Conferences			Final Paperwork Due
Week 16: 12/12	Individual Conferences			Final Paperwork Due

Appendix A Session Analysis Tapes 1 & 2.

- Client demographics: age, gender, ethnicity, family constellation, etc.
- Presenting problem: referral source and reason for referral
- Areas of concern: What were the session’s main topics or areas of client concern?
- Session specific information: session number, brief summary of content, session goals (for example: initial, short-term, long-term, new, on-going progress)?
- Theory conceptualization: What theory are you using? How do you see your client? How do you, through theory, view their problems (maladjustments)? How will the client change? How did you do using the theory and how can you improve your usage of this theory in future sessions?
 - Interventions and techniques **used in the session** and rationale for choosing these responses.
- Self-evaluation:
 - How do I feel about my use of reflection of feeling?
 - After listening to the client on tape, did I notice anything important that I missed?
 - Which issues were the most important ones on this tape? Why?
 - What did I learn about myself as I watched the tape?
 - If I could do the tape over again, specifically what would I change?
 - Overall, how do I rate my use of counseling skills and theory on this tape?
- Self-awareness:
 - Transference/countertransference?
 - Feelings, thoughts, or reactions to client? Source?
 - How will you address any issues in the future?

Time Stamp of Recording Sections to Share (e.g., 1min 30secs)	Name What You Are Showing (e.g., use of empathy, a specific technique, goal setting)	Why do you want us to look at this section (e.g., got stuck, did a good job, did a poor job?)
1.		
2.		
3.		
4.		
5.		



You need to be prepared to give and receive constructive feedback. Provide a copy of your written analysis.



Appendix B

PRACTICUM STUDENT CHECKLIST

Student Name _____

Preparation for the 1st PRACTICUM CLASS MEETING:

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

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

Documentation due at the LAST PRACTICUM CLASS MEETING

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

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

[] Additional documentation as required by instructor