



## **COUN 661: Advanced Practicum**

Course Syllabus: *Fall 2025*

*Mondays 4:30-7:10 pm, Location: Mesquite Metroplex, Rm TBD*

### **INSTRUCTOR INFORMATION**

**Instructor:** Erin Kaszynski, Ph.D., LPC

**Office Location:** Virtual

**Office Hours:** By Appointment

**University Email Address:** erin.kaszynski@tamuc.edu

**Preferred Form of Communication:** Email

**Communication Response Time:** 48 business hours

### **COURSE INFORMATION**

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

##### **Required Textbook**

Erford, B.T. (2020). *40 counseling techniques every counselor should know* (3rd ed.) Pearson.

Halbur, D. & Halbur, K.V. (2018). *Developing your theoretical orientation in counseling and psychotherapy* (4th ed). Pearson.

\*\*\*Note: This course uses D2L as its Learning Management System

##### **Required Supplemental Readings**

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

<https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c>

Brown, A. P., Marquis, A., & Guiffrida, D. A. (2013). Mindfulness-Based interventions in counseling. *Journal of Counseling & Development*, 91(1), 96-104.

<https://doi.org/10.1002/j.1556-6676.2013.00077.x>

Lloyd-Hazlett, J., Honderich, E. M., & Heyward, K. J. (2016). Fa-MI-ly: Experiential techniques to integrate motivational interviewing and family counseling. *The Family Journal*, 24(1), 31-37. <https://doi.org/10.1177/1066480715615666>

Myers, J. E., & Sweeney, T. J. (2008). Wellness counseling: The evidence base for practice. *Journal of Counseling & Development*, 86(4), 482-493. <https://doi.org/10.1002/j.1556-6678.2008.tb00536.x>

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Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44(1), 28-48.  
<https://doi.org/10.1002/jmcd.12035>

Rochat, S. (2019). Effects of motivational interviewing training in career counseling: A pilot study. *Journal of Career Development*, 46(3), 280-294.  
<https://doi.org/10.1177/0894845317745380>

## **COURSE DESCRIPTION**

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

COUN 661. Advanced Practicum. Three (3) semester hours.

Advanced Practicum includes 300 clock hours of supervised clinical work in an approved site where students engage in counseling activities with individuals, families, couples, and/or groups, with attention to broadening and refining advanced counseling skills. The remaining six semester hours (600 clock hours) include 300 clock hours of clinical experience in an approved site. During this time students are expected to expand their counseling, teaching, and supervision skills.

Prerequisite: COUN 660-Clinical Supervision; taken concurrently with COUN 610-Advanced Counseling Theories & Techniques

### **General Course Information**

The Fall semester of COUN 661 (Advanced Practicum) includes a minimum of 300 clock hours of supervised clinical work at an approved Clinical/School site. Group supervision, weekly individual and/or triadic supervision is provided throughout the semester by the instructor of record.

### **Student Learning Outcomes (SLOs):**

Measurement 2 (Skills):

I. Counseling Skills Recording. Students will present at least two session recordings demonstrating conceptualization skills and application of theoretical orientation. Students will critically evaluation their clinical efficacy and provide feedback to peers.

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



### 2016 CACREP Standards Addressed in COUN 609

Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
<b>6.B.1.c.</b> conceptualization of clients from multiple theoretical perspectives	<ul style="list-style-type: none"> <li>Lecture (weeks 2-5 &amp; 7, 9, 12-13)</li> <li>Reading (Halbur &amp; Halbur, 2018 [Chapter 4])</li> <li>In-class demonstrations (weeks 3-7 &amp; 9-13)</li> <li>Class discussion (weeks 2-7 &amp; 9-13)</li> </ul>	1. Counseling Skills Recordings	1. Counseling Skills Recording Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>6.B.1.d.</b> evidence-based counseling practices	<ul style="list-style-type: none"> <li>Lectures (weeks 4-7 &amp; 9-13)</li> <li>Readings (Erford, 2020 [Chapters 1-42]; Brown, Marquis, &amp; Guiffrida, 2013; Myers &amp; Sweeny, 2008; Lloyd-Hazlett, Honderich, &amp; Heyward, 2016; Rochat, 2019)</li> <li>In-class demonstrations (weeks 3-7 &amp; 9-13)</li> <li>Class discussion (weeks 3-7 &amp; 9-13)</li> </ul>	1. Counseling Skills Recordings 2. Technique Demonstration	1. Counseling Skills Recording Rubric 2. Technique Demonstration Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>6.B.1.e.</b> methods for evaluating counseling effectiveness	<ul style="list-style-type: none"> <li>Lectures (weeks 3-7 &amp; 9-13)</li> <li>Readings (Erford, 2020 [Chapters 1-42])</li> <li>In-class demonstrations (weeks 3-7 &amp; 9-13)</li> <li>Class discussion (weeks 3-7 &amp; 9-13)</li> </ul>	1. Technique Demonstration	1. Technique Demonstration Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>6.B.1.f.</b> ethical and culturally relevant counseling in multiple settings	<ul style="list-style-type: none"> <li>Lectures (week 2)</li> <li>Readings (Halbur &amp; Halbur (2018) [Chapters 2-3]; ACA Code of Ethics, 2014, Ratts, Singh, Nassa-McMillan, Butler, &amp; McCullough, 2016)</li> <li>In-class demonstrations (weeks 3-7 &amp; 9-13)</li> <li>Class discussion (weeks 3-7 &amp; 9-13)</li> </ul>	1. Counseling Skills Recordings	1. Counseling Skills Recording Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

**Content Areas include, but are not limited to, the following:**

- I. Orientation to the framework of an active clinic practice.
- II. Application of advanced counseling skills in a clinical setting

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## 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, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

### Instructional Methods

This course consists of lecture and didactic learning methods, group discussions, case conceptualization assignment with recorded demonstration of skills, coupled with a book review. Additionally, experiential learning and practical application will be utilized. When we are not meeting face to face, you will be expected to participate and complete all online tasks via D2L. In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

### Student Responsibilities or Tips for Success in the Course

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

1. You are expected to display professionalism at all times. Be respectful to your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 7<sup>th</sup> edition.
7. Regularly check your University email. My suggestion is to check it at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. 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.
11. Find a site & supervisor and get faculty approval within the first two weeks of class.

### 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 related to this course. ***Students should be prepared to discuss techniques they use or would like to try (share activities with class - folder in D2L) on***

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***weeks 4-14 and to discuss challenges and positive experiences from their sites each week.*** Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification. The following criteria will be used to determine participation & attendance points:

### **Class Participation Rubric**

- |   |  |
|---|--|
| <b>3 – Exceeds Expectations</b><br>(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 1 absence/no evident pattern of lateness |
| <b>2 – Meets Expectations</b><br>(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. 2 or less absences/no evident pattern of lateness                         |
| <b>1 – Does Not Meet Expectations</b> (0-25 points) | Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. More than 2 absences/pattern of lateness evident  |

## **2. Counseling Student Competency Evaluation (CSCE) (CACREP Key Assessment).**

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 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

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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. \*Site Supervisors should be LPC-S or LPC with PhD.

## Counseling Student Competency Evaluation (CSCE) Rubric

		1- Does Not Meet Expectations	2 - Meets Expectations	3 - Exceed Expectations
Subscale	<b>Professionalism subscale (7-items)</b>	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
	<b>General Competency subscale (7-items)</b>	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
	<b>Social &amp; Emotional Maturity subscale (7-items)</b>	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
	<b>Integrity &amp; Ethical Conduct subscale (6-items)</b>	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
	<b>Clinical Competency subscale (6-items)</b>	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
	<b>Overall average score</b>	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

### 3. Advanced Practicum Site Supervisor's Evaluation of Trainee Rubric (CACREP Key Assessment).

Site supervisors should have 1) relevant certifications and/or licenses, (2) knowledge of the program's expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision. Preferably, site supervisors will hold a PhD in Counselor Education and Supervision and/or a LPC-S credential.

Site supervisors are expected to meet with students for 1 hour of weekly supervision and sign off on hours each week that the student sees clients. Students should accumulate 100 counseling hours with 40 hours being direct client hours. **Hours should be completed in a log, signed by the supervisor, and submitted with the evaluation at the end of the semester.**

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

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evaluation of the trainee is required in COUN 660s (i.e., Advanced Practicum, Advanced Internship) courses. Each use of the site supervisor's evaluation of the 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*. [https://www.tamuc.edu/wp-content/uploads/2024/04/2024-25-practicum\\_internship-handbook.pdf](https://www.tamuc.edu/wp-content/uploads/2024/04/2024-25-practicum_internship-handbook.pdf) - Page 52-54

### Advanced Practicum Site Supervisor's Evaluation of Trainee Rubric

		1- Does Not Meet Expectations	2 - Meets Expectations	3 - Exceed Expectations
Subscale	Administrative Responsibilities (4-items)	Mean score $\leq 2.5$ across Administrative Responsibilities items	Mean score $\geq 2.6$ but $\leq 3.4$ across Administrative Responsibilities items	Mean score $\geq 3.5$ across Administrative Responsibilities items
	Supervision (5-items)	Mean score $\leq 2.5$ across Supervision items	Mean score $\geq 2.6$ but $\leq 3.4$ across Supervision items	Mean score $\geq 3.5$ across Supervision items
	Counseling (14-items)	Mean score $\leq 2.5$ across Counseling items	Mean score $\geq 2.6$ but $\leq 3.4$ across Counseling items	Mean score $\geq 3.5$ across Counseling items
	Professional Relationships & Staff Development	Mean score $\leq 2.5$ across Professional Relationships & Staff Development items	Mean score $\geq 2.6$ but $\leq 3.4$ across Professional Relationships & Staff Development items	Mean score $\geq 3.5$ across Professional Relationships & Staff Development
	<b>Overall average score</b>	Mean score $\leq 2.5$ across all items	Mean score $\geq 2.6$ but $\leq 3.4$ across all items	Mean score $\geq 3.5$ across all items

#### 4. Counseling Skills Recording (60 points; 30 points each)

Students are required to bring a recorded interaction with a client to two different class meetings as scheduled. The student will present the recordings of his/her choosing along with case presentation write up (see Appendix A). The purpose of this assignment is for students to demonstrate their conceptualization skills using a theoretical orientation(s), utilization of evidenced counseling practices, and their exploration of ethical and culturally relevant considerations when working with their client. Students will have an opportunity to receive feedback from other students of their recorded session.

This assignment meets CACREP standards 6. B.1.c, 6. B.1.d, and 6. B.1.f.  
Sign-up sheet will be provided the first day of class.

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### Counseling Skills Recording Rubric

	1 – Does Not Meet Expectations (0-7 points)	2 – Meets Expectations (8 points)	3 – Exceeds Expectations (9-10 points)
Demonstration of skills in recording (10 points)	Demonstration of skill does not align or only tangentially aligns with counselor basic & advanced skills; presentation does not meet doctoral level standards	Demonstration of skill mostly aligns with standards for basic skills & advanced but excludes 1-2 key considerations; presentation meets standards of doctoral level work	Demonstration of skill completely aligns with standard for basic and advanced skills; presentation meets standards of doctoral level work
Counselor Characteristics (10 points)	Counselor appeared unprepared with poor demonstration of skills; counselor characteristics does not meet standards of doctoral level work	Counselor appeared mostly prepared & effective demonstration of skills; counselor characteristics meets standards of doctoral level work	Counselor appeared well-prepared and demonstrated highly effective skills; counselor characteristics meets standards of doctoral level work
Case Presentation Handout (10 points)	Transcript & handout were not provided; handout was missing significant information (e.g., Case history, counseling status, presenting problems, intervention [using theoretical orientation], topic of recorded session, ethical/multicultural considerations, and feedback input); information provided was unrelated to the assignment instructions; handout quality does not meet standards of doctoral level work	Transcript & handout were provided; handout was not missing significant/critical information (e.g., Case history, counseling status, presenting problems, intervention [using theoretical orientation], topic of recorded session, ethical/multicultural considerations, feedback input); information provided was directly related to the assignment instructions; handout quality meets standards of doctoral level work	Transcript & handout were provided; handout was not missing significant/critical information (e.g., Case history, counseling status, presenting problems, intervention [using theoretical orientation], topic of recorded session, ethical/multicultural considerations, feedback input) & appeared complete & aesthetically pleasing; information provided was directly related to the assignment instructions; handout quality meets standards of doctoral level work

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5. **Technique Demonstration (60 points, 15 points each)**  
(CACREP Key Assessment).

A group of students (2-3) will present a teaching/learning example of a technique or integration of techniques using the Erford (2020) textbook in a role-play. Each group will present 4 times.

- **Presentation Roles:**

- In each presentation, 1 group member should be the “presenter” and the other group member will be the “therapist” in the demonstration (if a group of three: (1) pre-presentation; (1) post-presentation; (1) post-presentation). Roles should reverse in each subsequent presentation (i.e. each person should experience each role).

- **Presentation Structure**

- Presentations should last approximately 20 minutes and should be broken up the following way:
  - Pre Technique presentation: (~5 min) Include name of technique; reasons/scenarios/presenting issues/ etc. which would indicate that this technique would be effective; purpose(s) of technique/typical desired outcome(s); client overview (i.e. make-up/structure, issues to be addressed, any relevant information the audience would need to know).
  - Techniques Demonstration: (10 min) “Therapist” attempt to provide a clear demonstration of the technique.
  - Post-technique presentation: (~5 min) Include brief recap of the name/purpose/focus/desired outcome of the technique; an explanation of how the therapist implemented the technique; the theoretical framework that is a foundation for the technique (or –if not identifiable by the book summary or through additional research- the theoretical framework the presenting group feels is most likely the guiding framework); the outcomes that might be expected as a result of this technique if everything were to go perfectly (specific to the client presented); evaluation of counseling technique effectiveness; The reason(s) the presenting group selected this particular technique out of the available options.
- A formalized presentation model is not required (e.g. power points, printed outlines, etc.). Rather, students are expected to demonstrate internalized knowledge and understanding of the foundational components of the technique being presented.

- Sign-up sheet will be provided on the first day of class.



## Technique Demonstration Rubric

	1 – Does Not Meet Expectations (0-3.9)	2 – Meets Expectations (4-4.9)	3 – Exceeds Expectations (5)
Presentation of skill (5 points)	Presentation of skill does not align or only tangentially aligns with textbook; did not describe how skill is guided by theoretical orientation; did not provide an explanation of how to evaluate the effectiveness of skill; presentation does not meet standards of doctoral level coursework	Presentation of skill mostly aligns with textbook but excludes one or two key considerations; described how skill is guided by theoretical orientation one or two key considerations; provided an explanation of how to evaluate the effectiveness of skill one or two key considerations; presentation meets standards of doctoral level coursework	Presentation of skill completely aligns with textbook; effectively described how skill is guided by theoretical orientation; provided a comprehensive explanation of how to evaluate the effectiveness of skill; presentation meets standards of doctoral level coursework
Demonstration of skill (5 points)	Demonstration of skill does not align or only tangentially aligns with textbook; presentation does not meet standards of doctoral level coursework	Demonstration of skill mostly aligns with textbook but excludes one or two key considerations; presentation meets standards of doctoral level coursework	Demonstration of skill completely aligns with textbook; presentation meets standards of doctoral level coursework
Counselor Characteristics (5 points)	Counselor appeared unprepared with poor demonstration of skills; counselor characteristics does not meet standards of doctoral level coursework	Counselor appeared mostly prepared and effective demonstration of skills; counselor characteristics meets standards of doctoral level coursework	Counselor appeared well-prepared & demonstrated highly effective skills; counselor characteristics meets standards of doctoral level coursework

## 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

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Assignment/Assessment	Point Value
Class Participation & Attendance	30
Counseling Skills Recording	60
Technique Demonstration	60
CSCE	0
Site Supervisor Evaluation	0

Total points possible = 150 for this course.

Your Final Grade is determined by adding the point values earned from each assignment and then dividing by 100.

**\*\*\*Assignments are due on the day noted in the syllabus. Unless noted otherwise, all assignments are due at the beginning of the class period (i.e., 4:29pm).** Assignments will have 10% deduction per day late from the final score. Work more than 48 hours late 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.

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### 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 <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer

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- Speakers or headphones.
- \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)  
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

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

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

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

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the 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.

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## **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 am an adjunct, email is the best way to reach me. I will attempt to answer all emails within 48 business hours, 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 assignments are due at the beginning of the class period. Late assignments will have 10% deduction per day late from the final score. Assignments more than 48 hours late will not be accepted.

### **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 and an updated version of the syllabus will be posted to D2L.

*The syllabus/schedule are subject to change*



## **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 Students Academic Integrity Policy and Form**

Graduate Student Academic Dishonesty 13.99.99.R0.10

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

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## **ADA Statement**

### **Students with Disabilities**

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

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

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

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

### **Nondiscrimination Notice**

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

### **Campus Concealed Carry Statement**

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

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

Web url:

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

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## **A&M-Commerce Supports Students' Mental Health**

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

### **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. <http://telusproduction.com/app/5108.html>



## **AI Use Policy [Draft 2, May 25, 2023]**

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

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.

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## COURSE OUTLINE / CALENDAR

*\*\*Instructor updated 8/10/25. May update as needed.*

Date	Topic	CACREP Standard(s)	Readings (Should be done prior to class mtg)	Assignments
Week 1 8/25	Introductions, Course overview and expectations		Halbur & Halbur (2018) <b>Ch 1: Why Theoretical Orientation is Important</b>	Review Syllabus (See D2L)
Week 2 9/1	LABOR DAY NO CLASS		LABOR DAY NO CLASS	
Week 3 9/8	Introduction to theory discussion  <i>Ethical and legal concerns in practice</i>	6.B.1.c. 6.B.1.f.	<b>Halbur &amp; Halbur (2018)</b> <b>Ch 2: Incorporating Theory into Practice</b> <b>Ch 3: Top 10 ways to Find Your Theoretical Orientation</b> --ACA Code of Ethics (2014) -Ratts, Singh, Nassar-McMillan, Butler, & McCullough (2016) <i>Multicultural &amp; social justice counseling competencies: Guidelines for the counseling profession</i>	
Week 4 9/15	Techniques Based on Solution-Focused Brief Counseling Approaches (Origins of, How to implement, Variations of, Example of, Usefulness of, & Evaluation of techniques) <i>Scaling, Exceptions, Problem Free-Talk, Miracle Question, &amp; Flagging the Minefield</i>  <b>Technique Presentation (A) &amp; Recordings</b>	6.B.1.c. 6.B.1.d 6.B.1.e.	- <b>Halbur &amp; Halbur (2018) Ch 4: Six Schools of Thought &amp; Their Theories (Constructivist School of Thought)</b> -Erford (2020) Ch 1: Scaling Ch 2: Exceptions Ch 3: Problem-Free Talk Ch 4: Miracle Question Ch 5: Flagging the Minefield	
Week 5 9/22	Techniques Based on Adlerian or Psychodynamic Approaches (Origins of, How to implement, Variations of, Example of, Usefulness of, & Evaluation of techniques) <i>Messages, Acting as If, Mutual Storytelling, Paradoxical Interventions</i>  <b>Technique Presentation (B) &amp; Recordings</b>	6.B.1.c. 6.B.1.d 6.B.1.e.	<b>Halbur &amp; Halbur (2018) Ch 4: Six Schools of Thought and Their Theories (Psychodynamic School of Thought)</b> -Erford (2020) Ch 6: I-Messages Ch 7: Acting As If Ch 8: Spitting in the Soup Ch 9: Mutual Storytelling Ch10: Paradoxical Interventions	
Week 6 9/29	Techniques Based on Gestalt & Psychodrama Principles (Origins of, How to implement,	6.B.1.c. 6.B.1.d 6.B.1.e.	<b>Halbur &amp; Halbur (2018)</b> <b>Ch 4: Six Schools of Thought &amp; Their Theories (Humanistic School of Thought)</b>	

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	<p>Variations of, Example of, Usefulness of, &amp; Evaluation of techniques)  <i>Empty Chair, Body Movement &amp; Exaggeration, and Role Reversal</i></p> <p><b>Technique Presentation (A) &amp; Recordings</b></p>		<p><b>Erford (2020)</b>  Ch 11: Empty Chair  Ch 12: Body Movement &amp; Exaggeration  Ch 13: Role Reversal</p>	
<p>Week 7 10/6</p>	<p><b>Mid-term Individual Evaluations</b></p>		<p><b>Set Individual meeting time with the instructor</b></p>	<p><b>1st Counseling skills recording</b></p>
<p>Week 8 10/13</p>	<p>Techniques Based on Mindfulness Approaches (Origins of, How to implement, Variations of, Example of, Usefulness of, &amp; Evaluation of techniques)  <i>Visual/Guided Imagery, Deep Breathing, Progressive Relaxation Training, and Mindfulness Meditation</i></p> <p><b>-Presentation of Technique (Dr. K) &amp; Recording</b></p>	<p>6.B.1.d 6.B.1.e.</p>	<p><b>Erford (2020)</b>  Ch 14: Visual/Guided Imagery  Ch 15: Deep Breathing  Ch 16: Progressive Muscle Relaxation  Ch 17: Mindfulness Meditation  <b>-Brown, Marquis, &amp; Guiffreda (2013)</b> <i>Mindfulness-Based interventions in counseling</i>  <b>-Myers &amp; Sweeny (2008)</b> <i>Wellness counseling: The evidence base for practice</i></p>	
<p>Week 9 10/20</p>	<p>Techniques Based on Humanistic-Phenomenological Approaches (Origins of, How to implement, Variations of, Example of, Usefulness of, and Evaluation of techniques)  <i>Self-Disclosure, Confrontation, Motivational Interviewing, and Strength Bombardment</i></p> <p><b>Technique Presentation (B) &amp; Recordings</b></p>	<p>6.B.1.c. 6.B.1.d 6.B.1.e.</p>	<p><b>-Halbur &amp; Halbur (2018)</b> Ch 4: <i>Six Schools of Thought and Their Theories (Humanistic School of Thought)</i>  <b>Erford (2020)</b>  Ch 18: Self-Disclosure  Ch 19: Confrontation  Ch 20: Motivational Interviewing  Ch 21: Strength Bombardment  <b>-Lloyd-Hazlett, Honderich, &amp; Heyward (2016)</b> <i>Fa-MI-ly: Experiential techniques to integrate motivational interviewing and family counseling</i>  <b>-Rochat (2019)</b> <i>Effects of motivational interviewing training in career counseling: A pilot study</i></p>	
<p>Week 10 10/27</p>	<p>-Techniques Based on Cognitive-Behavioral Approaches (Origins of, How to implement, Variations of, Example of, Usefulness of, and Evaluation of techniques)</p>	<p>6.B.1.c. 6.B.1.d 6.B.1.e.</p>	<p><b>-Halbur &amp; Halbur (2018)</b> Ch 4: <i>Six Schools of Thought and Their Theories (Pragmatic School of Thought)</i>  <b>Erford (2020)</b>  Ch 22: Self-Talk  Ch 23: Reframing  Ch 24: Thought Stopping</p>	

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	<i>Self-Talk, Reframing, Thought Stopping, Cognitive Restructuring, REBT: The ABCDEF Model and Rational-Emotive Imagery, Systematic Desensitization, and Stress Inoculation Training</i>  <b>Technique Presentation (A) &amp; Recordings</b>		<a href="#">Ch 25: Cognitive Restructuring</a> <a href="#">Ch 26: REBT: The ABCDEF Model and Rational-Emotive Imagery</a> <a href="#">Ch 27: Systematic Desensitization</a> <a href="#">Ch 28: Stress Inoculation Training</a>	
Week 11  11/3	Techniques for Use Within and Between Sessions (Origins of, How to implement, Variations of, Example of, Usefulness of, and Evaluation of techniques) <i>Assigning Homework, Bibliotherapy, and Journaling</i>  <b>Presentation of Technique (Dr. K) &amp; Recordings</b>	<b>6.B.1.d</b> <b>6.B.1.e.</b>	<b>Erford (2020)</b> <a href="#">Ch 29: Assigning Homework</a> <a href="#">Ch 30: Bibliotherapy</a> <a href="#">Ch 31: Journaling</a>	
Week 12  11/10	Techniques Based on Social Learning Approaches (Origins of, How to implement, Variations of, Example of, Usefulness of, and Evaluation of techniques) <i>Modeling, Behavioral Rehearsal, and Role Play</i>  <b>Technique Presentation (B) &amp; Recordings</b>	<b>6.B.1.d</b> <b>6.B.1.e.</b>	<b>Erford (2020)</b> <a href="#">Ch 32: Modeling</a> <a href="#">Ch 33: Behavioral Rehearsal</a> <a href="#">Ch 34: Role Play</a>	
Week 13  11/17	Techniques Based on Behavioral Approaches Using Positive Reinforcement (Origins of, How to implement, Variations of, Example of, Usefulness of, and Evaluation of techniques) <i>Premack Principle, Behavioral Chart, Token Economy, and Behavioral Contract</i>  <b>Technique Presentation (A) &amp; Recordings</b>	<b>6.B.1.c.</b> <b>6.B.1.d</b> <b>6.B.1.e.</b>	<b>Halbur &amp; Halbur (2018)</b> Ch 4: Six Schools of Thought and Their Theories (Behavioral School of Thought) <b>Erford (2020)</b> <a href="#">Ch 35: Premack Principle</a> <a href="#">Ch 36: Behavior Chart</a> <a href="#">Ch 37: Token Economy</a> <a href="#">Ch 38: Behavioral Contract</a>	
Week 14  11/24	Techniques Based on Behavioral Approaches Using Negative Reinforcement (Origins of, How to implement, Variations of,	<b>6.B.1.c.</b> <b>6.B.1.d</b> <b>6.B.1.e.</b>	<b>Halbur &amp; Halbur (2018)</b> Ch 4: Six Schools of Thought and Their Theories (Behavioral School of Thought) <b>Erford (2020)</b>	

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	Example of, Usefulness of, and Evaluation of techniques) <i>Extinction, Time Out, Response Cost, and Overcorrection</i> <b>Technique Presentation (B)</b>		Ch 39: Extinction Ch 40: Time Out Ch 41: Response Cost Ch 42: Overcorrection	
Week 15 12/1	Group Debrief of Semester			<b>Site Supervisor Eval Due</b>
Week 16 12/8	<b>CSCE (Individual Supervision)</b>		<b>CSCE (Individual Supervision)</b>	<b>Submit CSCE Due</b>

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## **Appendix A**

### **CASE PRESENTATION FORM**

Client (Pseudonym): \_\_\_\_\_ Counselor: \_\_\_\_\_  
Date: \_\_\_\_\_ Presented Previously: Yes: \_\_\_\_\_ No: \_\_\_\_\_

Note: For cases presented previously, only provide information in 1-4 below that is new or revised or otherwise pertinent to this presentation.

1. Case history/situation:

2. Counseling status (# of sessions, frequency of sessions, group/individual, volunteer/resistant, etc.):

3. Presenting Problems:

4. Intervention

- a. Theoretical Framework(s)
- b. Goals
- c. Techniques (applied or planned)
- d. Future Directions

5. Topic of recorded session segment to be presented:

6. Ethical and Multicultural Considerations

7. Specific issues/questions for group feedback:

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## FIELD SITE SUPERVISOR'S EVALUATION OF DOCTORAL PRACTICUM TRAINEE

☐ Mid-Term      ☐ Final

Counselor Trainee: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Field Site Supervisor: \_\_\_\_\_

Field Site (Agency): \_\_\_\_\_

This evaluation provides 1) means for counselor trainee self-assessment, 2) feedback from the field site supervisor, and 3) data for faculty for discussion of progress and improvement areas. We encourage you to share this evaluation with the counselor trainee. After reading each statement below, please circle the number that best reflects your evaluation of the trainee's performance at this point.

Please rate the student's skills on the following scale:

- 5 Superior performance, not usually observed in an individual with trainee's level of training and experience.
- 4 Excellent performance, considering training and experience level.
- 3 Good, average performance, considering level of training and experience.
- 2 Below average performance considering training and experience level.
- 1 Very low performance, remediation efforts recommended. NA Does not apply.

### **Administrative responsibilities**

- \_\_\_ Attends staff meetings regularly and makes appropriate contributions.
- \_\_\_ Maintains appropriate client records as specified by the field site placement
- \_\_\_ Maintains standing appointment records with secretarial staff.
- \_\_\_ Gives attention to general administrative details.

### **Supervision**

- \_\_\_ Keeps supervision appointments and participates actively and willingly.
- \_\_\_ Seeks feedback and accepts suggestions and criticism well.
- \_\_\_ Is open to self-examination and overcoming personal blocks to counseling.

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- \_\_\_ Attends case conferences, presents cases, and contributes appropriately.
- \_\_\_ Evaluates counseling sessions/recordings appropriately and gains insights with minimum help from supervisor.

### **Counseling**

- \_\_\_ Is warm, caring, and empathic with clients.
- \_\_\_ Is accepting and non-judgmental of clients.
- \_\_\_ Is a good, active listener.
- \_\_\_ Is flexible and spontaneous during sessions.
- \_\_\_ Counsels effectively with a variety of people and problems.
- \_\_\_ Conceptualizes presenting concerns skillfully, utilizes developmental theory appropriately throughout the counseling process (e.g., assessment, diagnosis, treatment planning, etc.), and applies relevant counseling techniques with intention.

### **Applies personal counseling theory/model consistently.**

- \_\_\_ Is observant and insightful regarding verbal and non-verbal behaviors.
- \_\_\_ Confronts appropriately and helpfully.
- \_\_\_ Has appropriate self-disclosure and sharing of feelings and experiences.
- \_\_\_ Gives positive suggestions and expectations of success to clients.
- \_\_\_ Paces and times interventions with skill.
- \_\_\_ Gives homework assignments when appropriate and uses resource material.
- \_\_\_ Understands and appropriately uses assessment tools.

### **Professional Relationships and Staff Development**

- \_\_\_ Attends in-service training seminars and *contributes* appropriately.
- \_\_\_ Willingly reads recommended material/conducts relevant library research.
- \_\_\_ Is involved in seminars, workshops, or other activities to enhance skills or increase knowledge base.
- \_\_\_ Relates well with professional and non-professional staff.
- \_\_\_ Maintains high ethical standards consistent with ACA and local policy.



ADDITIONAL COMMENTS:

Field Site Supervisor: \_\_\_\_\_

Signature: Date: \_\_\_\_\_