

## **COUN 551.31E: PRACTICUM**

Course Syllabus: *Spring 2026*

*Jan. 20-May 1, Tuesdays, 7:20-10:10 Plano ISD, Sockwell Center, Trinity Room*

### **INSTRUCTOR INFORMATION**

**Instructor:** Samantha M. Culbertson, PhD, LPC-S, CSC

**University Email Address:** Samantha.Culbertson@etamu.edu

**Preferred Form of Communication:** email

**Communication Response Time:** 24-28 hours standard business

**Main Office Location:** Virtual Appointments, before class/ after class

**Office Hours:** by appointment request

### **COURSE INFORMATION**

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

##### **Required Textbook**

Yalom, I. D. (2013). *The gift of therapy: An open letter to a new generation of therapists and their patients*. Harper Perennial.

Erford, B. T. (2015). *40 Techniques every counselor should know*. Merrill.

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

American Counseling Association. (2014). *ACA Codes of Ethics*. Author.

[https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethicsfinaladdress.pdf?sfvrsn=96b532c\\_2](https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethicsfinaladdress.pdf?sfvrsn=96b532c_2)

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

Practicum and Internship Handbook

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

Handbook for Master's Counseling Program

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

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

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

On-site placement policies and procedures

\*\*Other readings as assigned

## **COURSE DESCRIPTION**

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

*COUN 551. Practicum*. Three semester hours. Provides for continued development and practice of skills learned in Coun 516 and Coun 548. Students develop conceptual and professional skills related to their practice at a field site and practice various specified counseling and related activities during a minimum of 100 hours at an agency or educational setting. Satisfactory performance at the field placement and during on-campus class

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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 COUN 516 and COUN 548.

### General Course Information

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

### Student Learning Outcomes (SLOs):

Measurement 1 (Knowledge):

- I. Taping Role Play & Session Analysis. Through the session analysis paper students will integrate course content and readings into their evaluation of themselves as counselors and identify and discuss skills utilized in role play session.
- II. Self-Analysis Reflection Paper. Students will reflect on their clinical work and how it aligns with or deviates from their theoretical orientation and their results from Neukrug's Theoretical Survey.

Measurement 2 (Skills):

- I. Taping Role Play & Session Analysis. During the role play, students will apply clinical skills learned during this course and other skills coursework. Role play tapes will also evidence students' ability apply client conceptualization in session.
- II. Counseling Student Competency Evaluation (CSCE). The CSCE will be used to evaluate students' clinical abilities, professionalism, and ethical conduct.
- III. Self-Analysis Reflection Paper. Students will demonstrate ability to critically evaluate their clinical approach and efficacy and identify strategies to address areas of growth.

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

**2016 CACREP Standards Addressed in COUN 551 PLOs**

Core Standard	Learning Activity	Assessment	Assessment Rubric	Benchmark



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<b>2.F.1.j.</b> technology's impact on the counseling profession	<ul style="list-style-type: none"><li>• Lecture, Discussion, &amp; Guided Practice (week 1)</li><li>• Readings (ACA Code of Ethics, 2014, section H; Remley &amp; Herlihy, 2020, chapter 10)</li><li>• Site based clinical practice</li></ul>	<ol style="list-style-type: none"><li>1. Class participation in discussion and demonstrations</li><li>2. Taping &amp; Session Analysis</li></ol>	<ol style="list-style-type: none"><li>1. Class participation rubric</li><li>2. Taping &amp; Session Analysis Rubric</li></ol>	<ol style="list-style-type: none"><li>1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion.</li><li>2. 80% of students will score a totaled average of 2 or greater on the rubric for taping and session analysis.</li></ol>
<b>2.F.1.k.</b> strategies for personal and professional self-evaluation and implications for practice	<ul style="list-style-type: none"><li>• Lecture &amp; Discussion (week 15 &amp; 16)</li><li>• Readings (ACA Code of Ethics, 2014; McLain &amp; Lewis, 2018)</li><li>• Session Recording</li><li>• Site based clinical practice</li></ul>	<ol style="list-style-type: none"><li>1. Class participation in discussion and demonstrations</li><li>2. Taping &amp; Session analysis</li><li>3. CSCE self eval at end of semester</li></ol>	<ol style="list-style-type: none"><li>1. Class participation rubric</li><li>2. Taping &amp; Session Analysis Rubric</li></ol>	<ol style="list-style-type: none"><li>1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion.</li><li>2. 80% of students will score a totaled average of 2 or greater on the rubric for taping and session analysis.</li><li>3. 80% of students will score a totaled average of 2 or greater on the rubric for CSCE</li></ol>
<b>2.F.1.l.</b> self-care strategies appropriate to the counselor role	<ul style="list-style-type: none"><li>• Lecture &amp; Discussion (week 2)</li><li>• Readings (ACA Code of Ethics, 2014; McLain &amp; Lewis, 2018)</li><li>• Session Recording</li><li>• Site based clinical practice</li></ul>	<ol style="list-style-type: none"><li>1. Class participation in discussion and demonstrations</li><li>2. Taping &amp; Session Analysis</li></ol>	<ol style="list-style-type: none"><li>1. Class participation rubric</li><li>2. Taping &amp; Session Analysis Rubric</li></ol>	<ol style="list-style-type: none"><li>1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion.</li><li>2. 80% of students will score a totaled average of 2 or greater on the rubric for taping and session analysis.</li></ol>



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<b>2.F.5.d.</b> ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	<ul style="list-style-type: none"><li>• Lecture &amp; Discussion (week 8)</li><li>• Readings (ACA Code of Ethics, 2014; McLain &amp; Lewis, 2018; Remley &amp; Herlihy, 2020, chapters 3 &amp; 10)</li><li>• Session Recording</li></ul>	1. Class participation in discussion and demonstrations 2. Taping & Session Analysis	1. Class participation rubric 2. Taping & Session Analysis Rubric	1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion. 2. 80% of students will score a totaled average of 2 or greater on the rubric for taping and session analysis.
<b>2.F.5.e.</b> the impact of technology on the counseling process	<ul style="list-style-type: none"><li>• Lecture, Discussion &amp; Guided Practice (week 1)</li><li>• Readings (ACA Code of Ethics, 2014, section H; Remley &amp; Herlihy, 2020, chapter 10)</li></ul> Site based clinical practice	1. Class participation in discussion and demonstrations 2. Taping & Session Analysis	1. Class participation rubric 2. Taping & Session Analysis Rubric	1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion. 2. 80% of students will score a totaled average of 2 or greater on the rubric for taping and session analysis.
<b>2.F.5.n.</b> processes for aiding students in developing a personal model of counseling	<ul style="list-style-type: none"><li>• Website: <a href="https://ww2.odu.edu/~eneukrug/therapists/booksurvey.html">https://ww2.odu.edu/~eneukrug/therapists/booksurvey.html</a></li></ul>	1. Theoretical Survey 2. self-analysis reflection paper	1. Rubric for Self-analysis/ reflection paper	1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation & discussion.



<p><b>5.C.3.a.</b> intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</p>	<ul style="list-style-type: none"> <li>• Readings (Zimmerman, 2013; Jongsma, et al., 2014; ACA Code of Ethics, 2014)</li> <li>• Site based clinical practice</li> </ul>	<ol style="list-style-type: none"> <li>1. Class participation in discussion and demonstrations</li> <li>2. Taping &amp; Session Analysis</li> </ol>	<ol style="list-style-type: none"> <li>1. Class participation rubric</li> <li>2. Taping &amp; Session Analysis Rubric</li> </ol>	<ol style="list-style-type: none"> <li>1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion.</li> <li>2. 80% of students will score a totaled average of 2 or greater on the rubric for taping and session analysis.</li> </ol>
<p><b>5.C.3.b.</b> techniques and interventions for prevention and treatment of a broad range of mental health issues</p>	<ul style="list-style-type: none"> <li>• Readings (Erford B. T., 2015; Jongsma et al., 2014; ACA Code of Ethics, 2014) • Lecture &amp; Discussion (week 2, 3 &amp; 5-12)</li> <li>• Site based clinical practice</li> </ul>	<ol style="list-style-type: none"> <li>1. Class participation in discussion and demonstrations</li> <li>2. Taping &amp; Session Analysis</li> </ol>	<ol style="list-style-type: none"> <li>1. Class participation rubric</li> <li>2. Taping &amp; Session Analysis Rubric</li> </ol>	<ol style="list-style-type: none"> <li>1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion.</li> <li>2. 80% of students will score a totaled average of 2 or greater on the rubric for taping and session analysis.</li> </ol>
<p><b>5.G.3.f.</b> techniques of personal/social counseling in school settings</p>	<ul style="list-style-type: none"> <li>• Readings (Lowenstein, 2011; ACA Code of Ethics, 2014) • Lecture &amp; Discussion (week 2, 3 &amp; 5-12)</li> <li>• Site based clinical practice</li> </ul>	<ol style="list-style-type: none"> <li>1. Class participation in discussion and demonstrations</li> <li>2. Taping &amp; Session Analysis</li> </ol>	<ol style="list-style-type: none"> <li>1. Class participation rubric</li> <li>2. Taping &amp; Session Analysis Rubric</li> </ol>	<ol style="list-style-type: none"> <li>1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion.</li> <li>2. 80% of students will score a totaled average of 2 or greater on the rubric for taping and session analysis.</li> </ol>
<p><b>5.G.3.h.</b> skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement</p>	<ul style="list-style-type: none"> <li>• Readings (Lowenstein, 2011; ACA Code of Ethics, 2014) • Lecture &amp; Discussion (</li> <li>• Site based clinical practice</li> </ul>	<ol style="list-style-type: none"> <li>1. Class participation in discussion and demonstrations</li> <li>2. Taping &amp; Session Analysis</li> </ol>	<ol style="list-style-type: none"> <li>1. Class participation rubric</li> <li>2. Taping &amp; Session Analysis Rubric</li> </ol>	<ol style="list-style-type: none"> <li>1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion.</li> <li>2. 80% of students will score a totaled average of 2 or greater on the rubric for taping and session analysis.</li> </ol>



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<p><b>5.G.3.g.</b> strategies to facilitate school and postsecondary transitions</p>	<ul style="list-style-type: none"> <li>• Reading (ParikhFoxx, 2020; Waldon et al., 2010)</li> <li>• Discussion</li> <li>• Site based clinical practice</li> </ul>	<p>1. Class participation in discussion and demonstrations 2. Taping &amp; Session Analysis</p>	<p>1. Class participation rubric 2. Taping &amp; Session Analysis Rubric</p>	<p>1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion. 2. 80% of students will score a totaled average of 2 or greater on the rubric for taping and session analysis.</p>
<p><b>5.G.3.i.</b> techniques to foster collaboration and teamwork within schools</p>	<ul style="list-style-type: none"> <li>• Reading (ParikhFoxx, 2020; Waldon et al., 2010)</li> <li>• Discussion</li> <li>• Site based clinical practice</li> </ul>	<p>1. Class participation in discussion and demonstrations 2. Taping &amp; Session Analysis</p>	<p>1. Class participation rubric 2. Taping &amp; Session Analysis Rubric</p>	<p>1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion 2. 80% of students will score a totaled average of 2 or greater on the rubric for taping and session analysis.</p>
<p><b>5.G.3.m.</b> strategies for implementing and coordinating peer intervention programs</p>	<ul style="list-style-type: none"> <li>• Readings (Aviles, 2018; ACA Code of Ethics, 2014)</li> <li>• Lecture &amp; Discussion (week 13)</li> <li>• Site based clinical practice</li> </ul>	<p>1. Class participation in discussion and demonstrations 2. Taping &amp; Session Analysis</p>	<p>1. Class participation rubric 2. Taping &amp; Session Analysis Rubric</p>	<p>1. 80% of students will score a totaled average of 2 or greater on the rubric for class participation/discussion. 2. 80% of students will score a totaled average of 2 or greater on the rubric for taping and session analysis.</p>

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

- At a minimum, this course will cover: I. Requirements for practicum.
- II. Professional conduct during practicum
- III. Four counselor competence areas
  - A. Process and Communications skills

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- B. Conceptualization skills
- C. Personalization skills
- D. Professional skills
- IV. The Intake Interview
- V. Termination
- VI. Receiving and using supervision
- VII. Crisis Intervention: Procedural guidelines at site
- VIII. Legal and ethical issues

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods and submitting assignments. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

### **Instructional Methods**

This course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, videotaping and reviewing, coupled with experiential learning and practical application. Self-reflection, self-evaluation, and offering and receiving feedback are also important instructional methods in this course. In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

### **Client Role**

You will be in a client role and in a counselor role in different role-plays and activities in this course. These roles are essential and mandatory to your learning, demonstration, and assessment of basic counseling skills. If you are not prepared to engage in these roles, you are recommended to drop this course, as it will negatively influence your grade. What you share in these role-plays (or real-plays) is entirely up to you and your comfort level. As such, all students are held to the highest privacy and confidentiality standards and must abide by the current ACA code of ethics.

\*You have the right and personal responsibility to share only as deeply as you want. At the same time, if you find yourself not wishing to engage in these exercises, you may prefer to drop the course.

### **Confidentiality and Ethics**

In this course, you are entering an experience that involves a fair amount of role-playing and practice interviewing. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your duty to maintain confidentiality. Confidentiality is extremely important to the integrity of this course, enrolling in this course carries with it the responsibility to maintain confidentiality. Confidentiality cannot be guaranteed in any situation, but we are collectively accountable to maintain a safe, trusting environment throughout the course including experiential activities, and in-class conversations. While it can be compelling to share personal information about class members with others, all

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students are bound by the ACA ethical code of confidentiality with respect to any material shared by other members of the class. The disclosure of personal information to anyone outside this class would be considered unethical and you will face consequences for disclosing it to non-class members. Please explore any concerns you have about confidentiality during class time, after class, or via private communication with the instructor.

When students demonstrate personal limitations that might impede future performance, or consciously violate ethical standards, and are ineffective and harmful to clients, then these students will not receive the instructor's endorsement to continue with the program. (ACA Ethical Standards)

## **Personal Counseling Requirements**

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

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

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

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

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

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

## **Client hours requirement**

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

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

**\*The student will complete 100 clock hours of supervised field practice. At least 40 of these hours will be direct service work with clientele appropriate to the student's field setting, including experience in individual and at least 10 hours of the 40 hours in group work.**

The student will maintain professional liability insurance throughout internship.

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

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

The student will complete an evaluation of field site experiences during the last week of the semester.

These evaluations will be filed with the department's Coordinator for Field Placement.

First class and Last meeting paperwork requirement: Appendix C.

## **Technology in Counseling**

In practicum, students will have exposure to various professional activities and resources, specifically technology resources. During weeks 1, 7, and 10 of the semester you will be given access to and/or resources on technology.

Week 1: Recorded Webinar – Demystifying Teletherapy: Legal & Ethical Implication for Clinician

[https://youtu.be/Vlye-SpaLn4?si=\\_9fBKrjDMedu\\_-XI](https://youtu.be/Vlye-SpaLn4?si=_9fBKrjDMedu_-XI)

Week 7: Video – Online Therapy Platforms

<https://youtu.be/GGPKxsQ7Sf0?si=YQt0wqaNP7HMSBGW>

Week 10: Recorded Podcast - The Pros and Cons of Telemental Health

<https://www.youtube.com/live/h4QKArbwm3M?si=7rwVSw-GQ8SrwgXL>

## **Assignments/Assessments**

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

## 1. Class Participation & Attendance

Due to the nature of this class, attendance and participation are essential. Participation is credited to all activities related to this course. Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification. Students will demonstrate knowledge and understanding of key concepts through class discussions and in-class activities. Regular attendance, arriving to class on time, and reading the materials before class are expected. You are encouraged to actively participate in and out of class. Do not expect/rely on class lecture for your learning. This class requires you to be an active and critical thinker, to share your thoughts respectfully, to engage with the material honestly and openly, and to participate in role-playing and skills practice both inside and outside of class. This course is the foundational course for facilitating your counseling skills; thus, attending, participating, and experiential learning within and outside of the classroom are crucial. You will have many opportunities to contribute to the total learning experience through attendance, discussion, and assigned activities.

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

### Class Participation Rubric

3 – <i>Exceeds Expectations</i>	Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. No more than one absence/no evident pattern of lateness with the completion of course hours requirement.
2 – <i>Meets Expectations</i>	Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Two or less absences/no evident pattern of lateness, with the completion of course hours requirement. Student attended another department equivalent class to meet supervision requirement due to excused absence.
1 – <i>Does Not Meet Expectations</i>	Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. More than two absences/pattern of lateness evident

**2. Taping Role Play & Session Analysis (3 Tapes & 3 analyses).** Each student is required to meet weekly with clients at their field site to practice their counseling skills and record video sessions. From these weekly sessions, students are to bring three (3) video recorded counseling sessions (minimum 30 minutes in length), as counselor to class. Along with each of the three (3) recorded sessions as counselor, you are to complete a session analysis (handout with content described in

**Appendix A).** Content of the session analysis must correspond to the recorded video tape played in class. Please turn the session analysis the day you are signed up to show the session in class.

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

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

### Taping & Session Analysis Rubric

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



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



Interventions/ Techniques	Intervention/techniques were not described, inaccurate, or was only tangentially mentioned; no rationale for skills used was provided; does not meet standards of graduate level coursework	Intervention/techniques were described and accurate but may be missing one or two key points; rationale for skills used was provided; meet standards of graduate level coursework	Intervention/techniques were described and accurate with missing detail; rationale for skills used was provided; meet standards of graduate level coursework
Session analysis	Relevant areas identified in Appendix A under the heading of “Session Analysis” were missing or severely under addressed; does not meet standards of graduate level coursework	Relevant areas identified in Appendix A under the heading of “Session Analysis” were sufficiently addressed, but excluded one or two key considerations; meets standards of	All relevant areas identified in Appendix A under the heading of “Session Analysis” were thoroughly addressed; meets standards of graduate level coursework
		graduate level coursework	

### 3. Self-analysis Reflection Paper

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

#### Course Reflection Paper Rubric

	1 – Does Not Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
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Reflection/ Self-awareness	Reflection does not align or only tangentially aligns addresses self awareness including personal strengths and weaknesses. Paper does not meet standards of graduate level coursework	Reflection mostly aligns addresses self awareness including personal strengths and weaknesses; but excludes one or two key considerations; paper meets standards of graduate level coursework	Reflection completely aligns addresses self awareness including personal strengths and weaknesses; paper meets standards of graduate level coursework
Reflection/ Relationship building and counselor characteristics	Reflection does not align or only tangentially aligns addresses relationship building and counselor characteristics. Paper does not meet standards of graduate level coursework	Reflection mostly aligns addresses relationship building and counselor characteristics; but excludes one or two key considerations; paper meets standards of graduate level coursework	Reflection completely aligns addresses Relationship building and counselor characteristics; paper meets standards of graduate level coursework
Quality of writing	Information provided appears disorganized/disjointed; incomplete sentences were evident; writing was not professional, nor did it align with	Information provided appears organized; few incomplete sentences were evident; writing was professional; quality was appropriate for graduate level work	Information provided appears well organized; no incomplete sentences were evident; writing was professional and aligned with APA 6 <sup>th</sup> edition standards;
			writing quality was appropriate for graduate level work

#### 4. Counseling Student Competency Evaluation (CSCE)

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

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

courses: COUN 551, COUN 552, COUN 620, and COUN 660 (i.e., Clinical Supervision, Advanced Practicum, Advanced Internship, Advanced Supervision, Advanced Teaching). The course instructor in COUN 516 and COUN 548 may choose to implement the CSCE at his/her discretion. Each use of the CSCE must be placed in the student's Department file along with any remediation plan developed by the faculty in conference with the student.

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

### Counseling Student Competency Evaluation (CSCE) Rubric

	1- Does Not Meet Expectations	2 - Meets Expectations	3 - Exceed Expectations
Professionalism subscale (7-items)	Mean score $\geq$ .63 across Professionalism items	Mean score of .33 to .60 across Professionalism items	Mean score of 0 to .30 across Professionalism items
General Competency subscale (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

<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
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**5. Practicum Site Supervisor’s Evaluation of Trainee (CMHC & SC).** The Counseling Program has elected to assess and incorporate site supervisors’ feedback in the evaluation of students’ performance in *professional practice*. Completion of a site supervisor’s evaluation of trainee is required in COUN 551. Each use of the site supervisor’s evaluation of trainee must be placed in the student’s Department file.

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

\*Instructors, please be aware that the site supervisor’s evaluation of trainee is program specific (CMHC or School Counseling) and exist in two different versions (Practicum or Internship). However, the rubric below is applicable to both CMHC and School Counseling students. See rubric below.

		1- Does Not Meet Expectations	2 - Meets Expectations	3 - Exceed Expectations
Subscale	Counseling Process/Skills/Conceptualization subscale (4-items)	Mean score $\leq$ 2.5 across Counseling Process/Skills/Conceptualization items	Mean score $\geq$ 2.6 but $\leq$ 3.4 across Counseling Process/Skills/Conceptualization items	Mean score $\geq$ 3.5 across Counseling Process/Skills/Conceptualization items
	Professional Attitude & Behavior subscale (12-items)	Mean score $\leq$ 2.5 across Professional Attitude & Behavior items	Mean score $\geq$ 2.6 but $\leq$ 3.4 across Professional Attitude & Behavior items	Mean score $\geq$ 3.5 across Professional Attitude & Behavior items
	<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

**6. CACREP KPI: Group Facilitation Skills Scale (GFSS).** During the practicum experience, counseling students are required to plan and lead at least one structured counseling group session with clients. Following the session, students must complete a self-evaluation using the Group Facilitation Skills Scale, a structured assessment tool that measures competence in key areas of group leadership. Once complete, students will upload the GFSS to D2L for a completion grade. See Appendix

## GRADING

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

Assignment/Assessment	Score
Class Participation & Attendance (25% of final grade)	S = average score $\geq 2$
Three Taping Role-Plays & Session Analyses (60% of final grade)	S = average score $\geq 2$
Self-analysis Theoretical Survey/Reflection Paper (15% of final grade)	S = average score $\geq 2$
CSCE	
Site Supervisor's Evaluation	
CACREP KPI: Group Facilitation Skills Scale	

Your Final Grade is determined by averaging the above:

S= average score  $\geq 2$

U= average

score  $< 2$

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## 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@etamu.edu](mailto:helpdesk@etamu.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all coursework 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, an ETAMU campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor at Michael.Schmit@etamu.edu.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### Interaction with Instructor Statement

Effective communication with your professors is crucial to your professional growth. I am here to support and guide you along your academic journey. I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Since I teach at various locations and online, email is the most effective way to reach me. I will attempt to answer all emails within 48 hours, Monday through Friday, but may need up to 72 hours to do so at times. Emails transmitted on Fridays after 4 p.m. will be responded to the following Monday. When emailing, please use your university email and address me with courtesy and respect.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

## Course Specific Procedure/Policies

### Late Assignments

Written assignments are due on the day noted in the syllabus. Assignments due on the day of class must be submitted before the start of class. Late papers will have 10% deduction per day late from the final score. After three days being late, assignments may 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.

### Classroom Recording in Practicum/Internship Policy

To protect client confidentiality, uphold ethical and legal standards, and foster a safe learning environment, audio or video recording of any portion of group supervision, class discussion, or peer case presentation is strictly prohibited in practicum (COUN 551) and internship (COUN 552) courses. An unauthorized recording constitutes a breach of confidentiality and jeopardizes clients' right to privacy, which is a clear violation of the ACA Code of Ethics, the CACREP Standards, and the department's policy regarding professional conduct. Students found in violation may face disciplinary action, which may include removal from the course, formal remediation, referral to the Departmental Retention and Dismissal Committee, or dismissal from the program.

By enrolling in this course, students acknowledge the following:

- I will not record, photograph, or capture any supervision sessions, client-related discussions, or classroom activities in any format.
- I understand that all supervision and clinical discussions are confidential and must remain within the professional training context (e.g., classroom, field site).
- I agree to maintain confidentiality and uphold the privacy of clients, peers, and supervisors in accordance with the ACA Code of Ethics, the CACREP Standards, and the department's policy regarding professional conduct.
- Lastly, if I am found to have recorded, or have had recorded, any portion of group supervision, class discussion, or peer case presentation, I will immediately delete all recordings and provide the instructor, site supervisor, and/or administrator access for verification of permanent deletion from any device, platform, or backup system to ensure full compliance with department's policy.

## University Specific Procedures/Policies

### 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.

<https://inside.etamu.edu/admissions/registrar/documents/studentGuidebook.pdf>.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

*The syllabus/schedule are subject to change*

## **ETAMU Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)

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

## **Academic Integrity**

Students at East Texas A&M University 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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

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

[Graduate Student Academic Dishonesty Form](#)

<https://inside.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

## **Students with Disabilities-- ADA Statement**

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***

East Texas A&M University Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

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

Website: [Student Disability Services](#)

<https://www.etamu.edu/student-disability-services/>

## **Nondiscrimination Notice**

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

### **East Texas A&M University Supports Students' Mental Health**

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections 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.etamu.edu/counsel](http://www.etamu.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]**

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that have 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

## COURSE OUTLINE / CALENDAR

Class #	Topic (tentative list)	CACREP Standard(s)	Readings	Assignments
1 Jan. 15 Jan. 20	Course Introduction; Review syllabi, course requirements, & engage in opening activities; Review of current skills & clinical experience <b>**Discuss use of recording technology &amp; assignment: no banned tech, must follow reasonable confidentiality &amp; privacy standards, must include informed consent.</b> Recordings Sign-up (sign-up 3 times throughout semester)	<b>2.F.1.j.</b>  <b>2.F.5.e.</b>	<b>**What recording technology will you use and how does it meet ethics, privacy, &amp; confidentiality standards? (submit a 1-page minimum essay by next class addressing this issue; instructor reserves the right to refuse or modify your plan)</b> <b>SUBMIT ALL REQUIRED PAPERWORK FOR PRACTICUM INCLUDING PROOF OF LIABILITY INSURANCE: DUE TODAY OR YOU CANNOT SEE ANY CLIENTS!!!</b>	Required paperwork
Week 1: Recorded Webinar – Demystifying Teletherapy: Legal & Ethical Implication for Clinician <a href="https://youtu.be/Vlye-SpaLn4?si=9fBKrjDMedu-XI">https://youtu.be/Vlye-SpaLn4?si=9fBKrjDMedu-XI</a>				



2 Jan. 27	Self care strategies; Scaling & Exceptions; Selections from Gift of Therapy Miracle Question; Selections from Gift of Therapy	<b>2.F.1.l.</b> <b>5.C.3.b.</b> <b>5.G.3.f</b>	<ul style="list-style-type: none"> <li>• McLain &amp; Lewis, 2018</li> <li>• Erford (2015) Ch. 1, 2,4</li> <li>• Yalom (2013) Chs. 4-12</li> <li>• Record of Site Hours</li> <li>• Taping Session Analysis (by sign-up) - may start week 3, depending on class size</li> </ul>	Recorded Site Hours
3 Feb. 3	I-Messages & Acting As If; Selections from Gift of Therapy	<b>5.C.3.b.</b> <b>5.G.3.f</b>	<ul style="list-style-type: none"> <li>• Analysis (by sign-up)</li> <li>• Erford (2015) Ch. 6 &amp; 7</li> <li>• Yalom (2013) Chs.14, 15, 18, &amp; 20</li> <li>• Record of Site Hours</li> <li>• Taping Session Analysis (by sign-up)</li> </ul>	Recorded Site Hours; Case presentations; group supervision

4 Feb. 10	Intake interview, Mental Status Evaluation, biopsychosocial history, mental health history, and psychological assessment	<b>5.C.3.a.</b>	<ul style="list-style-type: none"> <li>• Zimmerman (2013)</li> <li>• Recorded Site Hours</li> <li>• Taping Session Analysis (by sign-up)</li> </ul>	Recorded Site Hours; Case presentations; group supervision
5 Feb. 17	Impact social/familial roles and overall functioning; Empty Chair; Modeling & Role Play; selections from Gift of Therapy	<b>5.G.3.h.</b> <b>5.C.3.b.</b> <b>5.G.3.f</b>	<ul style="list-style-type: none"> <li>• Lowenstein (2011)</li> <li>• Parikh-Fox et al. (2020)</li> <li>• Waldron &amp; McLeskey (2010)</li> <li>• Erford (2015) Ch. 11, 14, 16</li> <li>• Yalom (2013) Chs. 21, 24, 26-31</li> <li>• Taping Session Analysis (by sign-up)</li> </ul>	Recorded Site Hours; Case presentations; group supervision

6 Feb. 24	Self-Talk & Visual/Guided Imagery; Selections from Gift of Therapy	<b>5.C.3.b.</b> <b>5.G.3.f</b>	<ul style="list-style-type: none"> <li>• Erford (2015) Ch. 17 &amp; 18</li> <li>• Yalom (2013) Chs. 33, 35, 36, &amp; 37</li> <li>• Recorded Site Hours</li> <li>• Taping Session Analysis (by sign-up)</li> </ul>	Recorded Site Hours; Case presentations; group supervision
7 Mar. 10	Treatment Planning	<b>5.C.3.b.</b> <b>5.G.3.f</b>	<ul style="list-style-type: none"> <li>• Jongsma et al. (2014)</li> <li>• Taping Session Analysis (by sign-up)</li> </ul>	Recorded Site Hours; Case presentations; group supervision

Week 7: Video – Online Therapy Platforms  
<https://youtu.be/GGPKxsQ7Sf0?si=YQt0wqaNP7HMSBGW>

8 Mar. 17	Treatment Planning Use of Technology	<b>5.C.3.b.</b> <b>5.G.3.f</b> <b>2.F.5.d.</b>	<ul style="list-style-type: none"> <li>• Jongsma et al. (2014)</li> <li>• Remley &amp; Herlihy (2020) Ch 3 &amp; 10</li> <li>• Taping Session Analysis (by sign-up)</li> <li>• 2014 ACA Code of Ethics</li> </ul>	Recorded Site Hours; Case presentations; group supervision
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# Counseling

EAST TEXAS A&M

9 Mar. 24	Reframing; Thought Stopping REBT; Selections from Gift of Therapy	<b>5.C.3.b.</b> <b>5.G.3.f</b>	<ul style="list-style-type: none"> <li>• Erford (2015) Ch. 19-20, 30</li> <li>• Yalom (2013) Chs. 53, 54, 55, &amp; 58</li> <li>• Recorded Site Hours</li> <li>• Taping Session Analysis (by sign-up)</li> </ul>	Recorded Site Hours; Case presentations; group supervision
10 Mar. 31	Bibliotherapy; Selections from Gift of Therapy	<b>5.C.3.b.</b> <b>5.G.3.f</b>	<ul style="list-style-type: none"> <li>• Erford (2015) Ch. 31</li> <li>• Yalom (2013) Chs. 61, 63, 64, &amp; 65</li> <li>• Recorded Site Hours</li> <li>• Taping Session Analysis (by sign-up)</li> </ul>	Recorded Site Hours; Case presentations; group supervision
Week 10: Recorded Podcast - The Pros and Cons of Telemental Health <a href="https://www.youtube.com/live/h4QKArbwm3M?si=7rwVSw-GQ8SrwgXL">https://www.youtube.com/live/h4QKArbwm3M?si=7rwVSw-GQ8SrwgXL</a>				
11 Apr. 7	Deep Breathing; Progressive Muscle Selections from Gift of Therapy	<b>5.C.3.b.</b> <b>5.G.3.f</b>	<ul style="list-style-type: none"> <li>• Erford (2015) Ch. 32, 33</li> <li>• Yalom (2013) Chs. 69, 73, 75, &amp; 76;</li> <li>• Recorded site hours</li> <li>• Taping Session Analysis (by sign-up)</li> </ul>	Recorded Site Hours; Case presentations; group supervision
12 Apr. 14	Relaxation Training; Selections from Gift of Therapy	<b>5.C.3.b.</b> <b>5.G.3.f</b>	<ul style="list-style-type: none"> <li>• Erford (2015) Ch. 33</li> <li>• Yalom (2013) Chs. 77, 79, 84, &amp; 85</li> <li>• Recorded Site Hours</li> <li>• Taping Session Analysis (Tape 3 due)</li> </ul>	Recorded Site Hours; Case presentations; group supervision
13 Apr. 21	Peer Intervention Programs; Strategies for School Transitions; Collaboration and Teamwork in schools	<b>5.G.3.g.</b> <b>5.G.3.m.</b> <b>5.G.3.l.</b>	<ul style="list-style-type: none"> <li>• Aviles (2018)</li> <li>• Parikh-Foxx et al. (2020)</li> <li>• Waldron &amp; McLeskey (2010)</li> </ul>	Recorded Site Hours; Case presentations; group supervision
14 Apr. 28	Developing a personal model of counseling	<b>2.F.5.n.</b>	<ul style="list-style-type: none"> <li>• Website: <a href="https://ww2.odu.edu/~eneukrug/therapists/booksurvey.html">https://ww2.odu.edu/~eneukrug/therapists/booksurvey.html</a></li> </ul>	Theoretical Survey, self analysis/reflection paper
15 & 16 Apr. 28	Individual Evaluation Meetings with Instructor During Class to Complete CSCE; Turn in all final course paperwork (site & program)	<b>2.F.1.k.</b>	<ul style="list-style-type: none"> <li>• Evaluations (Site Supervisor Evaluation; site and yours) **You &amp; I will complete the Counseling student competency Evaluation (CSCE)</li> </ul>	End of Semester paperwork

## Appendix A (Session Analysis)

Handout will be provided

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

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

- **Demographics:** BC is a 12-year-old Hispanic male who is in 7th grade. He is the youngest of four children and lives with both biological parents.
- **Presenting problem:** BC was referred by his teacher. He is currently failing math and language arts and has been referred to the principal for disruptive behavior.
- **Areas of concern:** BC appears to have low self-esteem and few friends. He does not appear to have support for his schoolwork at home. His parents do not speak English well and are not very involved with his school responsibilities.
- **Summary of Session Content:** what were the major themes/topics explored? Identify client and counselor goals.
- **Interventions/techniques (along with rationale):** The counselor used reflective listening, open questions, paraphrasing, clarifying, and summarizing. Goal setting was also utilized. A homework assignment was given. *Client agreed to “act as if” the next time he is embarrassed to go to tutoring for math.*
- **Session-Analysis:** Evaluate your performance and the session, focusing on **you** and not your client: what did you like least about your use of process, personalization, professional, and conceptual skills (see Appendix B for list of skills); what skills/processes did you do well?; what do you need to improve on?; what did you miss?; when were you aware of what was missed?; how did you handle any misconceptions or other issues that arose in session?; how would you define the quality of the counselor-client relationship?; what are the considerations surrounding multicultural factors?; what were you experiencing as the counselor during the session?; what might be going on that was left unspoken?; what might you tell a clinical supervisor when asked what you might not have addressed with your client?; and what hypotheses can you develop about what was occurring for your client?

## Appendix B (Counseling Skills)

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

**Conceptual Skills:** Most of the counselor's covert behaviors are found here. Conceptual skills reflect deliberate thinking and case analysis. There are two kinds of thinking in this area: conceptualization during the session and between the sessions. Kinds of behaviors that represent these skills include:

- understanding what the client is saying;
- identifying themes in the client messages;
- choosing strategies appropriate to client goals;
- recognizing even subtle improvement by the client.

Conceptualization skills involve understanding patterns and themes with each client. Conceptualization skills also involve being able to distinguish between important and unimportant client statements and processes.

**Personalization Skills:** These include both easily observable and subtle behaviors. Because counseling is a very personal activity, these skills will indicate how well the student has adjusted to the role of helper.

Examples of these might include; comfort with the responsibility of being a counselor; being able to separate one's own issues from those of the client. being able to handle a range of personal emotions being able to accept constructive criticism

**Professional Skills:** These include ethical behaviors both within, and outside, counseling sessions. Examples include, but are not restricted to, the following:

- completing paperwork on time,
- safeguarding confidentiality,
- behaving professionally in field placement,
- dressing appropriately for counseling contacts,
- not being defensive with an accusing client,
- being able to handle a range of personal emotions, and
- being able to accept constructive critique.

When students demonstrate personal limitations that might impede future performance, or consciously violate ethical standards, and are ineffective and harmful to clients, then these students will not receive the instructor's endorsement to continue with the program and pass the course.

## Appendix C

### PRACTICUM STUDENT CHECKLIST

Student Name \_\_\_\_\_

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

Counselor trainees must provide the following at the first-class meeting:

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

#### Documentation due at the LAST PRACTICUM CLASS MEETING:

- Practicum Log completed; signed by trainee, field site supervisor
- Practicum/Internship Summary completed and signed by the counselor trainee
- End of Semester Field Site Supervisor's Evaluation completed and signed by field site supervisor
- Trainee Evaluation of Field Placement Site – completed by counselor trainee
- Additional documentation as required by Practicum instructor

## Appendix D Group Facilitation Skills Scale

This evaluation is completed for each student in COUN 528 & COUN 551, upon completion of their group facilitation experience.

**Student Name (First and Last):** \_\_\_\_\_ **CWID:** \_\_\_\_\_

**Semester and Year:** \_\_\_\_\_ **COUN 528/548 CRN#:** \_\_\_\_\_

**Instructor Name (First and Last):** \_\_\_\_\_

**Directions:** Self-ratings will be used to identify strengths and areas of development regarding your group facilitation skills.

**Ratings:** 1 = *Major Adjustment Needed*, 2 = *Continue Practice*, 3 = *Developing Skills*, 4 = *Well Developed*, 5 = *Highly Developed*

1. Student identifies examples of universality to help group members connect with each other.  
**Select one: 1, 2, 3, 4, 5**
2. Student comments on group process to facilitate group cohesion.  
**Select one: 1, 2, 3, 4, 5**
3. Student utilizes the here-and-now to facilitate group cohesion.  
**Select one: 1, 2, 3, 4, 5**
4. Student displays non-verbal communication to encourage group members to respond.  
**Select one: 1, 2, 3, 4, 5**
5. Student facilitates self-reflection for individual group members.  
**Select one: 1, 2, 3, 4, 5**
6. Student verbally communicates clearly.  
**Select one: 1, 2, 3, 4, 5**
7. Student displays empathy.  
**Select one: 1, 2, 3, 4, 5**
8. Student includes all group members.  
**Select one: 1, 2, 3, 4, 5**
9. Student provides positive feedback.  
**Select one: 1, 2, 3, 4, 5**
10. Student uses group conflict as a clinical opportunity.  
**Select one: 1, 2, 3, 4, 5**

**Comments (optional):**

**Rater's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_