COUN 6365 Syllabus

Counseling Practicum

INSTRUCTOR NAME
TERM:
TELEPHONE NUMBER:
EMAIL:
MEETING TIMES AND LOCATION:
OFFICE LOCATION:
OFFICE HOURS:

*Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, connect session, or a meeting.

Response Time:
Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.
I will update the online grades each time a grading session has been complete—typically seven days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Textbook and/or Resource Material

Required Texts:

Recommended Texts:

Recommended Textbooks for Counselor Preparation Comprehensive Examination (CPCE):

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Course Description and Prerequisites

A study of selected counseling theories and supervised experience in individual, group, and family counseling. Required client contact hours are completed at the URTGV Community Counseling Clinic. Cases assigned off campus in schools and community agencies will be considered for contact hours in addition to required hours. This course must be taken within last nine hours of program.

Course topics include but are not limited to counseling skills; record keeping; legal and ethical issues; collaboration techniques; suicide assessment and intervention; and designing, implementing, and evaluating courses/programs for clients/students.

Prerequisites:
COUN 6301, 6310, 6311, 6313, 6314, 6327, 6328, 6340, 6345, 6368, 6304, and program approval.

Learning Objectives/Outcomes for the Course

Course Objectives
1. Students will be introduced to the practicum and internship program requirements, and will gain further understanding of the counseling profession related to counseling identity, professional organizations, getting licensed, and occupational outlook. Students will Improve and refine counseling and guidance skills used in
individual, group, marriage and family, and career counseling. Apply and integrate knowledge and counseling skills in school and clinical mental health settings.

2. Students will gain an understanding of the process for selecting and applying for practicum and internship, and the interview process.

3. Students will gain a further understanding of ethical and legal issues in counseling, as related to competent ethical practice for counselors, understanding the health insurance portability and accountability act, informed consent, confidentiality and privileged communication, technology and client records, boundary issues and dual relationships in counseling, and liability insurance.

4. Students will gain a further understanding of clinical issues in practicum and internship, as related to building the therapeutic alliance, using clinical forms, utilizing counseling techniques, maintaining clinical records, and closing the session.

5. Students will gain further knowledge and experience in clinical writing skills, writing case notes, and will gain skills to accurately assess counseling effectiveness via outcome instruments, participate in community outreach and service delivery beyond the classroom and training lab, develop treatment plans, evaluate strengths and weaknesses related to interpersonal and counseling skills, and gather client information, including psychosocial history and assessments related to treatment effectiveness.

6. Students will gain knowledge and experience in classroom and site supervision, as well as models of supervision and case conceptualization.

7. Students will gain experience in researching current trends and issues affecting the counseling profession. Students will gain further knowledge and experience in multicultural issues related to counseling.

8. Students will learn wellness strategies and ways to manage stress during practicum and internship. Students will develop greater sensitivity to the dynamics of the counseling process through self- and peer evaluations.

9. Students will gain further knowledge and preparation in crisis assessment, intervention, safety planning, working with suicidal clients, working with homicidal clients, duty to warn, assessing danger to others, abuse and neglect, recommended resources for suicide prevention, and crisis hotlines.

10. Students will learn ways they can protect themselves while in practicum and internship by understanding predictors of client violence, dealing with aggressive behaviors, diffusing violence, and workplace prevention plans.

Alignment of Course Objectives to National and State Standards
CACREP 2016 Common Core (F) – This course is designed to meet CACREP standards and enable students to demonstrate knowledge of the following:

1. CACREP Standard II-F-1-b: The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation.
2. CACREP Standard II-F-1-c: Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
3. CACREP Standard II-F-1-g: Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
4. CACREP Standard II-F-1-i: Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
5. CACREP Standard II-F-1-k: Strategies for personal and professional self-evaluation and implications for practice.
6. CACREP Standard II-F-1-l: Self-care strategies appropriate to the counselor role.
7. CACREP Standard II-F-1-m: The role of counseling supervision in the profession.
8. CACREP Standard II-F-2-a: Multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally and internationally.
9. CACREP Standard II-F-2-b: Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
10. CACREP Standard II-F-2-h: Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
11. CACREP Standard II-F-3-i: Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.
12. CACREP Standard II-F-5-b: A systems approach to conceptualizing clients.
13. CACREP Standard II-F-5-c: Theories, models, and strategies for understanding and practicing consultation.
14. CACREP Standard II-F-5-d: Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.
15. CACREP Standard II-F-5-f: Counselor characteristics and behaviors that influence helping processes.
16. CACREP Standard II-F-5-g: Essential interviewing and counseling skills.
17. CACREP Standard II-F-5-h: Developmentally relevant counseling treatment or intervention plans.
18. CACREP Standard II-F-5-i: Development of measurable outcomes for clients.
20. CACREP Standard II-F-5-k: Strategies to promote client understanding of and access to a variety of community-based resources.
21. CACREP Standard II-F-5-l: Suicide prevention models and strategies.
22. CACREP Standard II-F-6-g: Ethical and culturally relevant strategies for designing and facilitating groups.
23. CACREP Standard II-F-7-c: Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.
24. CACREP Standard II-F-7-d: Procedures for identifying trauma and abuse and for reporting abuse.

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
25. CACREP Standard II-F-7-e: use of assessments for diagnostic and intervention planning purposes
26. CACREP Standard II-F-7-f: Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.
27. CACREP Standard II-F-7-l: Use of assessment results to diagnose developmental, behavioral, and mental disorders.
28. CACREP Standard II-F-7-m: Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
29. CACREP Standard II-F-8-e: Evaluation of counseling interventions and programs.

CACREP 2016 School Counseling (SC) – This course is designed to meet CACREP SC Standards and enable school-counseling-specialization students to demonstrate knowledge of the following:

1. CACREP V-G-1-b: Models of school counseling programs.
2. CACREP V-G-2-a: School counselor roles as leaders, advocates, and systems change agents in P-12 schools.
3. CACREP V-G-2-b: School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies.
4. CACREP V-G-2-e: School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma.
5. CACREP V-G-2-g: Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.
6. CACREP V-G-2-i: Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs.
7. CACREP V-G-2-k: Community resources and referral sources.
8. CACREP V-G-2-n: Legal and ethical considerations specific to school counseling.
9. CACREP V-G-2-m: Legislation and government policy relevant to school counseling
10. CACREP V-G-3-c: Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.
11. CACREP V-G-3-d: Interventions to promote academic development
12. CACREP V-G-3-f: Techniques of personal/social counseling in school settings
13. CACREP V-G-3-h: Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.
14. CACREP V-G-3-m: Strategies for implementing and coordinating peer intervention programs.

CACREP 2015 Clinical Mental Health Counseling (CMHC)—This course is designed to meet CACREP CMHC Standards and enable clinical mental health counseling specialization students to demonstrate knowledge of the following:

1. CACREP V-C-1-b: Theories and models related to clinical mental health counseling.
2. CACREP V-C-1-c: Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
2. CACREP V-C-2-a: roles and settings of clinical mental health counselors.
3. CACREP V-C-2-b: etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
4. CACREP V-C-2-c: mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.
5. CACREP V-C-2-d: diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).
6. CACREP V-C-2-e: Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
7. CACREP V-C-2-f: Impact of crisis and trauma on individuals with mental health diagnoses.
8. CACREP V-C-2-j: Cultural factors relevant to clinical mental health counseling.
9. CACREP V-C-2-i: Legislation and government policy relevant to clinical mental health counseling
10. CACREP V-C-2-k: professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
11. CACREP V-C-2-l: legal and ethical considerations specific to clinical mental health counseling.
12. CACREP V-C-2-m: record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.
12. CACREP V-C-3-a: intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.
12. CACREP V-C-3-b: techniques and interventions for prevention and treatment of a broad range of mental health issues.
13. CACREP V-C-3-c: strategies for interfacing with the legal system regarding court-referred clients.
14. CACREP V-C-3-d: strategies for interfacing with integrated behavioral health care professionals.
15. CACREP V-C-3-e: strategies to advocate for persons with mental health issues.

**TEExES Competencies**—This course is designed to meet TEExES competencies and enable school-counseling-specialization students to demonstrate the following competencies:

**Competencies covered throughout this program:**

*Competency 001 (Human Development)*

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

*Competency 002 (Student Diversity)*

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

*Competency 003 (Factors Affecting Students)*

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

*Competency 004 (Program Management)*

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students’ success.

**Competency 005 (Developmental Guidance Program)**
The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students’ personal growth and development.

**Competency 006 (Counseling)**
The school counselor understands how to provide effective counseling services to individuals and small groups.

**Competency 007 (Assessment)**
The school counselor understands principles of assessment and is able to use assessment results to identify students’ strengths and needs, monitor progress, and engage in planning to promote school success.

**Competency 008 (Collaboration with Families)**
The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

**Competency 009 (Collaboration with Others in the School and Community)**
The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

**Competency 010 (Professionalism)**
The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

**Texas Education Agency (TEA) Standards**—This course is designed to meet the following TEA Standards:

**Standard I. Learner-Centered Knowledge:** The certified school counselor has a broad knowledge base.
The certified school counselor must know and understand:
(2) counseling and consultation theories and practices;
(3) career development theories and practices;
(4) assessment principles and procedures, including the appropriate use of tests and test results;
(7) learners' developmental characteristics and needs and their relevance to educational and career choices;
(8) legal and ethical standards, practices, and issues;
(9) the characteristics and educational needs of special populations;
(10) theories and techniques in pedagogy and classroom management;
(11) the integration of the guidance and academic curricula;
(12) the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students; and
Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:

1. develop processes and procedures for planning, designing, implementing, and evaluating a developmental guidance and counseling program;
2. provide a proactive, developmental guidance program based on the needs of students;
3. counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
4. consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;
5. coordinate resources for students within the school and community;
6. demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;
7. participate in the selection, use, and interpretation of assessments and assessment results;
8. use varied sources of information about students for assessment purposes;
9. use counseling-related research techniques and practices to address student needs; and
10. advocate for a developmental guidance and counseling program that is responsive to all students.

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

1. collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;
2. facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information;
3. use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
4. implement effective referral procedures to facilitate the use of special programs and services; and
5. act as a consultant and/or coordinator to help learners achieve success inside and outside of school.

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

1. understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
2. advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; and
3. facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

1. demonstrate effective communication through oral, written, and nonverbal expression;
2. use knowledge of group dynamics and productive group interaction;
3. support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
4. facilitate learners' access to community resources;
5. develop and implement strategies for effective internal and external communications;
6. facilitate parent/guardian involvement in their children's education;
7. develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning; and
8. work effectively as a team member to promote positive change for individuals, groups, and the school community.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

1. use reflection, self-assessment, and interactions with colleagues to promote personal professional development;
2. strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;
3. apply research-based practice to improve the school guidance and counseling program; and
4. continue professional development to improve the school guidance and counseling program.

<table>
<thead>
<tr>
<th>Activity</th>
<th>CACREP Outcomes Assessed</th>
<th>TEA Standards</th>
<th>Program SLO</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Demonstrations and Experiential Activities</td>
<td>II-F-1-b, II-F-2-h, II-F-5-g, V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-G-3-f, V-G-2-m V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b, V-C-2-i, V-C-2-e</td>
<td>I. 1</td>
<td>SLO4: Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse</td>
<td>Course objective: 3,4,5,7,9</td>
</tr>
<tr>
<td>Activity</td>
<td>Objectives</td>
<td>Course Objective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site Visit/Observation</td>
<td>I. 2, 3, 7, 8, 9, 10; II. 1, 2, 3, 6, 10; III. 2, 3; IV. 1, 2, 3; V. 1, 2, 5; VI. 3</td>
<td>3, 4, 5, 7, 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Videos/Audios</td>
<td>I. 2, 8; II. 3; III. 2, 3; V. 1; VI. 3, 4</td>
<td>3, 4, 5, 7, 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introspective Autobiography</td>
<td>VI. 1</td>
<td>1, 2, 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
### Clinical Portfolio

| II-F-1-b, II-F-1-e, II-F-1-g, II-F-1-i, II-F-2-a, II-F-2-b, II-F-2-h, II-F-5-b, II-F-5-c, II-F-5-d, II-F-8-e, II-F-5-g, II-F-5-l, II-F-7-f, II-F-7-i, II-F-5-f, II-F-1-k, II-F-1-l, II-F-1-m, II-F-3-i, II-F-5-h, II-F-5-i, II-F-5-j, II-F-5-k, II-F-7-m, II-F-7-c, II-F-7-d, II-F-7-e, II-F-6-g, V-C-1-b, V-C-1-c, V-C-2-a, V-C-2-b, V-C-2-c, V-C-3-e, V-C-2-f, V-C-2-j, V-C-2-k, V-C-2-l, V-C-2-m, V-C-3-a, V-C-3-b, V-C-3-c, V-C-3-d, V-C-2-d, V-C-2-i, V-C-2-e | VI. 1 | **SLO4:** Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings. | Course objective: 1, 2, 3, 5, 7, 8, 9 |

### Midterm and Final Evaluations

| II-F-1-b II-F-1-e II-F-1-i: II-F-1-k II-F-2-a II-F-2-2-h II-F-3-i: II-F-5-b II-F-5-f II-F-5-g II-F-5-h II-F-5-j II-F-5-k II-F-7-c: II-F-6-g II-F-5-l V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-c, V-C-3-d, V-C-2-d, V-C-2-i, V-C-2-e | VI. 1 | **SLO4:** Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings. | Course objective: 1, 2, 3, 4, 5, 6, 7, 8, 9 |

---

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
## Course Objectives

1. Students will be introduced to the practicum and internship program requirements, and will gain further understanding of the counseling profession related to counseling identity, professional organizations, getting licensed, and occupational outlook. Students will improve and refine counseling and guidance skills used in individual, group, marriage and family, and career counseling. Apply and integrate knowledge and counseling skills.

### SLO5: Counseling graduate students will demonstrate knowledge and proficiency in CACREP core counseling areas such as career development, human growth and development, social and cultural diversity, and assessment.

**Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.**

- (7) learners' developmental characteristics and needs and their relevance to educational and career choices;
- (8) legal and ethical standards, practices, and issues;
- (12) the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students;

II-F-1-b, II-F-1-e, II-F-1-g, II-F-1-i, II-F-2-a, II-F-2-b, II-F-2-h, II-F-5-b, II-F-5-c, II-F-5-d, II-F-8-e, II-F-5-g, II-F-5-l, II-F-7-f, II-F-7-l, II-F-5-f, II-F-1-k, II-F-1-l, II-F-1-m, II-F-3-i, II-F-5-h, II-F-5-i, II-F-5-j, II-F-5-k, II-F-7-m, II-F-7-e, II-F-7-d, II-F-7-e, II-F-6-g, V-C-1-b, V-C-1-c, V-C-2-a, V-C-2-b, V-C-2-c, V-C-3-e, V-C-2-f, V-C-2-j, V-C-2-k, V-C-2-l, V-C-2-m, V-C-3-a, V-C-3-b, V-C-3-c, V-C-3-d, V-C-2-d, V-C-2-i, V-C-2-e

2. Students will gain an understanding of the process for selecting and applying for practicum and internship, and the interview process.

### SLO4: Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and populations in various settings.

**Standard III. Learner-Centered Process: The certified school counselor participates in the development,**

II-F-1-b, V-G-2-a, V-G-2-b, V-G-2-e, V-G-3-h,
<table>
<thead>
<tr>
<th><strong>COURSE OBJECTIVES</strong></th>
<th><strong>PROGRAM SLOs</strong></th>
<th><strong>TEA STANDARDS</strong></th>
<th><strong>CACREP STANDARDS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>treatment to work with diverse populations in various settings.</td>
<td>monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.</td>
<td>The certified school counselor must: (1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas; (2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information;</td>
<td></td>
</tr>
<tr>
<td>COURSE OBJECTIVES</td>
<td>PROGRAM SLOs</td>
<td>TEA STANDARDS</td>
<td>CACREP STANDARDS</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------</td>
<td>---------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>3. Students will gain a further understanding of ethical and legal issues in counseling, as related to competent ethical practice for counselors, understanding the health insurance portability and accountability act, informed consent, confidentiality and privileged communication, technology and client records, boundary issues and dual relationships in counseling, and liability insurance.</td>
<td><strong>SLO5:</strong> Counseling graduate students will demonstrate knowledge and proficiency in CACREP core counseling areas such as career development, human growth and development, social and cultural diversity, and assessment.</td>
<td><strong>Standard I. Learner-Centered Knowledge:</strong> The certified school counselor has a broad knowledge base. (8) legal and ethical standards, practices, and issues;</td>
<td>II-F-1-b, V-G-2-a, V-G-2-n, V-G-2-b, V-G-2-e, V-G-3-h,</td>
</tr>
<tr>
<td>4. Students will gain a further understanding of clinical issues in practicum and internship, as related to building the therapeutic alliance, using clinical forms, utilizing counseling techniques, maintaining clinical records, and closing the session.</td>
<td><strong>SLO4:</strong> Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.</td>
<td><strong>Standard III. Learner-Centered Process:</strong> The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth. (3) use both preventive and intervening strategies to</td>
<td>II-F-1-b, II-F-2-h, II-F-5-g, V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-G-3-f, V-G-2-m V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b. V-C-2-i, V-C-2-e</td>
</tr>
<tr>
<td>COURSE OBJECTIVES</td>
<td>PROGRAM SLOs</td>
<td>TEA STANDARDS</td>
<td>CACREP STANDARDS</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------</td>
<td>---------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change; (4) implement effective referral procedures to facilitate the use of special programs and services; and (5) act as a consultant and/or coordinator to help learners achieve success inside and outside of school.</td>
<td>SLO4: Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.</td>
<td>Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must: II-F-1-b, II-F-2-h, II-F-5-g, V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-G-3-f, V-G-2-m V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b. V-C-2-i, V-C-2-e</td>
</tr>
</tbody>
</table>

5. Students will gain further knowledge and experience in clinical writing skills, writing case notes, and will gain skills to accurately assess counseling effectiveness via outcome instruments, participate in community outreach and service delivery beyond the classroom and training lab, develop treatment plans, evaluate strengths and weaknesses related to
<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>PROGRAM SLOs</th>
<th>TEA STANDARDS</th>
<th>CACREP STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>interpersonal and counseling skills, and gather client information, including psychosocial history and assessments related to treatment effectiveness.</td>
<td>(1) demonstrate effective communication through oral, written, and nonverbal expression; (2) use knowledge of group dynamics and productive group interaction; (3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members; (4) facilitate learners' access to community resources; (5) develop and implement strategies for effective internal and external communications.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COURSE OBJECTIVES</td>
<td>PROGRAM SLOs</td>
<td>TEA STANDARDS</td>
<td>CACREP STANDARDS</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------</td>
<td>---------------</td>
<td>------------------</td>
</tr>
<tr>
<td>6. Students will gain knowledge and experience in classroom and site supervision, as well as models of supervision and case conceptualization.</td>
<td><strong>SLO4:</strong> Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.</td>
<td><strong>Standard IV. Learner-Centered Equity and Excellence for All Learners:</strong> The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must: (1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;</td>
<td>II-F-1-b, II-F-2-h, II-F-5-g, V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-G-3-f, V-G-2-m V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b, V-C-2-i, V-C-2-e</td>
</tr>
<tr>
<td>7. Students will gain experience in researching current trends and issues affecting the counseling profession. Students will gain further knowledge and experience in multicultural issues related to counseling.</td>
<td><strong>SLO4:</strong> Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.</td>
<td>II-F-1-b, II-F-2-h, II-F-5-g, II-F-1-l II-F-1-m II-F-3-I II-F-2-h II-F-2-b II-F-1-k II-F-1-i V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-G-3-f, V-G-2-m V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b. V-C-2-i, V-C-2-e</td>
<td></td>
</tr>
<tr>
<td>8. Students will learn wellness strategies and ways to manage stress during practicum and internship. Students will develop greater sensitivity to the dynamics of the counseling process.</td>
<td><strong>SLO4:</strong> Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse</td>
<td><strong>Standard VI. Learner-Centered Professional Development:</strong> The certified school counselor continues professional development, demonstrating a commitment to</td>
<td>II-F-1-b, II-F-2-h, II-F-5-g, II-F-1-l II-F-1-m II-F-3-I II-F-2-h II-F-2-b II-F-1-k II-F-1-i V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-G-3-f, V-G-2-m V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b. V-C-2-i, V-C-2-e</td>
</tr>
<tr>
<td>COURSE OBJECTIVES</td>
<td>PROGRAM SLOs</td>
<td>TEA STANDARDS</td>
<td>CACREP STANDARDS</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------</td>
<td>---------------</td>
<td>------------------</td>
</tr>
<tr>
<td>through self- and peer evaluations.</td>
<td>populations in various settings.</td>
<td>learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must: (1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development; (3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;</td>
<td></td>
</tr>
<tr>
<td><strong>SLO5:</strong> Counseling graduate students will demonstrate knowledge and proficiency in CACREP core counseling areas such as career development, human growth and development, social and cultural diversity, and assessment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SLO4:</strong> Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Students will gain further knowledge and preparation in crisis assessment, intervention, safety planning, working with suicidal clients, working with homicidal clients, duty to warn, assessing danger to others, abuse and neglect, recommended resources for suicide prevention, and crisis hotlines.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard VI. Learner-Centered Professional Development:</strong> The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The</td>
<td></td>
<td></td>
<td>II-F-1-b, II-F-2-h, II-F-5-g, V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-G-3-f, V-G-2-m V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b. V-C-2-i, V-C-2-e</td>
</tr>
<tr>
<td>COURSE OBJECTIVES</td>
<td>PROGRAM SLOs</td>
<td>TEA STANDARDS</td>
<td>CACREP STANDARDS</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------</td>
<td>---------------</td>
<td>------------------</td>
</tr>
<tr>
<td>certified school counselor must: (1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development; (3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;</td>
<td><strong>SLO4</strong>: Counseling graduate students will demonstrate knowledge, techniques, and interventions for prevention and treatment to work with diverse populations in various settings.</td>
<td></td>
<td>II-F-1-b, II-F-2-h, II-F-5-g, V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-G-3-f, V-G-2-m V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b. V-C-2-i, V-C-2-e</td>
</tr>
<tr>
<td>10. Students will learn ways they can protect themselves while in practicum and internship by understanding predictors of client violence, dealing with aggressive behaviors, diffusing violence, and workplace prevention plans.</td>
<td><strong>Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.</strong> The certified school counselor must: (1) use reflection, self-assessment, and interactions with colleagues to promote personal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This syllabus subject to change in order to better meet course objectives per discretion of instructor.

Course Technology

Computer Hardware

To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

Technical Knowledge Requirements

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

System Requirements/Software

- Mozilla’s Firefox (latest version; Macintosh or Windows)
- Google Chrome (latest version; Macintosh or Windows)
- Adobe’s Flash Player & Reader plug-in (latest version).
- Apple’s QuickTime plug-in (latest version). A free download is available at
- Virus protection UTRGV Software link
- Microsoft Office UTRGV Software link

List other tools, resources, and materials needed by the student for success in the course.

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:
Major Requirements, Demonstration of Mastery and Evaluation

Assignments and Assessments

PROGRAM REQUIREMENTS

- Students must attend one seminar from the Counseling and Guidance Faculty Seminar Series offerings each semester. Students may attend more than one seminar; however, only one is required per semester regardless of the number of hours they are enrolled. Seminar dates TBA.

  A. Students must turn in a one-page reflection paper based on their seminar experience.

- Students must read one book from the UTRGV Counseling and Guidance Program reading list. Students may read more than one book on the list each semester; however, only one is required per semester regardless of the number of hours they are enrolled.

  A. Students must turn in a one-page reflection paper based on the book they read.

FIELD EXPERIENCE REQUIREMENTS
Throughout the collective field experience in COUN 6365 Practicum, COUN 6369 Internship I and COUN 6370 Internship II, **students must accrue a minimum of 10 direct hours of group counseling experience.**

**COURSE REQUIREMENTS**

1. Complete a minimum of 100 hours of counseling practicum.

   **A. School Counseling Specialization**

   - At least **twenty-five (25) direct hours** must be completed in the school setting. Student counselors must adhere to procedures for permission, record keeping, social-media cites, dress code, and limits of confidentiality set by the school district in which they complete practicum hours. Students who are not currently employed by the school district in which they plan to practice must see the instructor for information on the criminal background check and approval for fieldwork. If you are a teacher at your site you are not to service students in your classroom; this is to avoid dual relationships.

   - At least **fifteen (15) direct hours** must be completed in the UTRGV Community Counseling Clinic.

   - **Sixty (60) hours** must consist of indirect counseling services. Up to 25% of indirect hours may be accrued outside of the site. (Note: an overflow of direct hours may count towards indirect hours)

   **School specialization students must be physically present for at least four hours per week in the Clinic. Schedules will be finalized at the beginning of the semester and will remain for the remainder of the semester.**

   CACREP Standards: II-F-1-b, II-F-1-e, II-F-1-g, II-F-1-i, II-F-2-a, II-F-2-b, II-F-2-h, II-F-5-b, II-F-5-c, II-F-5-d, II-F-8-e, II-F-5-g, II-F-5-l, II-F-7-f, II-F-7-l, II-F-5-f, II-F-1-k, II-F-1-l, II-F-1-m, II-F-3-i, II-F-5-h, II-F-5-i, II-F-5-j, II-F-5-k, II-F-7-m, II-F-7-c, II-F-7-d, II-F-7-e, II-F-6-g, V-G-1-b, V-G-2-a, V-G-2-b, V-G-2-e, V-G-2-g, V-G-2-i, V-G-3-m, V-G-2-n, V-G-3-c, V-G-3-d, V-G-3-h, V-G-2-k. V-G-3-f, V-G-2-m

   TEA Standards: I. 2; II. 3, III. 2, 3; V. 1, 2, 5; VI. 4

   **B. Clinical Mental Health Counseling Specialization**

   - **Forty (40) hours of direct** counseling must be completed at the UTRGV Community Counseling Clinic. The student is encouraged to seek additional hours of client contact in community agencies specializing in the student’s field of interest, provided the agency meets requirements for supervision (internship only).

   - Students may accrue up to **15 direct hours** out of the required 40 direct hours at a second site with special permission from the instructor and approval from the site supervisor. This only applies for external sites that are skill level appropriate for practicum students.

   This syllabus subject to change in order to better meet course objectives per discretion of instructor. 22
• **Sixty (60) hours** must consist of indirect counseling services. (Note: an overflow of direct hours may count towards indirect hours)

**Clinical Mental Health Counseling Specialization** students must be physically present for at least **eight hours per week** in the Clinic. Schedules will be finalized at the beginning of the semester and will remain for the remainder of the semester.

CACREP Standards: II-F-1-b, II-F-1-e, II-F-1-g, II-F-1-i, II-F-2-a, II-F-2-b, II-F-5-b, II-F-5-c, II-F-5-d, II-F-8-e, II-F-5-g, II-F-5-I, II-F-7-f, II-F-7-I, II-F-5-f, II-F-1-k, II-F-1-l, II-F-1-m, II-F-3-i, II-F-5-h, II-F-5-i, II-F-5-j, II-F-5-k, II-F-7-m, II-F-7-c, II-F-7-d, II-F-7-e, II-F-6-g, V-C-1-b, V-C-1-c, V-C-2-a, V-C-2-b, V-C-2-c, V-C-3-e, V-C-2-f, V-C-2-j, V-C-2-k, V-C-2-l, V-C-2-m, V-C-3-a, V-C-3-b, V-C-3-c, V-C-3-d, V-C-2-d. V-C-2-i, V-C-2-e

2. Attend group supervision (done during class time) as scheduled on syllabus. Students are to obtain at least 24 group supervision hours. Students will have opportunities to staff their most difficult cases in-group supervision. The following format should be used when presenting cases:

   **Subjective information** - Describe reasons for presenting the case to clarify whether the greatest assistance is needed in client assessment or treatment planning.
   
   **Objective information** – Present background information on the client, including a summary of work done to date and any reports or test results from other clinicians, as they relate to the presenting problem.

   **Assessment** – Provide a tentative DSM-V Diagnostic Impression. Be sure to include symptoms, conceptualizations, insights, developmental struggles, and environmental context.

   **Plan** – Provide a summary of work done up to this point and a proposed treatment plan.

   *SOAP was taken from McAuliffe (1992).

CACREP Standards: II-F-2-h, II-F-5-b, II-F-5-f, II-F-7-f, V-G-3-h, V-G-2-n, V-G-2-k, V-G-2-a, V-C-1-c, V-C-2-a, V-C-2-b, V-C-3-e, V-C-3-b, V-C-2-l.

TEA Standards: I. 2, 8; II. 3; III. 1, 2, 3; V. 1, 2, 5; VI. 3

3. Attend weekly individual/triadic supervision sessions with university supervisor and/or with site supervisor (clinic supervisor). Supervision guidelines, roles, and responsibilities will be reviewed in the first supervision session and meeting times will be set the first week of class.

CACREP Standards: II-F-2-h, II-F-5-b, II-F-5-f, II-F-7-f, V-G-3-h, V-G-2-n, V-G-2-k, V-G-2-a, V-C-1-c, V-C-2-a, V-C-2-b, V-C-3-e, V-C-3-b, V-C-2-l.
TEA Standards: I. 2, 8; II. 3; III. 1, 2, 3; V. 1, 2, 5; VI. 3

4. Each student will receive one or more site visits throughout the semester. Students are expected to be conducting direct services (individual counseling, group counseling, or guidance lesson) to clients while instructor is conducting the site visit. Student’s skills will be evaluated by the instructor. Instructor site visits must occur within the first six weeks of the semester for school counseling specialization students.

CACREP Standards: II-F-1-b, II-F-2-h, II-F-5-g, V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b.

TEA Standards: I. 2, 3, 7, 8, 9, 10, 11, 12, 13; II. 1, 2, 3, 6, 10; III. 2, 3; IV. 1, 2, 3; V. 1, 2, 5; VI. 3

5. Students will complete (1) peer observation every 2 weeks (at least 6 per semester) using the clinic form. The purpose of the peer observations is to give the student practice in recognizing and assessing the performance of counseling skills. Peer observations will be kept in the Portfolio, and will be part of the portfolio grade.

CACREP Standards: II-F-1-b, II-F-2-h, II-F-5-g, V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b.

TEA Standards: I. 2, 3, 7, 8, 9, 10, 11, 12, 13; II. 1, 2, 3, 6, 10; III. 2, 3; IV. 1, 2, 3; V. 1, 2, 5; VI. 3

6. Students will be required to complete a pre and post self-assessment for this course which will be included in the portfolio. Copies of this pre and post self-assessment will be given to the instructor.

CACREP Standards: II-F-1-b, V-G-2-a, V-G-2-n, V-G-2-b, V-G-2-e, V-G-3-h, V-C-2-a, V-C-2-l.

TEA Standards: VI. 1

7. Students must attend one seminar from the C & G Faculty Seminar Series offerings each semester. Students may attend more than one seminar; however, only one is required per semester regardless of the number of hours they are enrolled in. Attending a seminar may count as indirect hours in practicum and internship courses.

A. Students must turn in a one-page reflection paper based on their seminar experience.

CACREP Standards: II-F-1-b, V-G-2-a, V-G-2-n, V-G-2-b, V-G-2-e, V-G-3-h, V-C-2-a, V-C-2-l.

TEA Standards: VI. 1, 5
8. Students must read one book from the UTRGV Counseling and Guidance Program reading list. Students may read more than one book on the list each semester; however, only one is required per semester regardless of the number of hours they are enrolled in.

   A. Students must turn in a one-page reflection paper based on the book they read.

   CACREP Standards: II-F-1-b, V-G-2-a, V-G-2-n, V-G-2-b, V-G-2-e, V-G-3-h, V-C-2-a, V-C-2-l.

   TEA Standards: VI. 1, 5

9. Students must document weekly logs to accurately reflect direct hours, indirect hours, and supervision in a timely manner. The hours accrued must be validated by your site supervisor and university supervisor. Students must turn in a copy of their weekly logs signed by site supervisor and documentation supporting hours to their instructor each week.

   Particularly, the logs of school-counseling-specialization students should reflect the following activities: individual counseling (including crisis intervention, suicidal intervention), group counseling, guidance curriculum (i.e., guidance lessons and school-wide projects addressing all learners’ needs related to (i) each developmental stage, (ii) special needs, and (iii) multicultural backgrounds in a diversity acknowledged school environment), consultation (with parents, school personnel, etc.), appraisal (e.g., testing, needs assessment), advisement, placement (education, career), referral, recordkeeping, professional development, committee, program management, relevant team duties.

   CACREP Standards: II-F-1-b, V-G-2-a, V-G-2-n, V-G-2-b, V-G-2-e, V-G-3-h, V-C-2-a, V-C-2-l.

   TEA Standards: I. 2, 3, 4, 7, 9, 10, 11, 12: II. 1, 2, 4, 5, 6, 7, 8, 9, 10; III. 1, 2, 3, 4, 5; IV. 1, 2, 3; V. 3, 4, 5, 6, 7, 8; VI. 5

10. Each student should submit two (2) counseling videos/audios, or a video/audio and a site visit, or two (2) site visits by the instructor, which demonstrate skills of individual counseling related to (a) intake/psychosocial history, (b) goal setting, (c) research-based intervention strategies addressing clients’ needs/issues, and/or (d) termination. Informed consent forms must be completed before taping. In addition to the videotape, relevant written materials (case summary, tape transcript, etc., as specified by the instructor) should be included and will be evaluated. Videos may be selected to be reviewed for instructional purposes during group supervision.

   CACREP Standards: II-F-1-b, II-F-2-h, II-F-5-g, V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b.

   TEA Standards: I. 2, 8; II. 3; III. 2, 3; V. 1; VI. 3, 4
11. **Obtain professional liability insurance.** Students will not be allowed to see clients until liability insurance had been secured.

12. Abide by all policies set forth in Practicum/Internship Handbook, including submission of Site Supervisor agreement, practicum/ethics agreement, and mid-semester evaluation by site supervisor.

   TEA Standards: I. 8; VI 3

13. Complete introspective autobiography. Should be 6-9 pages in length, APA format. Due at the first one-on-one supervision meeting. See “Guidelines for Autobiography” in the assignment guidelines folder located on Black Board. Student should include information regarding the following: brief introduction to your life and family background. Most important is your introspection regarding your life’s experiences and how they have contributed to you being the person you are; further, what are your attributes that “fit” counseling?, what are your perceived strengths?, and your areas for growth? If your supervisor is someone other than the course instructor, you will need to provide a copy to your supervisor and the instructor.

   CACREP Standards: II-F-1-b, V-G-2-a, V-G-2-n, V-G-2-b, V-G-2-e, V-G-3-h, V-C-2-a, V-C-2-l.

   TEA Standards: VI. 1

14. Complete personal reflection paper to be turned in at the end of the semester. Papers should be 6-9 pages in length. See “Format for Personal Reflection Paper” in the assignment guidelines folder located on Blackboard.

   CACREP Standards: II-F-1-b, V-G-2-a, V-G-2-n, V-G-2-b, V-G-2-e, V-G-3-h, V-C-2-a, V-C-2-l.

   TEA Standards: VI. 1

15. Complete a résumé, which should include your counseling field experience and be suitable for an entry level counseling job search.

   CACREP Standards: II-F-1-b, V-G-2-a, V-G-2-n, V-G-2-b, V-G-2-e, V-G-3-h, V-C-2-a, V-C-2-l.

   TEA Standards: VI. 1

16. Students are responsible for maintaining a comprehensive clinical portfolio with the following sections:
   a. Direct/Indirect Daily and Weekly logs
   b. Weekly Supervision Meeting Agendas/Notes/Logs
   c. Pre and Post self-Assessment Rubrics
   d. Peer Observations
   e. Documentation of Professional Liability Insurance

   This syllabus subject to change in order to better meet course objectives per discretion of instructor.
f. Off-site supervisor contracts (School Counseling specialization and Community off-site Internships)
g. On-site supervisor mid-term and final evaluations from each supervisor
h. Off-site supervisor mid-term and final evaluations (School Counseling specialization and Community)
i. Evaluations of Supervisor(s)- Instructor Site Visit
j. Seminar reflection
k. Reading list reflection
l. Practicum & Internship Handbook
m. Related Ethical Codes
n. Resume (updated)
o. Other (including all returned assignments)

Portfolios are subject to review at any time by the course instructor. Students can expect portfolios to be reviewed regularly in individual supervision.

Students are also responsible for maintaining a comprehensive clinical folder to be turned in to your instructor for program record keeping (for audit purposes from CACREP) with the following sections:
1. Documentation of Professional Liability Insurance
2. On and off-site contacts and agreements
3. Direct and indirect services logs
4. Weekly supervision logs (group, clinical, and site)
5. Pre-self-assessment and Post-self-assessment of basic helping skills and procedural skills
6. On-site mid and final evaluation by site supervisor
7. Evaluation of site supervisor
8. Instructor site visits
9. Video/Audio transcriptions with counseling session summary
10. Copies of the LPC documentation forms


TEA Standards: VI. 1

17. Students are expected to abide by all relevant ethical codes, including but not limited to those set forth by the American Counseling Association, the American School Counselor Association, the American Association for Marriage and Family Therapists, the Association for Specialists in Group Work, the Texas State Board of Examiners for Licensed Professional Counselors, as well as any others associated with the type of counseling intervention being provided. Confidentiality also applies to all issues or comments made in the classroom. **Failure to comply with ethical standards will result in consequences deemed appropriate by the Counseling and Guidance program faculty, including dismissal from the program.**
TEA Standards: I. 8; VI 3

18. Counseling Demonstration and Experiential Activity
Students are expected to attend, participate, and engage in ALL classes. This requirement includes, but is not limited to, engaging in in-class assignments, group discussions, peer observations, and group exercises. **Attendance and assignments of the C & G Faculty Seminar Series and reading list will be included in the activity grade.** It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor. Given that meaningful learning often takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course.

CACREP Standards: II-F-1-b, II-F-2-h, II-F-5-g, V-G-2-a, V-G-3-c, V-G-3-d, V-G-3-h, V-G-3-m, V-C-1-b, V-C-2-a, V-C-2-c, V-C-3-d, V-C-3-b.

TEA Standards: VI. 1

COURSE ORGANIZATION & ONLINE TOOLS

Course Structure:

This course will be delivered entirely face to face with online available through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the My UTRGV site and under applications click on Blackboard Learn.

Learning Modules/Units/Weeks/Chapters

The course is organized into weeks of instruction, as outlined in the Course Schedule and Due Dates below. Each week is listed by its main topic and contains required readings, videos, mini lectures, discussion forum assignments, essay and framework assignments, and collaborative assignments that you complete working in teams. **Note:** Most materials used in conjunction with the course are subject to copyright protection.

Discussion Forums

You will find the following discussion forums in the course Blackboard site:

- General Help: Post any questions or comments you may have about course mechanics or technical issues to this forum.
- Forums related to collaborative and discussion assignments, as described in Learning Module sections

Forums versus Email

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
If you have a question about course content or mechanics, I encourage you to post it to the General Help discussion forums. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Of course, don’t hesitate to email me directly if your concern is of a personal nature.

My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

Assignments

Unless indicated otherwise in Weekly materials, you will submit Assignments listed above as hard-copy and in person to its respective assignments area. The due dates in Assignments match the due dates in the schedule below.

**GRADING POLICIES**

State the course grading policy. Include graded assignments, weighting, and how late work will be treated. All major graded assignments should be described, at least briefly. UTRGV's grading policy is to use straight letter grades (A, B, C, D, or F).

---

**UTRGV University Policies**

**UTRGV Policy Statements**

The UTRGV disability accommodation, mandatory course evaluation statement and sexual harassment statement are required on all syllabi. Additional policy statements are optional, such as those covering attendance, academic integrity, and course drop policies.

**STUDENTS WITH DISABILITIES: Required on all syllabi. Do not modify.**

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD: Required on all syllabi. Do not modify.**

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. **Online evaluations will be available Nov. 18 – Dec. 9, 2016.** Students who complete their evaluations will have priority access to their grades. **Online evaluations will be available:**

- **Oct 5 – Oct 12** for Module 1 courses
- **Dec 1 – Dec 7** for Module 2 courses

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Nov 18 – Dec 8 for full fall semester courses

ATTENDANCE:
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY:
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS:
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

UTRGV uses a 4.0 system. The following grades are used to designate achievement in coursework. Their corresponding grade values and points are indicated.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points per Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90-100%</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B 80-89%</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C 70-79%</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>D 60-69%</td>
<td>Below Average</td>
<td>1</td>
</tr>
<tr>
<td>F 59% and below</td>
<td>Failure</td>
<td>0</td>
</tr>
</tbody>
</table>

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
### Course and Program Policies

#### Class Participation:

Students are expected to attend, participate and engage in ALL classes. This includes, but is not limited to, participating in in-class assignments, group discussions, peer observations, and group exercises. **Attendance and assignments of the C & G Faculty Seminar Series and reading list will be included in the participation grade.** It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor. Given that true learning takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course.

#### Make-up Policy:  
To be determined by UTRGV professor

#### Written Assignments:

All written assignments must be done according to APA guidelines. The APA Publication Manual (6th ed.) is a recommended textbook for this class. All work must be typed. Work should be double-spaced, with a 12-point Times New Roman font. Graduate-level written expression is expected, and grammatical errors and misspellings are subject to a decrease in grade. If you struggle with your writing, I strongly encourage the use of the writing center on campus. *(Grade will reflect writing style.)*

#### Student Responsibility:

The student is ultimately responsible for becoming familiar with all graduate and program requirements and general information listed in the catalog for the M.Ed. Degree in Counseling & Guidance. The student is also responsible for becoming familiar with any certification and licensure requirements, application processes, and deadlines that apply to him/her.

#### Students’ Academic Responsibilities

Students are expected to be diligent in their studies and attend class regularly and on time. Students are responsible for all class work and assignments by reading assigned material before class and turn in required assignments on time. Students should give themselves plenty of time to study for exams beforehand; cramming the day of or the night before is not recommended.

---

**Passing**
- not considered in calculating grade points or attempted hours

**NP**
- No Pass
- not considered in calculating grade points or attempted hours

**IP**
- In Progress
- not considered in calculating grade points or attempted hours; for remedial courses only

**I**
- Incomplete
- not considered in calculating grade points or attempted hours

**CR**
- Credit
- not considered in calculating grade points or attempted hours; however, hours are counted in total earned hours

**NC**
- No Credit
- not considered in calculating grade points or attempted hours

**DR**
- Course Dropped
- not considered in calculating grade points or attempted hours

**W**
- Withdrawal from School
- not considered in calculating grade points or attempted hours
Student Professionalism
Professionalism can best be described as the ability to manage your emotions and handle relationships. In other words, a professional is a socially skilled or emotionally intelligent person. Goleman (1995) best describes this concept: “emotional intelligence - abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s mood and keep distress from swamping the ability to think; to empathize and to hope” (p.34). Students are expected to exercise professionalism at all times.

Evaluation of your coursework may be affected by unprofessional behavior (e.g., cheating, plagiarism, breaking confidentiality, unwillingness to work with peers, consistently not being prepared for class, excessive tardies/absences, and/or other related behaviors). The consequences of these behaviors may range from (but not limited to) a simple reprimand to DF grade, a failing final grade, being dropped from the course, or my recommendation to be dropped from the Counseling and Guidance Program.

Satisfactory Academic Progress (SAP) To be determined by UTRGV

Confidentiality
Confidentiality will strictly be enforced. You will be expected to observe this ethical standard by not sharing any information of a personal nature shared in class with anyone outside of class. Breach of this ethical standard will constitute basis for dismissal from the Guidance and Counseling program with a grade of F in the course.

Due to the nature of the course, absolutely no recording is allowed. All cell phones, iPads, tablets, etc., must be turned off during class. For emergency cases or other important situations, see your instructor before class begins. Use of laptops must be limited to class-related activities. Please do not use laptops for e-mail, to check social media, to complete assignments, etc. during class.

Methods of Instruction
The instruction in this course will be delivered via
- Lecture/PowerPoint
- Experiential Activities/Assessment Administration
- Small Group Discussion
- Large Group Discussion

Attendance Policy
Prompt and regular attendance is expected. The student may be asked to drop the class after two absences. More than 3 lapses in punctuality or early dismissal (15 minutes or more) will be equivalent to an absence. More than one absence will result in the lowering of one letter grade. An excused absence(s) is left to the discretion of the instructor.

Make-Up Policy
The student should, if possible, make arrangements in advance for make-up work. If advance notice is not possible, arrangements can be made with the instructor for make-up work, provided the absence is explained and legitimate, i.e. sickness, death in family, etc. Late submissions without legitimate excuses will not receive full credit; each assignment will drop 5 points for each day it is late.

Work Format
All work submitted must be typed. Work should be double-spaced, with a 12-point Times New Roman font. APA format is required. Graduate-level written expression is expected, and grammatical errors and misspellings are subject to a decrease in grade.

Americans with Disabilities Act (ADA)
Students with disabilities, including learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide documentation of his/her disability to the Disability Services counselor. For more information, visit Disability Services in the Lightner Center, call 956-882-7374 or e-mail steve.wilder@utrgv.edu.

Scholastic Dishonesty
Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. (Board of Regents Rules and Regulations) All scholastic dishonesty incidents will be reported to the Dean of Students. Do not allow your peers to pressure you to cheat. Your grade, academic standing and personal reputation are at stake.

Course assignments will be submitted for confirmation of originality using Blackboard’s SafeAssign tool. For more information on SafeAssign, please visit http://wiki.safeassign.com/display/SAFE/How+Does+SafeAssign+Work.

Students’ Academic Responsibilities
Students are expected to be diligent in their studies and attend class regularly and on time. Students are responsible for all class work and assignments. On recommendation of the instructor concerned and with the approval of the Dean, students may, at any time, be dropped from courses. This may result in a “W” or “F” on the student’s permanent record.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments

All assignments for this course will be submitted in person unless otherwise instructed. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

Communication Skills

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.
Netiquette

Netiquette describes the code of conduct for an online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

- When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
- Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.
- Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

Insert writing style preference for your course

Time Commitment

Online courses are typically just as time intensive, and may be more rigorous than traditional courses. Many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

Attendance Policy

Please be on time for class. Please inform your instructor if you will be unable to attend class or will be attending class late.

Required Reading List for Graduate Students in Department of Counseling and Guidance

This is a reading list for graduate students in the Counseling & Guidance Program. This list contains works, which we consider classic readings in the profession and which provide a basic theoretical orientation to the field of psychotherapy and counseling. Familiarity with them will strengthen your own understanding of the graduate studies in which you are embarking and begin to form a basis for your own library of professional materials. We recommend that you read one or two books each semester, as they will help you to better prepare for the comprehensive program exams. These readings can also support your ability to successfully prepare a portfolio and to complete licensure examinations. You will be required to read 10 books out of this list. As you progress through your program of study, you may be required to read additional textbooks and other resource materials specific to the various classes in which you are enrolled such as Marriage & Family, Group Counseling, Substance Abuse, and Career Counseling to name a few.

Enjoy your readings,
Counseling & Guidance Faculty

Calendar of Activities

Tentative Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments</th>
<th>Additional Materials</th>
</tr>
</thead>
</table>
| 1    | • Introduction/Orientation  
      • Syllabus Review  
      • Review of Practicum & Internship Handbook  
      • Site Supervision-Practicum experiences. Expectations for Internship | Ch 1 Intro to Counseling Profession  
      Ch 2 Selecting & Applying for a Practicum/Internship  
      Ch 6 Classroom & Site Supervision | • Ethics Agreement  
      • Site Supervisor Information Form  
      • Evidence of Liability Insurance  
      • Pre-Self Assessment  
      • Student Practicum Agreement |
| 2    | • Group Supervision  
      • 2016 ACA Code of Ethics | Ch 3 Ethical & Legal Issues  
      Assigned readings on Black Board | Practicum Agreement due with Supervisor Signature  
      • Journal Entry  
      • Weekly Logs  
      • Counseling Developmental Plan |
| 3    | | Assigned readings on Black Board | Journal Entry  
      • Weekly Logs |
| 4    | • Group Supervision  
      • Compassion Fatigue  
      • Counselor Burn-Out  
      • Counselor Self-Care | Ch 8 Managing Stress During your Practicum/Internship | Journal Entry  
      • Weekly Logs |
| 5    | | Assigned readings on Black Board | Journal Entry  
      • Weekly Logs |
### Week 6

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
|   | - Group Supervision  
  - Theory Case Conceptualization | Assigned readings on Black Board | - Journal Entry  
  - Weekly Logs  
  - Portfolio Review  
  - Video/Audio #1  
  - Set up Midterm meeting times |

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
<table>
<thead>
<tr>
<th>Week</th>
<th>Portfolio Review</th>
<th>Journal Entry</th>
<th>Weekly Logs</th>
<th>Site Supervisor &amp; Instructor Mid-Term Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Assigned readings on Black Board</td>
<td>Journal Entry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>• Group Supervision&lt;br&gt;• Theory Case Conceptualization</td>
<td>Journal Entry</td>
<td>Weekly Logs&lt;br&gt;Video/Audio #2</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Assigned readings on Black Board</td>
<td>Journal Entry</td>
<td>Weekly Logs</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>• Group Supervision&lt;br&gt;• Theory Case Conceptualization</td>
<td>Journal Entry</td>
<td>Weekly Logs&lt;br&gt;Group Proposal Due</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Assigned readings on Black Board</td>
<td>Journal Entry</td>
<td>Weekly Logs</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>• Group Supervision&lt;br&gt;• Theory Case Conceptualization&lt;br&gt;• Close Files&lt;br&gt;• LPC Application</td>
<td>Journal Entry&lt;br&gt;Weekly Logs&lt;br&gt;Post Self-Assessment&lt;br&gt;Final Evaluation Due (Site &amp;Clinical Supervisor)&lt;br&gt;Clinical Portfolio Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Last Group Supervision&lt;br&gt;Final Semester Individual Meetings w/ Instructor</td>
<td>Journal Entry</td>
<td>Weekly Logs&lt;br&gt;Return Portfolio</td>
<td></td>
</tr>
</tbody>
</table>