TEXAS A&M UNIVERSITY-CORPUS CHRISTI  
Counseling and Educational Psychology Department  
CNEP 5397 Practicum  
Monday 7pm-9:30pm  
ECDC Room 144  

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I. Course Description  
CNEP 5397, Practicum, 3 semester hours: A minimum of 100 clock hours of supervised counseling experiences, including 40 hours of direct service with clients. Clinical setting must be approved by the Clinical Coordinator and be appropriate to the student’s emphasis. The semester prior to enrollment the student must complete the practicum application process. Prerequisites: A minimum of 12 semester hours of core counseling including CNEP 5304, 5308, 5381, and 5384 must be completed.  

II. Rationale  
This course is designed to provide a supportive, structured learning environment for acquiring clinical experience and on-the-job training. The practicum is a time to build a framework of new professional counseling skills on a foundation of the material learned in the program courses, life experiences, and personal values. It is a time to develop and enhance professional competencies.  

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors  
Standard I Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.  

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.  

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.  

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.  

Standard V Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.
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.

IV. TExES Competencies

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): 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.
V. Course Objectives/Learning Outcomes

This course is designed to meet CACREP standards and enable students to demonstrate understanding of the following objectives. Standards in bold type are standards that will, at minimum, be assessed in this course.

1. CACREP Standard II-G-1-b Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications.

2. CACREP Standard II-G-1-c Counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster, or other trauma-causing event.

3. CACREP Standard II-G-1-d Self-care strategies appropriate to the counselor’s role.

4. CACREP Standard II-G-1-f Professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases.

5. CACREP Standard II-G-1-g Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.

6. CACREP Standard II-G-1-i Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

7. CACREP Standard II-G-1-j Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

8. CACREP Standard II-G-2-d Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.

9. CACREP Standard II-G-2-e Counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.

10. CACREP Standard II-G-2-f Counselors’ roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.

11. CACREP Standard II-G-5-a An orientation to wellness and prevention as desired counseling goals.

12. CACREP Standard II-G-5-c Essential interviewing and counseling skills.

13. CACREP Standard II-G-5-g Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

*SLO: Students will demonstrate understanding of suicide prevention models by earning an evaluation of adequate on their taped role-plays and acceptable on self evaluation of suicide assessment and intervention skills.*

In addition to the objectives listed above, the practicum student will satisfy the following objectives based on area of emphasis:

**School Counseling Practicum**
As a result of doing practicum and/or internship in a school setting the student will be able to meet CACREP School Counseling Standards and demonstrate the following:

1. **CACREP Standard B-1** Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
2. **CACREP Standard D-1** Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
3. **CACREP Standard D-2** Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
   
   SLO: School counseling students will provide individual and group counseling as well as classroom guidance, designed to promote development of students, as assessed by a rating of good or above from the site supervisor on specific items on the mid-semester and final evaluation.
4. **CACREP Standard D-3** Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
5. **CACREP Standard D-4** Demonstrates the ability to use procedures for assessing and managing suicide risk.
   
   SLO: School counseling students will demonstrate the ability to use procedures for assessing and managing suicide risk by earning an evaluation of adequate on their taped role-plays and acceptable on self evaluation of suicide assessment and intervention skills.
6. **CACREP Standard D-5** Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.
   
   SLO: School counseling students will demonstrate recognition of limitations and willingness to seek supervision or refer when appropriate, as assessed by a rating of good or above on specific items on the final evaluation by the instructor and by a rating of Acceptable on self evaluation and reflection papers.
7. **CACREP Standard F-1** Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
   
   SLO: Students will demonstrate multicultural competencies in all facets of their work with student learning and development, as assessed by a rating of good or above on specific items on the mid-semester and final evaluations by the site supervisor.
8. **CACREP Standard F-2** Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
9. **CACREP Standard F-4** Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.
10. **CACREP Standard H-1** Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
    
    SLO: Students will assess and interpret their students’ strengths and needs, including uniqueness across a diverse and multicultural population, as assessed by case presentation evaluations and a rating of good or above on specific items on the mid-semester and final evaluation by the site supervisor and the final evaluation by the instructor.
11. **CACREP Standard H-3** Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness...
of educational programs.

12. **CACREP Standard H-4** Makes appropriate referrals to school and/or community resources.
   SLO: Students will make appropriate referrals, as assessed by evaluation of case presentations and a rating of good or above on specific items on the mid-semester and final evaluations by the site supervisor.

13. **CACREP Standard H-5** Assesses barriers that impede student’s academic, career, and personal/social development.
   SLO: Students will assess barriers that impede student academic, career, and personal/social development as assessed by ratings of good or above on the mid-semester and final evaluations by the site supervisor.

14. **CACREP Standard L-1** Conducts programs designed to enhance student academic development.
   SLO: Students will conduct programs designed to enhance student academic development, as assessed by a rating of good or above on specific items on the mid-semester and final evaluations by the site supervisor.

15. **CACREP Standard L-2** Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
   SLO: Students will utilize strategies and activities to prepare students for postsecondary options and opportunities, as evidenced by a rating of good or above on specific items on the mid-semester and final evaluations by the site supervisor.

16. **CACREP Standard L-3** Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.
   SLO: Students, when providing programs and classroom guidance, will utilize differentiated instructional strategies that draw on subject matter as well as pedagogical knowledge and skills as assessed by a rating of good or above on specific items on the mid-semester and final evaluations by the site supervisor.

17. **CACREP Standard N-1** Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

18. **CACREP Standard N-2** Locates resources in the community that can be used in the school to improve student achievement and success.

19. **CACREP Standard N-3** Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

20. **CACREP Standard N-4** Uses peer helping strategies in the school counseling program.

21. **CACREP Standard N-5** Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

22. **CACREP Standard P-1** Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

23. **CACREP Standard P-2** Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

**Clinical Mental Health Counseling Practicum**
As a result of doing practicum in a community counseling setting, the student will be able to meet CACREP Clinical Mental Health Counseling Standards and demonstrate the following:

1. CACREP Standard B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
2. CACREP Standard C-9. Understands professional issues relevant to the practice of clinical mental health counseling.
3. CACREP Standard D-1 Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
4. CACREP Standard D-2 Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
5. CACREP Standard D-5 Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
6. CACREP Standard D-6 Demonstrates the ability to use procedures for assessing and managing suicide risk.
   SLO: Students will demonstrate understanding of suicide prevention models by earning an evaluation of adequate on their taped role-plays and acceptable on self evaluation of suicide assessment and intervention skills.
7. CACREP Standard D-7 Applies current record-keeping standards related to clinical mental health counseling.
8. CACREP Standard D-9 Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.
   SLO: Students will recognize their limitations as a clinical mental health counselor and will seek supervision or refer clients when appropriate, as evidenced by ratings of acceptable on reflection papers assessed by the course instructor.
9. CACREP Standard F-1 Maintains information regarding community resources to make appropriate referrals.
10. CACREP Standard F-2 Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
    SLO: Students will apply policies, programs, and services that are equitable and responsive to the unique needs of clients, as evidenced by ratings of good or above on specific items on the mid-semester and final evaluations by the site supervisor.
11. CACREP Standard H-1 Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
12. CACREP Standard H-2 Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
13. CACREP Standard H-3 Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
18. CACREP Standard H-4 Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.
19. CACREP Standard J-1 Applies relevant research findings to inform the practice of clinical mental health counseling.
22. CACREP Standard L-1 Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
23. CACREP Standard L-2 Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
24. CACREP Standard L-3 Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

**Marital, Couple, and Family Counseling Practicum**
As a result of doing practicum in a setting providing marriage, couple, and family services, the student will be able to meet CACREP Marital, Couple, and Family Counseling Standards and demonstrate the following:

1. CACREP Standard B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.
2. CACREP Standard B-2 Demonstrates the ability to select models or techniques appropriate to couples’ or families’ presenting problems.
3. CACREP Standard C-4 Understands professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice.
4. CACREP Standard D-3 Uses systems theories to implement treatment, planning, and intervention strategies.
5. CACREP Standard D-4 Demonstrates the ability to use procedures for assessing and managing suicide risk.
   *SLO:* Students will demonstrate understanding of suicide prevention models by earning an evaluation of adequate on their taped role-plays and acceptable on self evaluation of suicide assessment and intervention skills.
6. CACREP Standard D-5 Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.
   *SLO:* Students will maintain client confidentiality and limits thereto, and demonstrate understanding of legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice, as evidenced by ratings of good or above on mid-semester and final evaluations of the site supervisor and the final evaluation of the course instructor.
7. CACREP Standard D-6 Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.
SLO: Students will recognize their limitations as a marriage, couple, and family counselor and seek supervision or refer clients when appropriate, as evidenced by ratings of acceptable on self-evaluation papers assessed by the course instructor.

8. CACREP Standard F-1 Demonstrates the ability to provide effective services to clients in a multicultural society.

9. CACREP Standard F-2 Maintains information regarding community resources to make appropriate referrals.

10. CACREP Standard F-3 Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families.

11. CACREP Standard F-4 Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.

12. **CACREP Standard H-1 Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system’s perspective.**

   SLO: Students will apply skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system’s perspective, as evidenced by evaluations of case presentations and the final evaluation of the course instructor.

13. CACREP Standard H-2 Uses systems assessment models and procedures to evaluate family functioning.

14. CACREP Standard H-3 Determines which members of a family system should be involved in treatment.

15. CACREP Standard J-1 Applies relevant research findings to inform the practice of marriage, couple, and family counseling.

16. CACREP Standard J-2 Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.

17. CACREP Standard J-3 Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.

**Addictions Practicum**

As a result of doing practicum in a setting providing addictions counseling services, the student will be able to meet CACREP Addictions Counseling standards and demonstrate the following:

1. **CACREP Standard B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling.**

   SLO: Students will act in accordance with ethical and legal standards in addictions counseling, as evidenced by ratings of good or above on mid-semester and final evaluations of the site supervisor and the final evaluation of the course instructor.

2. CACREP Standard B-2 Applies knowledge of substance abuse policy, financing, and regulatory processes to improve service delivery opportunities in addictions counseling.

3. CACREP Standard D-1 Uses principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling.

4. CACREP Standard D-2 Individualizes helping strategies and treatment modalities to each client’s stage of dependence, change, or recovery.
5. CACREP Standard D-3 Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

6. CACREP Standard D-4 Demonstrates the ability to use procedures for assessing and managing suicide risk.
   \[\text{SLO: Students will demonstrate understanding of suicide prevention models by earning an evaluation of adequate on their taped role-plays and acceptable on self evaluation of suicide assessment and intervention skills.}\]

7. CACREP Standard D-5 Demonstrates the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions.

8. CACREP Standard D-6 Demonstrates the ability to provide referral to self-help and other support groups when appropriate.
   \[\text{SLO: Students will provide referrals to self-help and other support groups when appropriate, as evidenced by ratings of good or above on mid-semester and final evaluations of the site supervisor and the final evaluation of the course instructor.}\]

9. CACREP Standard D-7 Demonstrates the ability to provide culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.

10. CACREP Standard D-8 Applies current record-keeping standards related to addiction counseling.
    \[\text{SLO: Students will maintain records according to current standards related to addiction counseling, as evidenced by ratings of good or above on mid-semester and final evaluations of the site supervisor and the final evaluation of the course instructor.}\]

11. CACREP Standard D-9 Demonstrates the ability to recognize his or her own limitations as an addiction counselor and to seek supervision or refer clients when appropriate.
    \[\text{SLO: Students will recognize their limitations as an addictions counselor and seek supervision or refer clients when appropriate, as evidenced by ratings of acceptable on reflection papers assessed by the course instructor.}\]

12. CACREP Standard F-1 Maintains information regarding community resources to make appropriate referrals for clients with addictions.
    \[\text{SLO: Students will maintain current information concerning community resources, as evidenced by ratings of good or above on specific items on the mid-semester and final evaluations of their site supervisors.}\]

13. CACREP Standard F-2 Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients with addictions.

14. CACREP Standard F-3 Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction clients.

15. CACREP Standard H-1 Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

16. CACREP Standard H-2 Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and case management.
17. CACREP Standard H-3 Screens for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental and/or addictive disorders.

18. CACREP Standard H-4 Helps clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse.  
   SLO: Students will assist clients in identifying effects of addiction on life problems as well as the effects of continued harmful use or abuse, as evidenced by ratings of good or above on specific items on the mid-semester and final evaluations by site supervisors.

19. CACREP Standard H-5 Applies assessment of clients’ addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care.

20. CACREP Standard J-2 Develops measurable outcomes for addiction counseling programs, interventions, and treatments.

21. CACREP Standard J-3 Analyzes and uses data to increase the effectiveness of addiction counseling programs.

22. CACREP Standard L-1 Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with addictive disorders and mental and emotional impairments.

23. CACREP Standard L-2 Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by clients and communicate the differential diagnosis with collaborating professionals.

VI. Course Topics

The major topics to be considered are:

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.

VII. Instructional Methods and Activities

Methods and activities for instruction include:

Practicum is a field experience. The in-class work is group supervision, which will include presentation of tapes using audio- and video-tapes as well as case presentations and discussion. As dictated by the needs of the supervision group, some demonstrations and training videos may be used, in addition to presentation of didactic material.

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

A. Methods of Assessment

Grade assignment is based on your performance in all aspects of the class during the entire semester. This includes performance assessments based on formal evaluations by your site supervisor, individual university supervisor, and university instructor. A student who is asked to leave an internship site for unethical or unprofessional behavior may receive a failing grade and may be asked to retake certain courses and/or seek personal counseling.
A minimum of 100 hours must be spent in the practicum setting, including at least 40 hours of direct counseling. Students will submit audio or videotapes of clinical work as required by the instructor. When the instructor and student cannot arrange for audio/video sessions at the practicum/internship site, the student must seek a secondary practicum/internship site where audio/video taping will be permitted. Some counseling sessions of each student will be directly observed by supervisors during each semester. Please note: You must obtain all group supervision hours, both group and individual, required during a semester in order to receive a grade in this course. Failure to complete all supervision requirements is not grounds for an incomplete.

Each student will attend an average of 1 1/2 hours of weekly group supervision and 1 hour of weekly individual university supervision, as well as weekly supervision with the site supervisor. Students making a grade of C must repeat the class in order to progress to internship.

In addition, your regular site supervision must be conducted by the site supervisor who is named and has signed as such on your site supervision form. If you must change site supervisors (even if you are remaining at the same site), you must complete, have signed, and submit a new site supervision form to your instructor. Failure to do so may result in loss of any hours accrued under the new supervisor. Please notify your instructor immediately if there are times when your supervision will be conducted by another individual (e.g., vacation of the site supervisor) to ensure you are in compliance with standards. If there is one individual at your site who signs all site supervision agreements, your agreement may be co-signed by that individual in the space marked Other on the site supervisor agreement.

Class Requirements:
1. Complete 100 hours in practicum setting, at least 40 hours of which are direct counseling.
2. Submit three audio or videotapes of clinical work utilizing the required format outlined herein. The first videotape will be made in class, utilizing role-play, and will count as an indirect training hour. The tape will focus on suicide assessment and intervention. Students will submit a reflective paper concerning the experience in the following class session. Thoughtful consideration of what you learned from the experience is expected. The second and third tapes must follow the format for Case Presentation. The second tape must be accompanied by the Practicum Student Self Evaluation. The third tape must be accompanied by a transcript of a ten-minute section of the tape. The transcript should match the portion of the tape presented in class. Formats and requirements for each of these may be found in the Practicum/Internship Manual at the end of the standard syllabus.
3. Attend a minimum of 23 hours of group supervision as scheduled on syllabus.
4. Attend weekly individual supervision sessions with both the university supervisor and with the site supervisor. You must have at least 15 hours of individual supervision with your university supervisor and at least 1 hour per week with your site supervisor.
5. Send a weekly e-mail update via BlackBoard to individual university supervisor and instructor. Do not include confidential client information. If you need to discuss specifics of a case, contact your instructor or individual supervisor in person or by telephone.

6. Submit weekly logs at each group supervision session.

7. Abide by all policies set forth in Practicum/Internship Manual, including timely submission of Site Supervisor Agreement, Ethics Agreement, Midsemester and Final Evaluations by Site Supervisor, Doctoral Supervisor Evaluation, and all other forms specified.

8. Complete and submit Practicum Verification Form from TSBEPIC website, including one form for each site, to be signed by instructor. Student shall keep the original and copies shall be submitted for the practicum/internship permanent file. MFC students shall also submit such verification from the TSBEMFT website.

9. Attend one professional meeting during the semester and submit a synopsis of the meeting to the instructor.

**Grade Assignment:**

Traditional “grades” on assignments are not relevant to this course. Students will earn grades based on the following:

1. Students who adequately complete all class requirements, including demonstration of good to excellent competency in counseling skills, will earn the grade of A. Work must be submitted on time. Students who do not demonstrate this level of competency in basic counseling skills will not earn an A, regardless of other class assignment performance.

2. Students who demonstrate adequate competency in counseling skills, and who satisfactorily complete all other class requirements, will earn the grade of B. Work must be submitted on time.

3. Students who demonstrate adequate competency in counseling skills but who do not complete one of the other assignments will earn a grade of C. Work must be submitted on time.

**Note:** In order to receive a grade, all required hours, both indirect and direct, must be completed. Likewise, all supervision hours, both group and individual, must be completed. In addition, all forms must be submitted in order to receive a grade. Students will not be granted an incomplete for failure to submit forms or failure to complete required supervision hours, and will not pass the course.

**IX. Course Schedule and Policies**

A.

B. Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 16</td>
<td>Group Supervision (3 hours)</td>
<td>Sign up for case presentation</td>
</tr>
</tbody>
</table>
B. Class Policies (may be augmented by individual instructors)

1. Students are expected to attend and participate in every class session unless there is a valid emergency/reason. Promptness is expected, as is staying for the entire class. Inform the instructor about legitimate reasons for missing class. If part or all of a class is missed, it must be made up by attending group supervision at another time during the semester. If you must make up a group supervision session, you must obtain approval from your instructor as well as the instructor whose supervision group you would like to attend.

2. Participating in group activities involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. If you wish to share with others outside the class, discuss only your own reactions or experience, and in no event discuss client information or personal information provided by your peers. **This is an ethical issue and will be treated as such.**

3. Late completion of assignments may result in a reduction in grade in the course.

4. It is the responsibility of the student to schedule and obtain sufficient individual university supervision, which will generally be provided by a doctoral student supervisor. If you experience difficulty arranging your supervision, speak to me very early in the course. It is required that you
be actively engaged in such supervision throughout your practicum, and it is extremely difficult
to make up time as the semester goes on. Please do not attempt to “shop” the doctoral student
supervisors to find the best deal or attempt to get them to meet longer and less often. That does
not fulfill the requirements of the course and will not be accepted. Please be aware that you
cannot pass practicum, nor can you receive an incomplete, for failure to obtain sufficient
individual supervision.

X.  Textbook
The textbook adopted for this course is the TAMU-CC Practicum/Internship Manual. It is
available on the departmental website or via BlackBoard for your course.

XI.  Bibliography
The knowledge base that supports course content includes but is not limited to:


American Psychiatric Association (2000). Diagnostic and statistical manual of mental disorders:

Alexandria, VA: Author.

Counseling Association.

Berman, P.S. (2010). Case conceptualization and treatment planning: Integrating theory with

Bernstein, B. & Hartsell, B. (2000). The portable ethicist for mental health professionals: An a-z
guide to responsible practice. New York: John Wiley & Sons, Inc.


Lahaska Press.

DeSole, L. M. (2006). Making contact: The therapist’s guide to conducting a successful first
interview. Boston: Allyn and Bacon.

Canada: Thomson/Wadsworth.


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations

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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Case Presentation Format

Students will receive a PowerPoint template for case presentations, which will be posted in the BlackBoard section for the course. Each case presentation must include the following:

1. Intern name, site name, and date.
2. Background information, including age, gender, ethnicity, support systems/strengths, previous treatment, assessments completed (if appropriate), other significant information, presenting problems. Do not include identifying information.
3. Diagnostic impression, including full multiaxial diagnosis.
4. Hypothesis: your ideas/theories about what is going on with client(s) and any ideas you may have about causes.
6. This session: brief description of goals for present session and brief description of what is happening during the clip or audio you will play.
7. Session: insert your clip or audio at this point in presentation.
8. Future direction: where you will be going from this point with your client and with your own growth, learning, and development as a counselor.

**Practicum Student Self-Evaluation of Suicide Assessment and Intervention**

Each student will present a reflective self-evaluation of the suicide assessment and intervention role-play. The evaluation must include thoughtful consideration of your skills, what you learned about yourself in the session, and how you felt during the session.

**Practicum Student Self-Evaluation of Session**

You are expected to evaluate your performance as a counselor for the 2nd taped session you present in class. This evaluation is intended to assist you in improving your effectiveness as a counselor. Note that this self-evaluation focuses primarily on the ability to form a therapeutic alliance with your client. Each self-evaluation should include the following sections unless your instructor provides more detailed requirements.

1. How did you prepare for the session?
2. How do you feel and what do you think about the session?
3. What did you learn about yourself in this session?
4. How do you evaluate skills demonstrated (strong, adequate, not present) in each of the following areas? For each, include a supporting statement or description. If a skill is not present, indicate why.
   a. Effective and appropriate use of eye contact, minimal encouragers, and attentive body language
   b. Vocal style
   c. Appropriate use of questions
   d. Appropriate and/or strategic use of silence
   e. Restatement/paraphrase
   f. Being “present” with client
   g. Appropriate and collaborative goal setting
   h. Appropriate use of immediacy
   i. Awareness/attention to meaning
5. How do you intend to make use of feedback you receive in group supervision?

**Transcript Format**

The third tape in practicum will be accompanied by a transcript of a ten-minute section of your tape presentation. DO NOT INCLUDE ANY IDENTIFYING INFORMATION. The transcript should be a verbatim account of the ten minutes. ***Within the transcription, identify ten of your responses. For these ten, provide your intent, a thoughtful consideration of how the client
responded, and an appropriate alternative response. ***Note: Individual instructors may provide alternative instructions about use of the transcript.
This rating scale is based on factors demonstrated to be important in establishing a therapeutic alliance with clients. Therapeutic alliance has been demonstrated to be perhaps the most important contributor to positive outcomes in counseling apart from factors outside of counseling. Practicum students are expected to progress toward “good” or “very good” ratings in each of the skill areas shown.

<table>
<thead>
<tr>
<th>-2</th>
<th>-1</th>
<th>0</th>
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<th>2</th>
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<tbody>
<tr>
<td>Poor: Skill absent or performance has potential for harm</td>
<td>Unsatisfactory: Some evidence of beginning skill, but insufficient for counseling</td>
<td>Adequate: Evidence of beginning skill but inconsistent</td>
<td>Good: Skill generally well performed</td>
<td>Very Good: Skill consistently well performed</td>
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</tbody>
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- Opening/greeting -2 -1 0 1 2
- Eye contact -2 -1 0 1 2
- Attentive body language -2 -1 0 1 2
- Vocal style -2 -1 0 1 2
- Use of questions -2 -1 0 1 2
- Minimal encouragers -2 -1 0 1 2
- Strategic/appropriate silence -2 -1 0 1 2
- Restatement/paraphrase -2 -1 0 1 2
- Reflection of feeling -2 -1 0 1 2
- Being “present” with the client -2 -1 0 1 2
- Appropriate and collaborative goal setting -2 -1 0 1 2
- Immediacy -2 -1 0 1 2
- Awareness and attention to meaning -2 -1 0 1 2