I. Course Description
Provides for the development of professional expertise in an approved counseling setting. The experience includes a minimum of 100 clock hours, at least 40 of which must be in direct service to clients. Students will participate in both weekly individual/triadic supervision and group supervision.

II. Rationale
The purpose of practicum in the doctoral program in counseling is to develop and/or refine advanced counseling skills which could conceptually link counseling practice to teaching, consulting, and supervision. The practicum experience must be, at minimum, consistent with the work of a master’s-degree trained counselor.

III. State-Adopted Proficiencies for Counselors: N/A

IV. TExES Competencies: N/A

V. Course Objectives

This course is designed to meet the following 2016 CACREP Standards.

A. Doctoral Standard Ca Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee.

B. Doctoral Standard C.2 During the doctoral student’s practicum, supervision is provided by a counselor education program faculty member or an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student’s knowledge and skills.

C. Doctoral Standard C.3 Individuals serving as practicum supervisors have (1) relevant certifications and/or licenses, (2) knowledge of the program’s expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision.
D. Doctoral Standard C.4 Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. When individual/triadic supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 ratio.

E. Doctoral Standard C.5 Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty:student ratio.

F. Doctoral Standard C.6 Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in practicum.

The primary student learning outcomes for this course include the following:

Doctoral students will effectively utilize evidenced-based, culturally appropriate, and ethical counseling approaches to work with clients as evidenced by 80% of students earning a rating of 3 or above on counseling skills ratings and mid-semester evaluations.

Doctoral students will effectively assess their own counseling skills, identifying target areas for emphasis in training and/or specialization, as assessed 80 percent of students earning a rating of 3 or above on instructor evaluation of student self-assessment of skills on role-play and subsequent case presentations.

VI. Course Topics
Major topics and experiences will be advanced counseling, application of theory, case conceptualization and treatment planning. Additional topics may include supervision, consultation, training, legal and ethical issues, social and cultural issues, program development and management, professionalism, advocacy, evaluation, pedagogy, and comprehensive school guidance programs if related to the experiences and needs of the students.

VII. Instructional Methods and Assignments
Field experiences and case presentations, group and individual or triadic supervision, critiques of counseling theories demonstrated in DVDs, role-playing and feedback

Course Requirements:
1. Assess advanced counseling competencies and identify one or more areas to address as a part of the practicum experience.
2. Review objectives of course and identify areas of specialization for field experiences.
3. Present at least two cases for supervision and critique beyond the initial role play.
4. Identify career and expertise goals for consideration in designing practicum experiences.
5. Demonstrate understanding of theories by critiquing and evaluating tapes from particular theoretical stances.
6. Attend local professional meetings and record on weekly log. (i.e. Chi Sigma Iota, ACA, CCISD or other School District Counselor Meetings, Gulf Coast Counselor’s Association, Coastal Bend Association for Marriage and Family Therapy).

7. Seek professional certification/licensure as desired.

8. Submit a brief proposal outlining practicum goals and describing field experiences. Attach to site supervisor agreement and submit by second class meeting. Total hours of field experience will be 100 hours.

9. Keep a log of practicum experiences including direct/indirect hours and weekly group and individual/triadic supervision. **Due 1st class meeting of each month.**

10. Submit tape of counseling session by due date. This 25-30 minute session will be role-played and recorded at the beginning of the semester and will demonstrate your current helping skills. The second 25-30 minute session will be taped at the end of the semester and will be a demonstration of counseling skills after supervision and training. Tapes may be used for group supervision as scheduled by professor throughout semester.

11. Arrange to shadow a school counselor for at least one day during the semester. Students may elect to extend the experience to two or three days in order to observe school guidance programs at elementary, middle and secondary school levels. Discussion of observations and experience will occur during group supervision at end of semester.

12. Obtain satisfactory ratings on the Professional Issues and Behavior Rating Scale.

13. Submit a brief paper reflecting on your experiences in terms of your original proposal and learning goals. Describe in specific terms how you addressed your interests and specialization, and what the outcomes were. How did you overcome challenges? What are your strengths at this point? Identify any areas in which you would like to improve. Comment specifically about your counseling skills at this point, and include reflection about your tapes. Include any areas of growth you expected, experienced, did not experience, etc. Include a reference list of books, articles, etc. used during the course of your practicum experience. Indicate goals for internship.

VIII. Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Case Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Initial counseling role play and analysis</td>
<td>10%</td>
</tr>
<tr>
<td>Group Supervision Participation</td>
<td>15%</td>
</tr>
<tr>
<td>including school counseling observation</td>
<td></td>
</tr>
<tr>
<td>Site Supervisor Evaluation</td>
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</tr>
<tr>
<td>Reflection Paper</td>
<td>10%</td>
</tr>
<tr>
<td>University Instructor Evaluation Interview</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
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</table>

IX. Course Schedule and Policies
A. Tentative Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/23/16</td>
<td>Group Supervision 2.0 hrs</td>
<td>Site Agreement, Ethics Agreement</td>
</tr>
<tr>
<td>01/30/16</td>
<td>Group Supervision 2.0 hrs</td>
<td>Practicum Proposal</td>
</tr>
<tr>
<td>02/06/16</td>
<td>Group Supervision 2.0 hrs</td>
<td>Weekly logs due</td>
</tr>
<tr>
<td>02/13/16</td>
<td>Group Supervision 2.0 hrs</td>
<td>Counseling role play tape and analysis</td>
</tr>
<tr>
<td>02/20/16</td>
<td>Group Supervision 2.0 hrs</td>
<td>Weekly Logs</td>
</tr>
<tr>
<td>02/27/16</td>
<td>No class</td>
<td>Weekly Logs</td>
</tr>
<tr>
<td>03/06/16</td>
<td>Group Supervision 2.0 hrs</td>
<td>Program Proposal; Weekly Logs Mid-Term Evaluation</td>
</tr>
<tr>
<td>03/13/16</td>
<td>Spring Break</td>
<td>Weekly Logs</td>
</tr>
<tr>
<td>03/20/16</td>
<td>Group Supervision 2.0 hrs</td>
<td>2\textsuperscript{nd} Role Play Tape due</td>
</tr>
<tr>
<td>03/27/16</td>
<td>No Class</td>
<td>2\textsuperscript{nd} Role Play Tape due</td>
</tr>
<tr>
<td>04/03/16</td>
<td>Group Supervision 2.0 hrs</td>
<td>Final logs; Reflection Paper; Site Supervisor Evaluation; TSBEPD Documentation</td>
</tr>
<tr>
<td>04/10/16</td>
<td>Group Supervision 2.0 hrs</td>
<td>2\textsuperscript{nd} Role Play Tape due</td>
</tr>
<tr>
<td>04/17/16</td>
<td>Group Supervision 2.0 hrs</td>
<td>Final logs; Reflection Paper; Site Supervisor Evaluation; TSBEPD Documentation</td>
</tr>
<tr>
<td>04/24/16</td>
<td>Group Supervision 2.0 hrs</td>
<td>Final logs; Reflection Paper; Site Supervisor Evaluation; TSBEPD Documentation</td>
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<tr>
<td>05/01-05/05</td>
<td>Individual appointments</td>
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</table>

B. Class Policies: Experiential and process activities are crucial to meeting the learning objectives of practicum and internship. Attendance is mandatory. A minimum of 23 hours of group supervision and one hour of individual/triadic site supervision per week are required for successful completion of the course. Because of the nature of experiential and process activities, professional standards of confidentiality are expected to be maintained. Failure to do so will be considered an ethics violation.

C. Additional Course Policies: Attendance is required for all class meetings. Tardiness is unacceptable and may result in lower class grades. Late work will result in an automatic penalty of one letter grade unless accommodations are approved by the
instructor in advance. All cell phones, pagers, and other electronic devices should be
turned off during class unless you have instructor’s permission. Gossiping is not tolerated
and you may be asked to leave the class. Social media usage is not allowed during class,
and usage of any electronic device is allowed only for the purposes of the class.

D. Academic Integrity/Plagiarism: University students are expected to conduct
themselves in accordance with the highest standards of academic honesty. Academic
misconduct for which a student is subject to penalty includes all forms of cheating, such
as illicit possession of examinations or examination materials, falsification, forgery,
complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s
own work.) In this class, academic misconduct or complicity in an act of academic
misconduct on an assignment or test will result in a failing grade. A report will be filed,
according to university policy, with Student Affairs. In addition, the faculty member will
submit a Student Competency Evaluation to departmental faculty for consideration. It is
your responsibility to familiarize yourself with the TAMU-CC Academic Misconduct
policy.

X. Textbook
In lieu of selecting a textbook, doctoral students are expected to complete readings from
bibliography below. In addition, students are expected to identify and complete readings
concerning particular areas identified in the practicum proposal as well as other materials
identified by the instructor for class discussions.

XI. Selected Bibliography

.American Counseling Association (2014). Ethical standards of the American Counseling
American Psychiatric Association (2014). Diagnostic and statistical manual of mental
Alexandria, VA: Author.
American Psychologist, (65), 13-20.
Counseling Association.
W. Norton.
Berman, P.S. (2010). Case conceptualization and treatment planning: Integrating theory
Bohart, A. C., & Tallman, K. (2003). How clients make therapy work: The process of
Training implications of harmful effects of psychological treatments. American
Psychologist (65), 34-49.
Clark, A. J. (2007). Empathy in counseling and psychotherapy: Perspectives and


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 Rule13.02.99.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 Corpus Christi Hall 116.

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.

Statement of Academic Continuity*
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
CNEP 6395

Doctoral Student Practicum Ethics Agreement

Complete this form in duplicate and submit a copy of this agreement to the University practicum/internship instructor before beginning field experience.

1. I hereby attest that I have read and understood the American Counseling Association ethical standards as well as the Code of Ethics of the Texas State Board of Examiners of Professional Counselors and will practice my counseling in accordance with these standards. Any breach of these ethical standards or any unethical behavior on my part may result in my removal from practicum/internship, a failing grade, and/or documentation of such behavior will become part of my permanent record.

2. I agree to adhere to the administrative policies, rules, standards, and practices of the practicum/internship site.

3. I understand that my responsibilities include keeping my practicum/internship instructor(s) and supervisor(s) informed regarding my practicum/internship experiences.

4. I understand that it is my responsibility to demonstrate appropriate professional behavior and to manage myself effectively and appropriately.

5. I understand that I will not be issued a passing grade in practicum/internship unless I demonstrate the specified minimal level of skill, knowledge, and competence and complete course requirements as required.

6. With my signature, I certify that I have provided any off-site supervisor with a copy of this Handbook.

______________________________________________
Signature

______________________________________________
Date
Consent for Audio-Visual Recording

I hereby agree to allow taping of my (or my child’s) session with__________
___________.

Name of counselor

This taping will take place at__________________________________________
during the __________________semester of 20______.

This agreement will remain in effect until _____________________________.

month/day/year

I understand that these tapes are reviewed during in-class group supervision and individual
supervision directed by my counselor’s instructor. I understand that counselor trainee responses
may be used for purposes of research; however, under no circumstances will my (or my child’s)
responses or information be used for research or any other purpose except supervision without
specific written permission from me. These recordings will be treated with professional respect
and courtesy, and they will be erased no later than the end of the semester.

SIGNATURES:

__________________________________________   _________________________
Client (or Parent/guardian if client is under 18 years of age)     Date

__________________________________________   _________________________
Practicum Student/Intern     Date

Note: A copy must be signed by each person participating for the counseling session to be
recorded. The parent or legal guardian must sign a copy for each participating minor. Form is
to be used if supervision site does not have release form. Completed form should be placed in
client’s file at the supervision site. This form is not to be placed in counselor intern’s
university file.
This rating scale includes counseling skills as well as those related to specific interventions, diagnosis, and case conceptualization. Doctoral students are expected to progress toward “good” or “very good” ratings in each of the skill areas shown.

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<th>-1</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>n/a</th>
<th>n/o</th>
</tr>
</thead>
<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: Skill generally well performed by requires more practice application</td>
<td>Good: Skill generally well performed</td>
<td>Very Good: Skill consistently well performed</td>
<td></td>
<td></td>
</tr>
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<td>Opening/greeting</td>
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<td>0</td>
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<td>Eye contact</td>
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<td>Attentive body language</td>
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<td>Vocal style</td>
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<td>0</td>
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<td>2</td>
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<tr>
<td>Use of questions</td>
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<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<tr>
<td>Minimal encouragers</td>
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<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<td>Strategic/appropriate silence</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<td>Restatement/paraphrase</td>
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<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<td>Reflection of feeling</td>
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<td>-1</td>
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<td>1</td>
<td>2</td>
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<td>Being “present” with the client</td>
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<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<tr>
<td>Appropriate and collaborative goal setting</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
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<td>Immediacy</td>
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<td>-1</td>
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<td>Awareness of and attention to meaning</td>
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<td>-1</td>
<td>0</td>
<td>1</td>
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<td>n/a</td>
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<td>Accurate diagnosis and GAF/GARF</td>
<td>-2</td>
<td>-1</td>
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<td>Use of theoretically and client-specific appropriate interventions</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
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<td>n/a</td>
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<td>Ability to articulate clear rationale for theoretical approach and interventions</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
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<td>Ability to consistently work within an articulated theoretical frame of reference</td>
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<td>-1</td>
<td>0</td>
<td>1</td>
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<td>n/a</td>
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<td>Appropriate treatment planning</td>
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<td>-1</td>
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