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, 5327, 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 2016 CACREP standards. Specific standards include:

1. CACREP Standard II-F-5-g: essential interviewing, counseling, and case conceptualization skills
   SLO: Students will provide direct counseling services and will fulfill additional responsibilities that are common to the role of a counselor at their site. Successfully meeting this SLO will be evidenced by 90% of students earning a grade of B or above in the course as well as 90% of students earning a rating of good or above on the final evaluations by the site supervisor and university instructor.

2. CACREP Standard II-F-5-h: developmentally relevant counseling treatment or intervention plans
   SLO: Students will provide counseling services that demonstrate development and application of counseling skills and ethical and multicultural competence. Successfully meeting this SLO will be evidenced by 80% of students earning a rating of 0 or above on the Practicum Tape Rating Scales, ratings of adequate or above on relevant clinical items on Final Evaluations of the site supervisor and university instructor.

3. CACREP Standard II-F-5-k: strategies to promote client understanding of and access to a variety of community-based 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.

4. CACREP Standard II-F-5-l: suicide prevention models and strategies
   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.

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. This also includes assessment by your university instructor on the Professional Issues and Behavior Rating Scale. 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.

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 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 1.5 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.

Class Requirements:
1. Complete 100 hours in practicum setting, at least 40 hours of which are direct counseling.
2. Submit one videotaped suicide assessment roleplay, and two audio or videotapes of clinical work utilizing the required format outlined herein.
   - The suicide assessment video will be completed during class time utilizing roleplay, and will count as an indirect training hour. The tape will be 30 minutes long and 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. Students are required to provide their own VHS tape, recordable DVD, or digital video recording device to complete this tape. See further instructions for this assignment on page 15.
   - The first tape of clinical work will be conducted at your practicum site, with an actual client. This tape will be 30-60 minutes long, must be accompanied by the Practicum Student Self Evaluation and a completed tape rating scale (p.18), and will be presented in class via the case presentation PowerPoint template (on Blackboard). Handouts reflecting the presentation PowerPoint are required. This tape must be presented in class on or before June 25th. See further instructions for this assignment on page 15.
   - The second tape of clinical work will be conducted at your practicum site, with an actual client. This tape will be 30-60 minutes long and must be accompanied by a transcript of a ten-minute section of the tape, a completed tape rating scale (p.18) and presented in class via the case presentation PowerPoint template (on Blackboard). Handouts reflecting the presentation PowerPoint are required. The transcript should match the portion of the tape presented in class. This tape should
be completed and presented in class AFTER June 25th. See further instructions for this assignment on page 16.

3. Submit additional audio or videotapes with focus on specific counseling skills if requested by faculty instructor.

4. Attend a minimum of 1.5 hours of group supervision per week as scheduled on syllabus.

5. Attend weekly individual supervision sessions with both the university supervisor and with the site supervisor. You must have at least 10 hours of individual supervision with your university (doctoral) supervisor and at least 1 hour per week with your site supervisor. Both supervisors will be submitting a mid-semester and final evaluation on your progress. It is the responsibility of the student to get a blank copy of the evaluation to his or her university and site supervisors at least one week before they are due. These evaluations can be found in the back of the CNEP practicum and internship manual and on Blackboard.

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, Mid-semester and Final Evaluations by Site and Doctoral Supervisors, and all other forms specified.

8. Complete and submit Practicum Verification Form from TSBEPC website, including one form for each site, to be signed by instructor. This will occur during the student’s individual meeting with the instructor at the end of the semester. 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. This synopsis must be 2-3 pages in APA 6th edition style, and include thoughtful consideration of the content presented during the meeting.

**Grade Assignment:**

Up until this point in the program, students have functioned primarily in the student role. During practicum, however, the student is expected to function as a counselor trainee. This involves many things, including following the rules and regulations governing the practicum site, engaging in professional dress, demeanor, and behaviors, and putting the ACA Code of Ethics into practice in every interaction. It also involves engaging in the process of becoming a reflective practitioner. A reflective practitioner uses reflective thinking and sound decision making skills that are well-founded in established research regarding the effective, efficient practice of counseling.

We use a team approach to teaching practicum. We see the practicum experience as a collaborative one between the student, the on-site supervisor, the doctoral student supervisor, and
the practicum faculty member. As such, the student, both supervisors (on-site and doctoral), and the faculty member will all be part of the evaluation process.

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. **Assignments, time logs, and documentation must be submitted on time.** Assignments must be in APA 6th Edition format. Students who do not demonstrate this level of competency in basic counseling skills or adequate professional behavior will not earn an A, regardless of other class assignment performance.
   - **Excellent competency in counseling skills requires the student’s consistent ability to demonstrate:** knowledge of the population that is the focus of practicum, beginning helping skills, ability to express and utilize empathy in session, knowledge of client dynamic, and the ability to appropriately reflect and respond to feedback from instructors and supervisors.

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 or more of the other assignments will earn a grade of C. Work must be submitted on time. **Students who do not demonstrate adequate competency in counseling skills will earn a grade of C regardless of completion of other assignments.** Students who earn a grade of C must re-take the practicum class before moving on to internship.

**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.

The instructor’s primary method of communication in this course will be through Blackboard. Be sure you have your settings correct so that messages from Blackboard are forwarded to your email. You will be responsible for receiving these messages and any content within.
This is a fluid syllabus and may be adjusted as time goes on according to our class needs.

IX. Course Schedule and Policies

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 4</td>
<td>Introduction – Beginning the Practicum Experience&lt;br&gt;Explain and discuss forms: Weekly Time Logs (for each site); Site Agreements (for each site); Ethics Agreement&lt;br&gt;Assessing for Lethality</td>
</tr>
<tr>
<td>June 11</td>
<td>Group Supervision&lt;br&gt;<strong>First Tape Completed During Class</strong> - bring recordable DVD or VHS to class.</td>
</tr>
<tr>
<td>June 18</td>
<td>Group Supervision&lt;br&gt;Cases Presentations&lt;br&gt;<strong>First Tape Reflection Due via Blackboard</strong></td>
</tr>
<tr>
<td>June 25</td>
<td>Group Supervision&lt;br&gt;Cases Presentations&lt;br&gt;<strong>Site and University Mid-Semester Evaluations Due</strong></td>
</tr>
<tr>
<td>July 2</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>July 9</td>
<td>Group Supervision&lt;br&gt;Cases Presentations&lt;br&gt;<strong>Site and University Mid-Semester Evaluations Due</strong></td>
</tr>
<tr>
<td>July 16</td>
<td>Group Supervision&lt;br&gt;Cases Presentations&lt;br&gt;<strong>Site and University Final Evaluations Due at Individual Meeting the week of 7/30</strong></td>
</tr>
<tr>
<td>July 23</td>
<td>Group Supervision&lt;br&gt;Cases Presentations&lt;br&gt;<strong>Professional Meeting Reflection Due</strong></td>
</tr>
</tbody>
</table>

B. Class Policies

Late completion of assignments or submission of practicum documentation/paperwork may result in a reduction in grade in the course.

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. Please be aware that you cannot pass practicum, nor can you receive an incomplete, for failure to obtain sufficient individual supervision.
CONFIDENTIALITY
Practicum students are responsible for maintaining the confidentiality of all client notes and information. All client documents are confidential. Only first names or initials of clients should appear on all forms/case notes/logs, except for taping consent forms. Students must maintain confidentiality of all case discussions. This extends to classroom discussions and viewing or listening to recorded counseling sessions, and students are bound by the same legal and ethical considerations as if the client talked directly with a counselor. The discussion of cases outside of the classroom settings with persons other than those in the agency of placement, the client, the student’s supervisors, or the faculty member are grounds for dismissal from the class with a failing grade. Any questions that may arise regarding confidentiality should be directed to the faculty member.

ACADEMIC CONDUCT
You are expected, at all times, to act with academic integrity. Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University. Plagiarism is the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work

- Do not use someone’s words without referencing the source or including the information in quotation marks or a block quote
- Do not use someone’s ideas without referencing the source.

ATTENDANCE
To receive credit for supervision hours, students are expected to attend class on time, refrain from any cell phone/superfluous technology use in class, act respectfully towards the instructor and classmates, and participate in class activities and discussion.

Students sleeping or acting unprofessionally in class will be asked to leave and will not receive supervision hours for that class period.

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.

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. 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.

XII. 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 116 Corpus Christi Hall.

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.

XIII. Assignment Details and Formatting

**Suicide Assessment Role Play**

Each student will present a reflective self-evaluation of the suicide assessment and intervention role-play (completed in class). The evaluation (2-3 pages in length) must include thoughtful consideration of your skills, what you learned about yourself in the session, and how you felt during the session. This self-evaluation must be in APA style and turned in the week after you conduct the suicide assessment role-play.

This assignment is designed not only for you to show that you can adequately assess for suicide but that you can use your beginning counseling skills while doing so. Each tape MUST be at least 30 minutes long and should show an accurate assessment of lethality and engagement in planning to keep the client safe. Other things to consider:

- You may *not* develop a script for this exercise (real counseling isn’t scripted!)
- You may create your own *suicide assessment form/checklist* to use during the session that includes the acronym of your choice. This may be no longer than one page typed, and must be turned in with your written reflection. This DOES NOT mean you may simply use the resources handed out in class.
• At the beginning of your tape, you **must** review confidentiality with the client as if this is your first time seeing them.
• Though you may be using a suicide assessment form, you will also be graded for your ability to use your *beginning counseling skills* while engaging in this assessment. This includes invitational skills, summarizing, and reflecting feeling.
• You must choose *one* of the suicide assessment acronyms from the notes given to you in class and be sure you cover all aspects of that acronym during your tape. Be sure to identify which acronym you used in your written reflection.

**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 every slide and all requested information in the template.*

**Practicum Student Self-Evaluation of Session (First Tape)**

You are expected to evaluate your performance as a counselor for the 2\textsuperscript{nd} 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. *This evaluation must be turned in the day the tape is presented in class, and must be in APA format, 2-3 pages long.* Each self-evaluation should include the following sections:

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. Reflect on your developing skills, your strengths, and areas for continued work.
5. Tape Rating Scale

**Transcript Format (Second Tape)**

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. These responses must be numbered, and should be your own responses. For these ten, provide your intent, a thoughtful consideration of how the client responded, and an appropriate alternative response. It is unacceptable to write that you were satisfied with your response.***

**Example:**

**Client:** I always fall apart.
**Counselor:** I think you’re very well put together.
Intent: My honest reaction. This client has dealt with and is dealing with a lot in her life and I wished to validate her.

Alternative response: “It sounds like things have been difficult, tell me more about that”. I still would have validated her but I also would have opened it up for her to go deeper.

Client: well I wasn’t a little while ago

Consideration of client response: The client is being a little self-deprecating, or she doesn’t believe me. Perhaps it makes her feel good to receive validation that she appears to have things together.

Tape Rubric

All tapes will be graded via the following rubric:

Counseling Skills (60%)
-Did the student adequately demonstrate basic counseling skills (e.g. open questions, paraphrases, reflections of feeling and meaning) without engaging in detracting behaviors (advice giving, excessive questions)?

Reflection and Research (20%)
-Do the treatment goals and interventions reflect consideration of the client’s needs and diagnosis?
-Is there adequate personal reflection regarding growth and development as a counselor?

Grammar (10%)
-Is the presentation free from grammatical errors and spelling problems?
-Is the information communicated clearly and effectively?

Timeliness (10%)
-Was the student ready to present on the date he or she signed up for?
-If not, did the student discuss this issue with the instructor beforehand to make other arrangements?
Rating of Taped Session (attach this form to your written reflection & transcript for the second and third tapes)
Now, listen to your tape, and use the rating scale to rate each item from 1 (unskilled) to 4
(extremely skilled). Use N/A if the skill was not demonstrated on the tape because it was not
appropriate to do so, and “X” if the skill was not demonstrated on the tape, but should have been.

Students’s Name: ___________________________ Session Date: ____________

_____ Opening of Session (student welcomes client, reviews confidentiality, etc.)
_____ Rapport (student works to establish rapport)
_____ Acceptance (student communicates acceptance of client stories, emotions, thoughts)
_____ Assessment (student works to understand client presenting problem)
_____ Attending behavior (student uses behaviors and communication skills to attend to and
stay fully present with the client, rather than being overly self-focused)
_____ Open Questioning (student uses questions only when appropriate, and when s/he does,
they are open ended questions)
_____ Absence of “why” questions
_____ Absence of “grilling” or “bombardment” questions
_____ Immediacy (when appropriate, student comments on here and now behaviors)
_____ Encouraging/supportive responses (student uses minimal encouragers or other means to
make client feel listened to and supported)
_____ Paraphrasing
_____ Summarizing
_____ Silences
_____ Absence of advice giving/‘fixing’
_____ Absence of ‘band aiding’
_____ Reflection of verbalized feelings
_____ Reflection of implied feelings
_____ Reflection of verbalized thoughts
_____ Reflection of implied thoughts
_____ Verbalizing Empathetic Understanding
_____ Clarifying
_____ Exploring Behaviors
_____ Defining the Problem
_____ Defining the Goal
_____ Reflection of Meaning
_____ Confrontation
**Tips for Weekly Logs**

**Entering Time:**
10-15 minutes = .25
20-30 minutes = .5
45 minutes - 1 hour = 1 (as long as the extra 15 minutes is spent on paperwork)

- Our time in class together should be logged under ‘University Group Supervision’. Log **THREE HOURS** for every class session you attend, unless directed otherwise.
- Time with your doctoral supervisor should be logged under ‘University Individual Supervision’
- If you have more than one site, you must have a separate log for each site.
- Logs signed by your site supervisor must be turned in at every class meeting.
- Hours can only be counted as ‘direct’ if you are actively working face to face with a client or his/her teachers or parents. All other hours, including observation, supervision, and meetings are ‘indirect’.
- University supervision hours do not count towards other indirect practicum hours (your log will compute this automatically).
- If you fill in hours under ‘other’, describe (hand write) those hours in the space at the bottom of the log.

**SAVE BACKUP COPIES OF YOUR LOG.** In addition to a copy on your computer, save a backup to a zip drive, or email it to yourself. You may also wish to make extra print copies for your records.

**XI. Bibliography**

*The knowledge base that supports course content includes but is not limited to:*


Brooks/Cole.