I. Course Description
CNEP 5397, Practicum, 3 semester hours, requires 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 are a minimum of 12 semester hours of core counseling, including the completion of CNEP 5304, 5308, 5381, and 5384.

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 practicum standards include:

1. CACREP Standard 3-F Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
2. CACREP Standard 3-G Practicum students complete at least 40 clock hours of direct service.

3. CACREP Standard 3-H Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum (1) a counselor education program faculty member (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

4. CACREP Standard 3-I Practicum students participate in an average of 1.5 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

In addition to the above practicum standards, the following standards are addressed as appropriate to the student’s site.

1. CACREP Standard 2-F-1g Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effect of public policy on these issues.

2. CACREP Standard 2-F-1-i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

3. CACREP Standard 2-F-1-k Strategies for personal and professional self-evaluation and implications for practice.

The SLOs for this course are:

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.

Students will demonstrate a professional counseling identity in which the importance of credentialing, ethical standards, and professional self-evaluation are evidenced by 90% of students earning ratings of 0 or above on the Professional Issues and Behavior Rating Scale and ratings of adequate or above on 90% of relevant items on the Final Evaluations of the site supervisor and university instructor.

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.

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 counseling/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
Please see the practicum requirements list provided by this instructor on Blackboard. 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 by email 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 the Case Presentation.

3. The second tape must be accompanied by the Practicum Student Self Evaluation. The third tape must be accompanied by a transcript utilizing the format provided in this syllabus or, alternatively, provided by the instructor.

4. Attend *University Group Supervision* as scheduled on syllabus.

5. Attend weekly individual supervision sessions with both the university doctoral supervisor (*University Individual Supervision*) and with the site supervisor. You must have at least one hour per week of individual supervision with your university doctoral supervisor and at least one hour per week with your site supervisor.

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 Supervisor, Doctoral Supervisor Evaluation, and all other forms specified.

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

9. Attend one professional meeting and submit a one-page synopsis of the meeting to the instructor. This meeting attended must be relevant to the counseling field.

**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, satisfactory ratings on the Professional Issues and Behavior Rating Scale, and 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 satisfactory ratings on the Professional Issues and Behavior Rating Scale, 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 have repetitive or serious negative ratings* on the Professional Issues and Behavior Rating Scale or who do not complete one of the other assignments will earn a grade of C. Work must be submitted on time. A grade of C in practicum requires re-taking of the course.

Ratings on the Professional Issues and Behavior Rating Scale are determined by the Practicum instructor’s individual evaluation of the student.

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.

Evaluation of ratings on the Professional Issues and Behavior Rating Scale are the instructor’s prerogative and judgment.

IX. Course Schedule and Policies

<table>
<thead>
<tr>
<th>DATE/HRS</th>
<th>ACTIVITIES</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/22/18</td>
<td>Group Introduction&lt;br&gt;Review syllabus, all forms, logs, practicum manual, Blackboard content, and Requirements&lt;br&gt;Sign and return Ethics Agreement in class&lt;br&gt;Guidelines for Tape 1 Role Play on BB&lt;br&gt; Suicide Assessment/Intervention</td>
<td>Semester Doctoral Supervisor&lt;br&gt;Field Site Agreements&lt;br&gt;List track and doc supervisor&lt;br&gt;Sign-in sheet every class&lt;br&gt;Ethics Agreement</td>
</tr>
<tr>
<td>01/29/18</td>
<td>Paperwork and Questions&lt;br&gt;See Practicum Manual for all forms&lt;br&gt;Suicide Assessment/Intervention Role Plays&lt;br&gt;(One Indirect Training Hour for log)&lt;br&gt;Case Management</td>
<td>Weekly Logs&lt;br&gt;Review PPT on BB before class&lt;br&gt;Blank DVD + R&lt;br&gt;Outline for Tape 1&lt;br&gt;Tape 1-Suicide Assessment</td>
</tr>
<tr>
<td>02/05/18</td>
<td>Paperwork and Questions&lt;br&gt;Suicide Role Play Discussion&lt;br&gt;Review 2nd Tape—instructions, purpose, see BB&lt;br&gt;Audio-Video Consent Forms&lt;br&gt;Case Management</td>
<td>Suicide Tape Reflection Paper (APA style_ Weekly Logs&lt;br&gt;Professional Meeting Synopsis due anytime up to deadline of 11/27/17-upload on BB</td>
</tr>
<tr>
<td>02/12/18</td>
<td>TENTATIVE BREAK</td>
<td>Continue with sites &amp; logs</td>
</tr>
</tbody>
</table>

TENTATIVE BREAK

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*Note: Ratings on the Professional Issues and Behavior Rating Scale are determined by the Practicum instructor’s individual evaluation of the student.

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Field Sites

---

Semester Doctoral Supervisor

---

List track and doc supervisor

---

Sign-in sheet every class

---

Ethics Agreement

---

Weekly Logs

---

Review PPT on BB before class

---

Blank DVD + R

---

Outline for Tape 1

---

Tape 1-Suicide Assessment

---

Suicide Tape Reflection Paper (APA style)

---

Weekly Logs

---

Professional Meeting Synopsis due anytime up to deadline of 11/27/17-upload on BB

---

Continue with sites & logs

---
<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 02/19/18     | Tape 2 Presentations  
Case Management and Topics  
Weekly Logs                                                                 | Tape 2 with Required Papers  
Tape 2 with Required Papers  
Weekly Logs                                |
|              | (9.0)                                                                                                                                    |                                         |
| 02/26/18     | Tape 2 Presentations  
Case Management and Topics  
Midsemester Evaluations by Site  
Supervisor due next week (each site)  
Tape 2 with Required Papers  
Weekly Logs                                                                 |                                         |
|              | (11.0)                                                                                                                                  |                                         |
| 03/05/18     | Tape 2 Presentations  
Review Tape 3 instructions on BB  
Case Management and Topics  
Mid-Semester Evaluation from  
Site Supervisor (each site)  
Tape 2 with Required Papers  
Weekly Logs                                                                 |                                         |
|              | (13.0)                                                                                                                                  |                                         |
| 03/12/18 to  | SPRING BREAK  
Campus Closed                                                                                                                           |                                         |
| 03/16/18     |                                                                                                                                           |                                         |
| 03/19/18     | Tape 2 and Tape 3 presentations  
Case Management and Topics  
Weekly Logs  
Tape 3 with Transcript                                                                 |                                         |
|              | (15.0)                                                                                                                                  |                                         |
| 03/26/18     | Tape 3 presentations  
Case Management and Topics  
Weekly Logs  
Tape 3 with Transcript                                                                 |                                         |
|              | (17.0)                                                                                                                                  |                                         |
| 04/02/18     | TENTATIVE BREAK  
Continue with sites and logs                                                                                                              |                                         |
| 04/09/18     | Tape 3 Presentations  
Case Management and Topics  
Weekly Logs  
Tape 3 with Transcript                                                                 |                                         |
|              | (19.0)                                                                                                                                  |                                         |
| 04/16/18     | Tape 3 Presentations  
Case Management and Topics  
Weekly Logs  
Tape 3 with Transcript                                                                 |                                         |
|              | (21.0)                                                                                                                                  |                                         |
| 04/23/18     | Tape 3 Presentations  
Case Management and Topics  
Professional Meeting Synopsis  
Due  
Final Evaluation by Site  
Supervisor(s) Due (each site)  
Weekly Logs  
Tape 3 with Transcript                                          |                                         |
|              | (23.0)                                                                                                                                  |                                         |
A. The above schedule is subject to change by the instructor or may require change due to unexpected emergencies or campus closures.

B. Course Policies (may be augmented by individual instructors)

- Please be aware that you cannot pass practicum, nor can you receive an incomplete, for failure to obtain sufficient individual, site, or group supervision.
- Students are expected to attend and participate in every class session unless there is a valid emergency/reason.
- Every student should be prepared to discuss case management each week in group supervision and with all supervisors.
- Students are expected to have and use a functional Islander email account and monitor it regularly for this course. Likewise, students are expected to interact with and monitor Blackboard for this course.
- Promptness to class 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 by email from your instructor as well as the instructor whose supervision group you will be attending.
  - After making up group supervision hours with another instructor, email a thank you note to that instructor listing the date and hours of attendance in that class, and copy the email to your instructor as confirmation that hours were achieved.
  - Hours in a make-up class should appear on your log on the date of the make-up class.
- Unless designated by the instructor, leaving group supervision during class is unacceptable.
- Cell phones are expected to be OFF or on SILENT. Students are expected to refrain from texting or checking phones for messages/calls during group supervision time.
- Laptops should not be open and used during group supervision except for your individual tape presentations, if necessary. Every student is expected to be fully engaged in group supervision activities.
- 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.
- Late completion of assignments 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.
  o If you experience difficulty arranging your supervision, speak to your instructor very early in the course.
  o 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.
  o 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.

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:


XII. 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 grade of 0 on the particular assignment and a grade of Non-Credit in the course. In addition, a record of the academic misconduct will be filed with the Dean. Students have the right to appeal the judgment or penalty. In addition, academic misconduct will be referred to the CNEP department for consideration.
XIII. 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.

XIV. 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.

XV. Statement of Academic Continuity

In the event of an unforeseen adverse event such as a major hurricane or other event that prevents classes from being held on the campus of Texas A&M University-Corpus Christi, this course will be continued insofar as possible through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. I will continue to interact with you by using the Blackboard Announcement, Bb Messages, Email, Collaboration, Discussions, Blogs, Journals, and/or Wiki tools. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of closing of the physical campus. However, you must make certain the course instructor has a primary and secondary means of contacting you. Because this course requires a specified number of group supervision hours that includes disclosure of confidential client information, it may be necessary to establish conference calls or other mechanisms to complete the supervision requirements.

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 DSM-5 diagnosis (required for ALL students) and mental status exam.
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. What you would like from the group.
8. Session: insert your clip or audio at this point in presentation.
9. 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 Tape #2

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 Tape #3**

Identify and transcribe ten exchanges with your client(s). In this context, an exchange is a series of back-and-forth interactions between you and your client that are sufficient to give the instructor context about the responses you are making. Provide your intent/skill used with each of your statements within the exchange, describe what happened, and provide an alternate response. The alternate response may have the same intent as your original response or may provide a different direction you could have taken. The format below is provided as an example. Note the requirement of identification of the theoretical model or skills you are attempting to use. If you assert an integrated model, name the models you are integrating. **Note: Individual instructors may provide alternative instructions about the transcript. See instructions posted on Blackboard for this Practicum.**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Session #</th>
<th>Theoretical Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchange</td>
<td>Intent/Skill</td>
<td>What happened?</td>
</tr>
</tbody>
</table>
Practicum Tape Rating Scale
Department of Counseling and Educational Psychology
(for use by faculty instructor)

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>
<th>1</th>
<th>2</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: Evidence of beginning skill but inconsistent</td>
<td>Good: Skill generally well performed</td>
<td>Very Good: Skill consistently well performed</td>
</tr>
</tbody>
</table>

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
In addition to counseling skills, professional counselors should demonstrate appropriate professional behavior as well as the ability to manage themselves effectively and appropriately. Items below are representative of the kinds of behavior practicum and internship instructors and supervisors will consider as part of their overall evaluation of students in practicum/internship. Faculty members may indicate other specific items as needed.

Depending on severity, number of issues, and response to faculty/supervisor feedback, results on this evaluation may impact grade in the course, ability to proceed to the next course in the practicum/internship sequence, and/or the departmental remediation process.

*N/O denotes Not Observed.

<table>
<thead>
<tr>
<th>Poor: Consistently or usually performs in a way that is unacceptable or inconsistent with professional behavior</th>
<th>Unsatisfactory: Often behaves in a way that is unacceptable or inconsistent with professional behavior; however, there is some evidence of growth</th>
<th>Adequate: Evidence of professional behavior at a level consistent with the counselor-in-training’s development; however, there is inconsistency</th>
<th>Good: Professional behavior generally demonstrated</th>
<th>Excellent: Professional behavior consistently demonstrated to a high degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
</tr>
<tr>
<td>Is open and receptive to supervision</td>
<td>Is prepared for supervision</td>
<td>Willingly makes changes in response to supervision</td>
<td>Actively solicits feedback about their work</td>
<td>Receptive to feedback from peers</td>
</tr>
<tr>
<td>Demonstrates a collaborative stance with peers</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td>Adheres to general standards of professional ethics and practice (e.g., ACA, IAMFC)</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td>Demonstrates knowledge of and adheres to state regulatory rules and regulations (e.g., TSBEPC, TSBEMFT, TEA)</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td>Demonstrates sound judgment in matters related to the profession and practice of counseling</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td>Demonstrates commitment to personal growth and professional development</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td>Demonstrates openness to new ideas</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td>Demonstrates ability to accept personal responsibility</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td>Demonstrates ability to regulate and express emotions effectively and appropriately</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td>Demonstrates awareness of own impact on others</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
<tr>
<td>Demonstrates openness to issues of multiculturalism and diversity, including willingness to enhance skills and competence in these areas</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
</tr>
</tbody>
</table>