TEXAS A&M UNIVERSITY-CORPUS CHRISTI
CNEP 6395.001 Doctoral Practicum in Counseling

Spring 2019 Sandy Griffith, Ph.D., NCC
Tuesdays: 7-9:30pm, ECDC-238 Office Hours: 11:00-2:00 Tues/Wed
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Phone: 361-825-2622

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.

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.

Course Topics
Major topics and experiences will be advanced counseling skills, 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.

Course Objectives
This course is designed to meet 2016 CACREP doctoral practicum standards. The following standards represent the learning objectives established for this course:

- **Doctoral Standard C.1** 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. Evaluation of this standard will be evidenced by 90% of students achieving 100% of required hours as documented on practicum logs.

- **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. Evaluation of this standard will be evidenced by 90% of students documenting education and expertise of supervisor required by this standard on Site Agreement.

- **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.
Evaluation of this standard will be evidenced by 90% of students documenting education and expertise of supervisor as required by this standard on Site Agreement.

- **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. Completion of this standard will be demonstrated by documented course enrollment and by 90% of students documenting 100% of required individual/triadic supervision on the practicum log.

- **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. Completion of this standard will be demonstrated by documented course enrollment and by 90% of students documenting 100% of required group supervision on the practicum log.

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

*Additional 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 85% 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 by 85% 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.

**Major Course Requirements**

1) Submit Ethics Agreement, Site Agreement, and all other required documents at **first class meeting** (see Doctoral Practicum/Internship Handbook).

2) Submit practicum proposal by **second class period**. Include assessment of counseling competencies and identify one or more specific skill areas to address as part of the practicum experience. Include area(s) of specialization for field experiences as well as career and expertise goals as part of your proposal.

3) Present at least two cases for supervision and critique beyond the initial role play.

4) Demonstrate understanding of theories by critiquing and evaluating tapes from particular theoretical stances.

5) Attend local professional meetings and record on weekly log, (e.g., Chi Sigma Iota, ACA, TCA, CCISD or other school district counselor meetings, Gulf Coast Counseling Association, Coastal Bend Association for Marriage and Family Therapy).

6) Seek professional certification/licensure as appropriate.

7) Keep a log of practicum experiences including direct/indirect hours and weekly group and individual/triadic supervision. **Due at each class meeting.**

8) Submit tape of counseling session and evaluation thereof by due date on class schedule. This 25-30-minute session will be role-played and recorded at the beginning of the semester and
will demonstrate your current helping skills. Tapes may be used for group supervision as scheduled by professor throughout semester.

9) Arrange to shadow or interview someone from another emphasis than your own master’s degree (e.g., addictions, CMH, MCFC, school counseling) during the semester. This individual must be someone who is currently or has recently worked in the field beyond master’s or doctoral fieldwork. Discussion of observations and experience will occur during group supervision at end of semester and must be discussed in the final reflection paper.

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

11) Submit a 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 current level of counseling skills 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. Include observations and insights obtained from shadowing/interviewing someone from another emphasis area than your own. Lastly, indicate goals for internship.

**Evaluation: Please note: While percentages are shown below, satisfactory completion of ALL requirements is required to pass this course!**

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<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Practicum Proposal</td>
<td>10%</td>
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<tr>
<td>Case Presentations</td>
<td>20%</td>
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<tr>
<td>Initial counseling role play and analysis</td>
<td>10%</td>
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<tr>
<td>Group Supervision Participation</td>
<td>15%</td>
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<tr>
<td>Site Supervisor Evaluation</td>
<td>10%</td>
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<td>Reflection Paper</td>
<td>10%</td>
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<tr>
<td>University Instructor Evaluation Interview</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Required or Recommended Readings**

In lieu of a textbook, doctoral students are expected to complete readings related to this course, including readings specifically related to particular areas identified in the practicum proposal. Examples of appropriate readings appear below. Selected readings should be current (5-7 years) or seminal works.

Students are also required to thoroughly review the Doctoral Practicum/Internship Handbook.

**Selected Bibliography**


**Course Policies**

**Attendance**

Students are expected to attend each scheduled class session. When unexpected events or emergencies such as personal illnesses, family crises, or a death in the family arise, students are asked to communicate with their instructor as soon as possible so the instructor is aware of the situation and can work together with the student to devise a mutually agreeable course of action. Under these circumstances, absences will be considered “excused” upon receipt of appropriate documentation (doctor’s note, court paperwork, obituary, etc.). Additional excused absences for participation in a religious holy day as outlined in the University catalog may be granted if addressed in advance with the course instructor.

**Communication**

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response to their questions from me within 48 – 72 hours (excluding weekends & university-recognized holidays).

**Late Submissions of Student Work**

Papers will be submitted online via Blackboard. Logs, site agreements, and all additional forms, will be submitted in hard copy. Any request for late submission must be made directly to the instructor.
Extra Credit - Extra credit opportunities will not be extended in this course.

Academic Integrity and Plagiarism

Students who violate academic honesty and integrity standards are subject to the department’s Student Review, Remediation, and Dismissal Process. In addition, TAMUCC standards apply.

See the TAMUCC Graduate Catalogue (please refer to current version).

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, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision
should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, YOU must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Simply discontinuing your attendance and participation WILL NOT automatically result in you being dropped from the class. Students are responsible for checking the official academic calendar for the last day to drop a course with an automatic grade of “W” for the semester.

Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires individuals to respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

In addition, counselor education students are required to behave in accordance with standards established by the field and reflected in the ACA Code of Ethics.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high-quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

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 using 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>01/15/19</td>
<td>Group Supervision 2.0 hrs</td>
<td>Ethics Agreement, Site Agreement</td>
</tr>
<tr>
<td>01/22/19</td>
<td>Group Supervision 2.0 hrs</td>
<td>Practicum Proposal; logs</td>
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<tr>
<td>01/29/19</td>
<td>Group Supervision 2.0 hrs</td>
<td>Counseling role play tape and analysis; Logs</td>
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<tr>
<td>02/05/19</td>
<td>Group Supervision 2.0 hrs</td>
<td>Logs</td>
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<tr>
<td>02/12/19</td>
<td>Group Supervision 2.0 hrs</td>
<td>Logs</td>
</tr>
<tr>
<td>02/19/19</td>
<td>Group Supervision 2.0 hrs</td>
<td>Logs</td>
</tr>
</tbody>
</table>
02/26/19  Group Supervision 2.0 hrs  Logs
03/05/19  Group Supervision 2.0 hrs  Logs; **Mid-term Evaluation**
03/12/19  Spring Break
03/19/19  Group Supervision 2.0 hrs  Logs
03/26/19  Group Supervision 2.0 hrs  Logs
04/02/19  Group Supervision 2.0 hrs  Logs
04/09/19  Group Supervision 2.0 hrs  Logs
04/16/19  Group Supervision 2.0 hrs  Logs
04/23/19  Group Supervision 2.0 hrs  Logs
04/30/19  Group Supervision 2.0 hrs  *Final logs; Reflection Paper; Site Supervisor Evaluation; TSBEP documentation; Blank Final Evaluation*
05/06-05/09  Individual appointments

**Additional policies related to this course:**

Experiential and process activities are crucial to meeting the learning objectives of practicum and internship. Attendance is mandatory. Group supervision is required and part of CACREP accreditation standards.

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.

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 and other electronic devices should be turned off or put in silent mode during class. Electronic devices, including cell phones, may not be used during class without specific permission from the instructor.
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.
Doctoral Practicum Counseling Skills Rating Scale
Department of Counseling and Educational Psychology

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