

FIELD SITE SUPERVISOR'S MANUAL

For CNEP 5397 Practicum & CNEP 5698 Internship

**Texas A&M
University-Corpus
Christi**

**College of
Education and
Human
Development**

**Department of
Counseling and
Educational
Psychology**

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Dear Site Supervisor,

Mental health professionals who supervise the Texas A&M University-Corpus Christi practicum and internship students during the field experience play a crucial role in the training of future counselors. Whether our counselors-in-training aspire to work primarily in areas involving clinical mental health; addictions; school; or marriage, couple, and family, they benefit greatly from the supervision and opportunities in the community that are possible because of you.

Accreditation, licensure, and certification standards require that counseling students have some experience in the real world and be supervised by qualified community mental health providers in addition to university instructors. The Counseling and Educational Psychology faculty of Texas A&M University-Corpus Christi appreciates your willingness both to provide a field site and to share your knowledge and experience with our students. We hope that, in return, they provide a valuable service to your agency, institution, or school.

The Field Site Supervisor's Manual is intended to guide the site supervisory process and clarify the roles and responsibilities of the student, university, university instructor, site, and site supervisor. Your ideas and suggestions are welcome and will assist us to continually improve the quality of the field experience and the efficiency of our working relationship.

Sincerely,

A handwritten signature in cursive script that reads "Wannigar Ratanavivan".

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Clinical Coordinator
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Note: In addition to full-time faculty, the department has several adjunct faculty members who teach on an as-needed basis. If you need to contact an adjunct faculty member, contact Rachel Perez or use the contact information provided in the adjunct faculty member's syllabus.

Introduction to Practicum/Internship

One of the primary experiences in the master's program in Counseling and Educational Psychology is the clinical coursework embodied in practicum and internship. These courses require students to utilize the knowledge and skills gained in the classroom as they provide services to clients or students. The primary objective of the courses is to provide experiences, consultation, and supervision to help students become effective counselors.

The practicum/internship manual serves as a resource for the field site experience. All forms required for practicum and internship are included. General syllabi, also included, provide information about broad requirements; however, individual instructors will provide specific schedules and assignments for their classes. Students are responsible for familiarizing themselves with the information in this manual and for abiding by the requirements and policies set forth.

Students' faculty advisors have the primary responsibility for assisting them in planning the completion of requirements for the Master's Degrees in Professional Counseling and Professional School Counseling. The Texas A&M University-Corpus Christi Graduate Catalog supersedes any information in this manual.

Clinical Coordinator
Dr. Wannigar Ratanavivan

The Clinical Coordinator has clearly defined responsibilities that include: admissions to practicum and internships (checking pre-requisites and academic/personal status); overseeing practicum and internship policies, ethical practices, and adherence to CACREP standards; coordinating and approving practicum and internship site supervisors for students; coordinating and meeting with practicum and internship professors; providing an orientation to new practicum students and professors; and coordinating and providing supervision training to site supervisors. Dr. Ratanavivan reports to the Department Chair as related to the above set of responsibilities.

Required Hours for Practicum/Internship

Completion of required practicum and internship courses require a minimum of 700 hours, with 280 of those being direct hours with clients. Specifically, practicum requires 100 hours, with a minimum of 40 of those being direct hours. Internship requires 600, with a minimum of 240 being direct hours. Internship hours are obtained across two semesters. The Practicum and Internship Logs provide specific examples of what hours are considered direct and indirect. Internship students can include internship class meetings/supervision in the total number of hours; however, practicum students are not.

All site supervisors are required to have at least a master's degree in counseling or a related field, appropriate licensure or certification for their field, and at least two years of pertinent experience in the specialty area in which the student is enrolled. In addition, supervisors must be knowledgeable about the program's expectations, requirements, and evaluation procedures and have relevant training in supervision.

While students are free to obtain their practicum experience in any appropriate setting, students must obtain internship experience in settings appropriate to their emphasis areas. Thus, students in the **clinical mental health** emphasis will complete the internship in a setting that offers clinical mental health services, while students in the **school counseling** emphasis must complete the internship hours primarily in a school setting. Students pursuing the **marriage, couple, and family counseling** program should provide services with a systemic focus during their internships, and at least 80 hours (1/3) of the total 240 direct hours must be work with couples, families, and parent-child relationships. Students who are in the **addictions** program emphasis must obtain at least half of their overall internship hours in a setting serving clients with substance abuse concerns. Students pursuing the LCDC should be aware of specific LCDC requirements for areas in which hours are obtained (i.e., clinical evaluation; treatment planning; referral; service coordination; counseling; client, family, and community education; documentation; and professional and ethical responsibilities) and should keep separate documentation logs that capture information required for that licensure.

Responsibilities of the Agency, Institution, or School Site

1. The site shall provide orientation for students regarding site's purpose, function, and administrative procedures.
2. The site shall be responsible for the assignment and administrative supervision of tasks within the students' capabilities which allow them to use and further develop their counseling knowledge, attitudes, values, and skills. This will include direct work with clients, relationships with staff and other agencies or schools, and attendance at staff meetings.
3. The site will provide space, equipment, and supplies as needed by students to carry out site assignments.
4. The site will allow students to gain a variety of supervised experiences.
5. With written permission of the clients involved, the site will allow students to obtain audio and/or videotapes for supervision of the students' interactions with clients.
6. The assigned site supervisor will provide one hour per week of individual or triadic supervision for the student(s) and be available for consultation.

7. The site will provide adequate informed consent to clients regarding their treatment related to student interns.

Responsibilities of the Site Supervisor

1. A site supervisor must have a minimum of a master's degree in counseling or a related profession, including appropriate certifications and/or licenses.
2. The site supervisor is expected to have a minimum of two years of pertinent professional experience in the program area in which the student is completing clinical instruction.
3. The site supervisor is expected to have knowledge of the counseling program's expectations, requirements, and evaluation procedures for students. The university is responsible for providing the site supervisor with the Field Site Supervisor's Manual as well as on-going training.
4. The site supervisor is expected to be knowledgeable about counseling supervisory processes and practices.
5. The site supervisor will orient the student to the site and specific duties.
6. The site supervisor will meet with the student one hour weekly, supervise the student's performance, and sign the student's weekly log via Tevera.
7. The site supervisor will provide supervision in accordance with the guidelines established by the site for all regular personnel and the guidelines for supervisors as recommended by the Association for Counselor Education and Supervision (ACES) Best Practices in Clinical Supervision located at <https://acesonline.net/wp-content/uploads/2018/11/ACES-Best-Practices-in-Clinical-Supervision-2011.pdf>
8. The site supervisor will submit a mid-semester and final evaluation of the student's knowledge, skills, and personal and professional development during each semester of the practicum and internship experience. The practicum or internship grade will reflect the evaluation of both the on-site and university supervisor, with the university supervisor having the final responsibility for grade assignment.
9. **The site supervisor is strongly encouraged to initiate contact with the university instructor or Clinical Coordinator as soon as there are any questions or concerns regarding the student, expectations, or responsibilities.**
10. The site supervisor must be on site when the student is seeing clients. If the supervisor is off site, there must be another licensed or responsible individual who can be available for the student if needed.

Responsibilities of the University

The TAMU-CC Counseling and Educational Psychology program will:

1. Provide a syllabus describing the specific practicum/internship requirements.
2. Provide one hour of individual or triadic supervision each week for practicum.
3. Provide an average of 1.5 hours of weekly group supervision for practicum and internship.
4. Provide additional experiences and resources including professional seminars, audio/videotaping, live supervision, and referral source information for client and student intern needs as appropriate.
5. Provide regular opportunities for supervision training for site supervisors.

6. Maintain periodic contact with the site supervisor to discuss the student's progress, including no less than one on-site visit each semester by a university internship supervisor for the purpose of meeting with the site supervisor.
7. Counsel, teach, train, and supervise using guidelines recommended by the American Counseling Association (ACA) located at <https://www.counseling.org/knowledge-center/ethics>
8. Maintain appropriate records for registration and grading. All documentation related to hours and evaluations in practicum and internship are maintained via an online platform, Tevera. Site supervisors can be added to Tevera via the application process (students can suggest a new site and new supervisor) and they can also be added manually as needed during the semester (contact Dr. Ratanavivan at wannigar.ratanavivan@tamucc.edu if this is needed). When supervisors are added, they will receive an email prompting them to register in the system. Supervisors can see tutorials and information on using Tevera here: <https://tevera.com/field-instructor-journey/>

Responsibilities of the Student

1. The counseling student is responsible for contacting sites and securing a practicum/internship site. Faculty advising and a site fair are available to assist counseling students in the process.
2. The student is responsible for making sure that the site supervisor has access to the necessary forms in Tevera and that the forms are completed on time.
3. The student is responsible for maintaining his or her own professional liability insurance. The student will provide the department with verification of insurance with the practicum/internship application.
4. The student will be at the agreed upon location at times scheduled by the site supervisor and student.
5. The student will fulfill assigned duties and responsibilities as agreed on by the student, site supervisor, and the university instructor.
6. The student will attend an average of 1.5 hours of weekly group supervision meetings with the university instructor at TAMU-CC.
7. The practicum (CNEP 5397) student will attend 1 hour of weekly individual/triadic supervision meetings with university instructor or assigned supervisor at TAMU-CC.
8. Both practicum and internship (CNEP 5397 and CNEP 5698) students are required to attend 1 hour of weekly individual/triadic supervision meetings with the site supervisor.
9. The student will complete assignments as described in the class syllabus.
10. The student will keep a weekly log of time spent that will be reviewed and signed by site supervisor and university instructor via Tevera.
11. The student will read the ACA Code of Ethics (<https://www.counseling.org/knowledge-center/ethics>) and use as a guide for ethical and professional practice.

Timeline of Activities for Site Supervisors

The practicum/internship student is responsible for knowing requirements and ensuring that all practicum and internship requirements are met and procedures are followed.

The Semester Before Practicum/Internship is to Begin

1. Interview and consider prospective interns who call and apply for placement.

2. Inform students of training, background checks, or other requirements they will need to complete prior to beginning their practicum/internship. If students are not required to attain a criminal background check via the site, they must attain one through TAMU-CC Career Services (see practicum/internship application forms).
3. Sign Application for Practicum/Internship form if applicant is accepted for placement. This will be submitted via Tevera.

Before or Immediately upon Practicum/Internship Experience Beginning

1. Sign Practicum or Internship Field Site Supervisor Agreement (in Tevera).

During Practicum or Internship Experience

1. Meet with the practicum/internship student weekly for one hour of individual supervision.
2. Review and sign the intern's Weekly Log to verify hours and activities.
3. At mid-semester, complete, review with student, and sign Mid-Semester Evaluation of Practicum/Internship Student form to university instructor.
4. Meet with the intern's university instructor for a brief conference. The university instructor or the intern will arrange this meeting.

At the Conclusion of Practicum/Internship

1. Complete, review with student, and sign Final Evaluation of Practicum/Internship Student.
2. Consult with university instructor about final evaluation as desired.
3. Review and sign intern's final Weekly Log to verify cumulative hours and activities.

Supervision Training

Twice a year, the Counseling and Educational Psychology Department offers training in supervision. The training provides one hour of CEU in supervision through Chi Sigma Iota. All site supervisors for our program are required by the Council for Accreditation of Counseling and Related Educational Programs to have training in supervision. Thus, we provide on-going training opportunities for those who generously provide site supervision for our students. Training is provided by one of the faculty members who regularly teaches practicum or internship. The hour-and-a-half meeting also provides the opportunity for site supervisors to share the wealth of information they have with each other, to find out about any changes in departmental goals and objectives, and to network.

Professional School Counseling Program Field Observation

For school counseling program students, a number of additional requirements must be fulfilled in order to receive the school counseling certificate through the Texas Administration Association (TEA). This School Counseling Program Field Observation section serves as a resource for those who will be assisting students meet TEA observation requirements. Students' faculty advisors have the primary responsibility for assisting them in planning the completion of requirements for the Master's Degree in the department of Counseling and Educational Psychology (CNEP). If site supervisors, students, or CNEP faculty have questions about the professional school counseling program or licensure requirements, they are welcome to contact the **School Counseling Program Liaison, Dr. Adrienne Backer**. Because field observers are involved with an imperative part of

the school counseling training, it is important for students to understand the prerequisites to become an intern. To help with clarification of various program components, it is important to understand the terminology as it can often vary depending on the source (see Appendix A).

Field Observer Requirements

Per Texas Administrative Code (TAC) §228.35(h), mandatory observations of school counseling interns must be conducted by a trained professional who has completed the TEA-approved training on how to properly conduct observations. The mandatory TEA training is typically an 8-hour training currently called the Field Supervisor Coaching Training, which is given for advanced certification candidates. This training is to support candidates in an area other than classroom teacher and who are participating in practicum experiences through educator preparation programs (EPPs). Specifically, the TAC code states:

Ongoing educator preparation program support for certification in a certification class other than classroom teacher. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter of the assignment. For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; document educational practices observed; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the candidate's site supervisor. Neither the pre-observation conference nor the post-observation conference need to be onsite. Formal observations conducted through collaboration with school or district personnel can be used to meet the requirements of this subsection. Informal observations and coaching shall be provided by the field supervisor as appropriate. The field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.

Additionally:

- (1) Formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.
- (2) At least one of the formal observations must be on the candidate's site in a face-to-face setting.
- (3) If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based method. A formal observation that is not conducted on the candidates' site in a face-to-face setting must include a pre- and post-conference.
- (4) An EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum.

A full text of the code, including exemptions can be found here:

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=T&app=9&p_dir=F&p_rloc=181639&p_tl oc=14625&p_ploc=1&pg=2&p_tac=&ti=19&pt=7&ch=228&rl=35](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=T&app=9&p_dir=F&p_rloc=181639&p_tl oc=14625&p_ploc=1&pg=2&p_tac=&ti=19&pt=7&ch=228&rl=35)

If the school counseling intern's site supervisor has not completed the TEA-approved observation training, then the formal observations shall be conducted by Dr. Adrienne Backer, School Counseling Program Liaison. Field observers must include written documentation of each of the formal observation and provide the student with a copy. The original copy will be placed in the student's practicum/internship folder and will be kept with all of the other required documentation listed above. Please see Appendix B for a copy of the formal observation paperwork.

Field Observer Ethics

Field Observers, as licensed school counselors and educators in Texas, are also required to adhere to specific ethical and behavioral codes. Field Observers are expected to sign a copy of the Texas Educators Code of Ethics and return to the School Counseling Coordinator to keep on file. See Appendix C for the ethical code and signature page. Below are also additional links to relevant organizations' ethical codes.

American Counseling Association Code of Ethics: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American School Counselor Association Ethical Standards:
<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

TEA Educator Code of Ethics:
[http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y)

Additional Information

While our counselors-in-training have all the necessary forms for site supervisors in their Practicum/Internship Handbooks, they are included here, as well. Also included are the Student Review and Retention Policy and the Student Competency Evaluation that are used by faculty members with students we believe would benefit from or require a formal remediation process. At any time, a site supervisor can contact a counselor-in-training's faculty instructor and Dr. Wannigar Ratanavivan, a Clinical Coordinator, to discuss student issues that perhaps should be addressed via the *Student Review and Remediation Evaluation Form* (see Appendix D).

In addition, standard syllabi for practicum and for internship are included. You will see a *Professional Issues and Behavior Rating Scale* (Appendix E) that is completed on each practicum/internship student every semester they are enrolled in these courses. While designed for faculty members, site supervisors are welcome to use them, either as a way to clarify discussion with a student who is having difficulty or to provide feedback to the faculty instructor about a student who causes concern.

FERPA Release of Education Records
Texas A&M University-Corpus Christi
College of Education and Human Development
Department of Counseling and Educational Psychology
Authorization to Release Education Records

The Family Educational Rights and Privacy Act of 1974 (FERPA), generally prohibits the disclosure of personally identifiable information derived from education records to a third party without the student's signed, written consent. There are a number of exceptions to FERPA's prohibition against non-consensual disclosure, where schools are permitted to disclose without consent, though they are not required to do so.

A criminal background check is required for admission to practicum/internship. The resulting report becomes part of *other student education records* and is subject to FERPA regulations. Specified members of the Counseling and Educational Psychology Department faculty, upon receipt of a report of an affirmative criminal background, will meet with the prospective practicum/internship student and if warranted by the background information, may release the report to the appropriate site supervisor.

Please fill in all of the blanks as they apply. Print and sign your name and include the date you sign the authorization form. Return the form to the department that has the information you would like the University to release (the Counseling and Educational Psychology Department).

I, _____, hereby voluntarily authorize faculty in the Department of Counseling and Educational Psychology to provide the criminal background check to the following individual(s):

Name	Site
------	------

Name	Site
------	------

Name	Site
------	------

I understand this authorization will remain in effect from the date it is signed until revoked by me, in writing, and delivered to the Department(s) identified above.

I understand I have the right to refuse to sign this form and that I may revoke my consent, in writing, at any time (except to the extent that the information has already been released). I further understand that refusal to allow disclosure may impact my ability to complete my practicum/internship experience at certain sites.

 Student Name (Printed)

 Student ID #

 Student Signature

 Date

Student Review, Remediation, Retention, and Dismissal Policy

In accordance with CACREP 2016 accreditation recommendations, students are regularly reviewed and monitored by departmental faculty during their matriculation in the CNEP programs. When students fail to exhibit behaviors consistent with the expectations of professionals being prepared as counselors who work with a multitude of clients from diverse backgrounds, the *Student Competency Evaluation Form* (Appendix D) is utilized. The *Professional Issues and Behavior Rating Scale* (Appendix E) may also be used as part of this process. This competency evaluation is used by faculty when a concern is raised about a student's behavior within a class or during an activity sponsored by the TAMU-CC College of Education and Human Development. This form may be used when students engage in conduct, irrespective of its time or location, which raises substantial questions about students' ability to perform their role as a professional counselor. The purpose of the process is to help monitor the profession and to minimize the possibility of harm to future clients and the public.

If, in the professional judgment of the program faculty, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including course work, practica, and internships), the following actions may be taken:

1. *Consultation*: The instructor of record meets with the student to address issues/concerns. When an instructor identifies an issue related to student competency, the instructor of record may initiate a Student Competency Evaluation and consult with the student. If the instructor and student agree, no further action is required. The instructor will submit documentation of the consultation to the student's department file, with a copy of the signed document given to the student.
2. *Probation and Remediation*: The student will be placed on probation and the Department of Counseling and Educational Psychology Review and Retention Committee will develop a remediation plan. This plan will be in writing and will be signed by both the student and the chair of the committee. A copy of the plan will be provided to the student and a copy will be placed in the student's department file. The student's faculty advisor or other faculty member designated by the Department of CNEP Chair will monitor student compliance. The student will be placed on departmental probation; that status will be reviewed at the date for goal attainment or reevaluation.
3. *Voluntary Resignation*: Recommend the student resign from the program.
4. *Dismissal from the Program*: If a student's unacceptable professional and personal behaviors are deemed severe enough, the Department of Counseling and Educational Psychology Review and Retention Committee will forward an immediate dismissal recommendation to the Graduate School.

Probation and Remediation Procedures

If the program faculty determines the student can benefit from a period of remediation, the following steps will be taken:

1. The instructor of record will meet with the student and address the concerning issues. If no resolution can be met, the student will be referred to the Department of Counseling and Educational Psychology Review and Retention Committee.

2. The Department of Counseling and Educational Psychology Review and Retention Committee will meet with the student and inform the student of the identified problem areas noted by the faculty. The Department of Counseling and Educational Psychology Retention Committee is an ad-hoc committee composed of three faculty members from the Department of Educational Psychology, appointed by the Chair of the Department of Counseling and Educational Psychology. The referring instructor will not serve on this committee.
3. A meeting between the student and the Department of Counseling and Educational Psychology Review and Retention Committee will take place to discuss presenting concerns. The student will have the opportunity to present issues and concerns to the Review and Retention Committee.
4. The student and the Department of Counseling and Educational Psychology Review and Retention Committee will develop a plan for remediation of the student's behavior. This plan will (a) behaviorally define the student's problem areas, (b) identify the expected behavior patterns or goals, (c) specify possible methods that could be used to reach these goals, which could include personal counseling, group growth experiences, self-structured behavioral change, additional academic course work or practica, field experiences, or other appropriate methods (d) designate a way in which the goal attainments will be demonstrated, and (e) designate a date for goal attainment or reevaluation.
5. If there is no agreement between the student and the Department of Counseling and Educational Psychology Review and Retention Committee, the committee will forward the recommendation to the Department Chair, with the *Student Competency Evaluation Form* and complete remediation plan. The student will have a right to appeal the decision with the Department Chair.
6. A copy of the approved plan will be provided to the student and a copy will be retained in the student's file in the department office. With respect to the meeting, a remediation plan will be documented.
7. Upon completion of the remediation plan or assigned date, the student will request an evaluation of his or her progress from the Retention and Review Committee chair. The student will provide a report documenting the actions taken to address the remediation plan as well as any other material defined in the *Student Competency Evaluation Form*. After discussion with the student, the Committee will assess whether all elements of the remediation plan have been met. If the student does not request evaluation by the deadline, the remediation plan will be considered incomplete and the student will be subject to recommendation for dismissal.
8. At the Department of Counseling and Educational Psychology Retention Committee meeting in which the student's progress, or lack thereof, is reviewed, the committee will recommend one of these four options:
 - a. *Continuation in the program*: The specified concerns no longer present a significant problem and the student is allowed to continue in the program.

b. *Continued probation and remediation*: If progress is documented on the first evaluation, an updated behavioral plan is prepared, and a date is set for another reevaluation at the program faculty's discretion.

c. *Voluntary resignation*: If satisfactory progress has not been demonstrated and there is little or no expectation that the student can reasonably attain them soon, the Committee may recommend that the student voluntarily withdraw from the program.

d. *Dismissal from the program*: If the student has failed to attain the behavioral goals and there is no expectation that he or she can reasonably attain them in the near future and the student does not voluntarily withdraw from the program, the Committee will recommend to the department that the student be dismissed from the program.

9. If the recommendation from the committee is 8.a or 8.b, the student will be notified in writing, by the Chair of the Department of Counseling and Educational Psychology Review and Retention Committee, of the reevaluation decision.

10. If the recommendation from the committee is 8.c or 8.d, the committee will bring the issues to the departmental faculty meeting and will follow the TAMUCC policy and procedure for academic dismissal in the graduate student catalog. Upon faculty agreement, the Chair of the Committee will meet with the student to discuss voluntary withdrawal. The student will have 10 business days to appeal the decision of the committee to the Department of CNEP Chair. If the Department of CNEP Chair concurs with the decision of the committee, the student will have the opportunity to voluntarily resign from the program. If the student chooses not to resign, the faculty, in consultation with the College of Education and Human Development (COEHD) Dean, may dismiss the student from the counseling program. Students may appeal decisions of the Department of CNEP to the COEHD Dean within 7 business days.

TEXAS A&M UNIVERSITY-CORPUS CHRISTI
CNEP 5397 PRACTICUM

Instructor:
Office/Office Hours:
Office Telephone:
E-mail:

Semester:
Class Date:
Class Time:
Class Location:

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.

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.

Instructional Methods

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.

Learning Objectives

This course is designed to meet 2016 CACREP professional counseling identity standards (Section 2) for all entry-level and doctoral-level programs. The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

- **CACREP II-F-1-k:** strategies for personal and professional self-evaluation and implications for practice. [*Students will complete this objective by completing an Individual Development Plan to assess their own personal and professional development.*]
- **CACREP II-F-2-f:** help-seeking behaviors of diverse clients. [*Students will complete this objective by achieving a score of 80% or higher on their tape presentations and also earn a rating of "good" or above on the final evaluations by site supervisor and university instructor*]

- **CACREP II-F-2-h:** strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. [*Students will complete this objective by achieving a score of 80% or higher on their tape presentations and also earn a rating of “good” or above on the final evaluations by site supervisor and university instructor*]
- **CACREP Standard II-F-5-g:** essential interviewing, counseling, and case conceptualization skills [*Students will complete this objective by achieving a score of 80% or higher on their tape presentations and also earn a rating of “good” or above on the final evaluations by site supervisor and university instructor*]
- **CACREP Standard II-F-5-h:** developmentally relevant counseling treatment or intervention plans [*Students will complete this objective by achieving a score of 80% or higher on their tape presentations, “adequate” or above on relevant clinical items on final site and university evaluations.*]
- **CACREP Standard II-F-5-k:** strategies to promote client understanding of and access to a variety of community-based resources [*Students will earn a rating of “good” or above on relevant items on the mid-semester and final evaluations by the site supervisor*]
- **CACREP Standard II-F-5-l:** suicide prevention models and strategies [*Students will earn a rating of “good” or higher on the lethality assessment rubric.*]
- **CACREP Standard II-F-7-c:** procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide [*Students will earn a rating of “good” or higher on the lethality assessment rubric.*]

Major Course Requirements

1) Practicum Hours

- Students Complete 100 hours in approved practicum setting, at least 40 hours of which are direct counseling services with clients.
- The other 60 hours are indirect counseling services associated with counseling including, but not limited to record keeping and session preparation.

2) Taping and Case Presentations

Students are required to submit two audio/videotapes of clinical work in practicum setting with a real, live client who consented to the taping. One additional tape in which students will role play conducting a lethality assessment is also required. Each of the three tapes will be a minimum of 30 minutes long and no longer than 60 minutes. You will be turning your tapes into the instructor, so

you must provide an encrypted/password-protected flash drive to protect client confidentiality. Below are the requirements for each tape are below:

- Tape #1:

Students will present a 10-minute segment of the session along with a PowerPoint case presentation. No identifying information is to be included in this presentation. Students will also complete the Student Evaluation and the Tape Rating Scale. There is a case presentation template available on Blackboard. The presentation, evaluation, and rating scale all must be uploaded to Blackboard prior to the class prior to your presentation. Do not upload your video to Blackboard. Students must provide an encrypted/password-protected flash drive with their entire session for instructor to review outside of class.

- Tape #2:

Students will present a 10-minute segment of this session along with a PowerPoint case presentation. No identifying information is to be included in this presentation. Students will complete the Tape Rating Scale and a transcript of the 10-minute section of the tape. Having someone else or a transcription service complete this assignment is grounds for failure of the course. The case presentation, rating scale, and transcript should be uploaded to Blackboard prior to your presentation. Students must provide an encrypted/password-protected flash drive with their entire session for instructor to review outside of class.

- Lethality Assessment:

Students will select a partner in class to complete a minimum 30-minute lethality assessment role play. Each student will role play both the counselor conducting the assessment and the client in crisis. The tape will focus on suicide or harm-to-others assessment and intervention. Students will submit a 2-3 page reflective paper concerning the experience of conducting the assessment. This role play will count as one indirect training hour. Students must provide an encrypted/password-protected flash drive with their entire session for instructor to review outside of class.

While students are required to submit the minimum three tapes above, the instructor may require the student to submit additional tapes for viewing of specific counseling skills outside of class. As an added note, 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.

3) Supervision

Students are required to be active participants in several types of supervision: university group supervision, individual/triadic site supervision, and individual doctoral supervision.

- For university group supervision, students are required to attain a minimum of 1.5 hours per week of supervision.
- For site supervision, students are expected to participate in a minimum of one hour per week of triadic/individual supervision with their designated supervisors.
- Doctoral supervision requires a minimum of one hour per week of individual/ triadic supervision with your doctoral supervisor.

All of these hours will be documented on your weekly time logs, but do not count towards your 100-hour practicum total. Both doctoral and site supervisors will be conducting mid-semester and final evaluations on your skills and dispositions. It is your responsibility to remind your supervisors of the deadlines and ensure that your evaluations are completed on-time. 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.

4) Professional Meeting Synopsis

Students are expected to attend one professional meeting during the semester and submit a synopsis of the meeting to the instructor. This synopsis must be 2-3 pages, formatted according to APA 6th edition style, and include thoughtful consideration of the content presented during the meeting.

5) Forms and Evaluations

- Students must complete all required forms, including mid- and final evaluations from site supervisors, via Tevera. Forms *must be signed* and submitted when they are required. Chronic late submission of forms, including logs, will be addressed in your evaluations, including the Professional Issues and Behavior Evaluation.

6) Ethics and Professional Behavior

- Students must abide by the guidelines and policies described in the Internship Manual and departmental Handbook, as well as by appropriate ethical standards as cited in the ACA, ASCA, TEA, TSBEP, and/or TSBEMFT Codes of Ethics as appropriate.

Evaluation and Point Allocation

Evaluation

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 (available in Practicum and Internship Handbook). A student who is asked to leave a practicum 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/doctoral 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.

Point Allocation

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 7th 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.

To note, 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.

Required or Recommended Readings

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.

Additionally, students are also required to purchase the software system called Tevera as the method of documentation. The fee for Tevera is \$100. This software system will be utilized throughout both internships and students will have lifetime access to their materials.

Recommended or supplemental readings:

American Association for Marriage and Family Therapy (2015). *Code of ethics*.

https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx

American Counseling Association (2014). *2014 ACA Code of Ethics*.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). <https://doi.org/10.1176/appi.books.9780890425596>

American School Counselor Association. (2015). *ASCA ethical standards for school counselors*.

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Barnett, J., & Johnson, W. B. (2015). *Ethics desk reference* (2nd ed.). American Counseling

- Association.
- Berman, P. S. (2019). *Case conceptualization and treatment planning: Integrating theory with clinical practice*. (4th ed.). Sage Publications.
- Corey, M. S., & Corey, G. (2016). *Becoming a helper* (7th ed.). Cengage Learning.
- Corey, G., Corey, M. S., & Corey, C. (2019). *Issues and ethics in the helping professions* (10th ed.). Cengage Learning.
- Dougherty, A. M. (2014). *Psychological consultation and collaboration in school and community settings* (6th ed.). Thompson Brooks/Cole.
- Duncan, B. L., Miller, S. D., Wampold, B. E., Hubble, M. A. (2010). *The heart and soul of change: What works in therapy* (2nd ed.). American Psychological Association.
- Gysbers, N. C., & Henderson, P. (2012). *Developing and managing your school guidance program* (5th ed.). American Counseling Association.
- Halbur, D. A. & Halbur, K. V. (2015). *Developing your theoretical orientation in counseling and psychotherapy* (3rd ed.). Pearson Education, Inc.
- Hauser, M., & Hays, D. (2010). The slaying of a beautiful hypothesis: The efficacy of counseling and the therapeutic process. *Journal of Counseling and Development*, 49, 32-44.
<https://doi.org/10.1002/j.2161-1939.2010.tb00085.x>
- Henderson, D., & Thompson, C. (2010). *Counseling children* (8th ed.). Brooks/Cole.
- Hendricks, B.E., Bradley, L.J., Southern, S., Oliver, M., & Birdsall, B. (2011). Ethical code for the International Association of marriage and family counselors. *The Family Journal*, 19, 217-224. doi: 10.1177/1066480711400814
- Herlihy, B., & Corey, G. (2014). *Boundary issues in counseling: Multiple roles and responsibilities*. (3rd ed.). American Counseling Association.
- Herlihy, B., & Corey, G. (2014). *ACA ethical standards casebook*. (7th ed.). American Counseling Association.
- Kendall, P. C. (2018). *Cognitive therapy with children and adolescents: A casebook for clinical practice* (3rd ed.). The Guilford Press.
- Lee, C. (2018). *Counseling for social justice*. (3rd ed.). American Counseling Association.
- Meier, S. T. & Davis, S. R. (2019). *The elements of counseling* (8th ed.). Waveland Press, Inc.
- Okun, B. F. & Kantrowitz, R. E. (2015). *Effective helping: Interviewing and counseling techniques* (8th ed.). Cengage Learning.
- Pope, K. S., & Vasquez, M. J. T. (2010). *Ethics in psychotherapy and counseling: A practical guide*. (4th ed.). Jossey-Bass Publishers.
- Preston, J. D., O'Neal, J. H., & Talaga, M. C. (2017). *Handbook of clinical psychopharmacology for therapists* (8th ed.). New Harbinger.
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). *Multicultural and Social Justice Counseling Competencies*. American Counseling Association.
- Remley, T. P., Rock, W. D., & Reed, R. M. (2017). *Ethical and legal issues in school counseling*. (4th ed.). American School Counselor Association.
- Retts, J. R., Toporek, R. L., & Lewis, J. (2010). *ACA advocacy competencies: A social justice framework*. American Counseling Association.
- Rogers, C. (1951). *Client-centered therapy*. Houghton Mifflin.
- Sue, D. W. & Sue, D. (2013). *Counseling the culturally diverse: Theory and practice* (6th ed.). John Wiley & Sons.
- Seligman, L. & Reichenberg, L.W. (2016). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders*. (5th ed.). John Wiley & Sons.

Texas Education Agency. (2010). *Best practice standards for school counselors*. Austin, TX: Author.

U. S. Department of Health and Human Services. (2014). *The health and well-being of children: A portrait of states and the nation*. [See mchb.hrsa.gov/sch/2-11-12/health/pdfs/nsch11.pdf]

Webber, J. & Mascari, J.B. (2010). *Terrorism, trauma, and tragedies: A counselor's guide to preparing and responding* (3rd ed.). American Counseling Association.

Welfel, E. R. (2016). *Ethics in counseling & psychotherapy* (6th ed.). Thomson/Brooks/Cole.

State Adopted Proficiencies for School 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.

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.

Course Policies

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 hours (excluding weekends & university-recognized holidays).

Late Submissions of Student Work

Late assignments will be accepted up to one week late for a reduced letter grade. After one week late, assignments will not be accepted and you will receive a zero. Chapter reading quizzes and discussion board posts cannot be made up. Most of your assignments will be submitted through Blackboard. It is not an acceptable excuse to say you thought it uploaded when it didn't. You will be able to see if the assignment attached/uploaded correctly. In the event that there is a glitch and Blackboard is not uploading your assignment properly, it is still your responsibility to email me with your assignment attached by the assigned due date and time. Additionally, late completion of practicum documentation/paperwork may result in a reduction in grade in the course.

Academic Integrity and 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, 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.

Attendance

Students must attend all group supervision hours. Much of the learning occurs in the context of the group interaction; thus, full participation in all aspects of group supervision is expected. If illness or emergency requires an absence, the group supervision time must be made up in another section of group supervision with consent of the instructor involved. Students must be on time and remain for the entire class in order to receive credit for the group supervision hours indicated. All electronic devices must be off. If cell phones must remain on due to on-call status, family demands, etc., they must be on courtesy mode and the instructor must be notified in advance. Do

not answer phone calls except in case of emergency. Absence from the classroom due to telephone calls will result in a loss of group supervision time.

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.

Classroom Behavior and Professional Conduct

Texas A&M University-Corpus Christi, as an academic community, requires that each individual 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.

Additionally, students are expected to adhere to the 2014 *Code of Ethics* of the American Counseling Association. Any behavior that is deemed unethical may be grounds for Student Review and Retention policy procedures to be initiated or for dismissal from the program.

Confidentiality

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. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. If you wish to share with others outside the class, *discuss only your own reactions or experiences* and maintain confidentiality regarding other's input. *This is an ethical issue.*

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.

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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.* 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. Just stopping attendance and participation WILL NOT automatically result in your 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.

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://academicaffairs.tamucc.edu/rules_procedures/. 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 Disability Services 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 e-mail. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., e-mails, 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.

Syllabus Disclaimer

While the provisions of this syllabus are as accurate and complete as possible, *the instructor reserves the right to change any portions of the syllabus*. If changes are made to the syllabus, the instructor will inform students regarding such changes. It is also the responsibility of each student to know what changes have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Students are encouraged to ask questions regarding information on the syllabus and course requirements when they receive the syllabus.

This is a fluid syllabus and may be adjusted as time goes on according to our class needs.

IX. Course Schedule and Policies

Date	Topic	Assignments Due
	Introduction to Course Review all forms and time logs	Ethics agreement Site agreement (for each site)
	Group Supervision Assessing for Lethality	Weekly time log
	Group Supervision Case Presentations	Weekly time log Lethality Assessment tape Lethality Assessment reflection paper
	Group Supervision Case Presentations	Weekly time log
	Group Supervision Case Presentations	Weekly time log
	Group Supervision Case Presentations	Weekly time log
	Group Supervision Case Presentations	Weekly time log
	NO CLASS	Mid-Semester evaluations (doc and site)
	SPRING BREAK	
	Group Supervision Case Presentations	Weekly time log
	Group Supervision Case Presentations	Weekly time log

	Group Supervision Case Presentations	Weekly time log
	Group Supervision Case Presentations	Weekly time log
	Group Supervision Case Presentations	Weekly time log Professional Meeting Reflection Due
	Group Supervision Case Presentations	Final evaluations (doc and site)
	Individual Meetings and Final Evaluations with Instructor	Final TSBEPC (All Specialties) TSBEMFT (MCFC) Student Evaluation of Site and Site Supervisor

Lethality Assessment Role Play

Each student will present a reflective self-evaluation of the lethality 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 7th edition style and with your tape of lethality assessment role-play.

This assignment is designed not only for you to show that you can adequately assess for suicide, self-injury, and lethality towards others, 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!)
- If you wish, you may create your own lethality assessment form/checklist to use during the session that includes the acronym of your choice. This 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 lethality 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.

Lethality Assessment Role Play Rubric

Students must attain a rating of “good” or better in all three categories to pass this assignment

	Excellent	Good	Fair-Poor
Assessment for lethality	Student accurately and thoroughly assesses for suicide, self-injury, and homicide risk via direct open and closed questions. Student uses at least one suicide assessment acronym.	Student assesses for suicide, self-injury, and homicide risk, but does not thoroughly cover the material.	Student does not assess for suicide, self-injury, and homicide risk, or does not use a suicide acronym.
Basic Counseling Skills	Student uses basic counseling skills throughout the session, including accurate and nonjudgmental paraphrases and reflections of feeling.	Student uses basic counseling skills at times, including paraphrases and reflections of feeling	Student does not use basic counseling skills, or use is minimal. Student over emphasizes the use of closed questions or becomes overly directive with advice giving.
Reflection Paper	Reflection paper is 2-3 pages and includes thoughtful consideration skills, what the student learned about self. Paper is in APA style and turned in on time.	Reflection paper is 2-3 pages long, and includes some consideration of skills, minor issues with APA style.	Paper is not required length, or not turned in on time. Paper does not include thoughtful consideration of skills or what student learned about self.

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.
5. Treatment goals: overall goals for treatment.
6. Community resources
7. Multicultural and Social Justice Counseling Competencies (MSJCC): how have you applied the MSJCC to this case?
8. This session: brief description of goals for present session and brief description of what is happening during the clip or audio you will play.
9. What you would like from the group: specific feedback about what we should look for
10. Session: insert your clip or audio at this point in presentation. ***Note: Do not upload your presentation with the clip inserted!***
11. Future direction: where you will be going from this point with your client and with your own growth, learning, and development as a counselor.

Case Presentation Rubric

Unacceptable	Acceptable	Excellent
Case presentation appears to be hurriedly assembled with little thought or serious consideration to the requirements; one or more than one of the required elements in the case template is missing; information in presentation has significant issues (ex. Treatment goals do not align with theoretical orientation; hypothesis is entirely incorrect); significant spelling/formatting issues	Includes all elements of the excellent presentation, but may not demonstrate as much depth or critical thinking in conceptualizing client issues; theoretical orientation and treatment goals are properly aligned, but may not be best plan of action for presenting client issues; spelling/formatting issues may be present but they are few	Case presentation includes all required elements and reflects thoughtful and thorough consideration in conceptualizing client issues; theoretical orientation and treatment goals are properly aligned and consistent with presenting client issues; there are no spelling/formatting errors

Practicum Student Self-Evaluation of Session (First Tape)

You are expected to evaluate your performance as a counselor for the 1st 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 (see page 12 of syllabus)

Transcript Format (Second Tape)

The third tape in practicum will be accompanied by the Tape Rating Scale and 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. Having someone else or a transcription service complete this assignment is grounds for failure of the course. ***Within the transcription, identify 10 of your responses. These responses must be numbered, and should be your own responses. For these ten, provide a) your intent, b) a thoughtful consideration of how the client responded, and an c) 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.

Practicum Tape Rating Scale
Department of Counseling and Educational Psychology

This rating scale includes skills emphasized in practicum and adds skills related to specific interventions, diagnosis, and case conceptualization. Internship students are expected to progress toward “good” or “very good” ratings in each of the skill areas shown.

-2	-1	0	1	2
Poor: Skill absent or performance has potential for harm	Unsatisfactory: Some evidence of beginning skill, but insufficient for counseling	Adequate: Evidence of skill but inconsistent in application	Good: Skill generally well performed	Very Good: Skill consistently well performed

Opening/greeting	-2	-1	0	1	2	n/a	n/o
Eye contact	-2	-1	0	1	2	n/a	n/o
Attentive body language	-2	-1	0	1	2	n/a	n/o
Vocal style	-2	-1	0	1	2	n/a	n/o
Use of questions	-2	-1	0	1	2	n/a	n/o
Minimal encouragers	-2	-1	0	1	2	n/a	n/o
Strategic/appropriate silence	-2	-1	0	1	2	n/a	n/o
Restatement/paraphrase	-2	-1	0	1	2	n/a	n/o
Reflection of feeling	-2	-1	0	1	2	n/a	n/o
Being “present” with the client	-2	-1	0	1	2	n/a	n/o
Appropriate and collaborative goal setting	-2	-1	0	1	2	n/a	n/o
Immediacy	-2	-1	0	1	2	n/a	n/o
Awareness of and attention to meaning	-2	-1	0	1	2	n/a	n/o
Accurate diagnosis using DSM 5	-2	-1	0	1	2	n/a	n/o
Use of theoretically and client-specific appropriate interventions	-2	-1	0	1	2	n/a	n/o
Appropriate treatment planning	-2	-1	0	1	2	n/a	n/o

TEXAS A&M UNIVERSITY – CORPUS CHRISTI
CNEP 5698 INTERNSHIP

Instructor:
Office/Office Hours:
Office Telephone:
Email:

Semester:
Class Date:
Class time:
Class Location:

Course Description

Internship. A minimum of 600 clock hours of supervised counseling experiences, including 240 hours of direct service with clients. Clinical setting must be approved and appropriate to the student's emphasis. The semester prior to enrollment, the student must complete the internship application process.

Prerequisites: CNEP 5397 and CNEP 5381. Additional prerequisites include CNEP 5316 for School Counseling program emphasis; CNEP 5319 for the Clinical Mental Health program emphasis; CNEP 5320 for the Marriage, Couple and Family Counseling program emphasis; and, CNEP 5312 for the Addictions program emphasis.

Course Requirements for One Semester of Internship (3 semester hours): substantial progress towards 300 clock hours of supervised counseling experiences for Internship I and completion of 600 clock hours of supervised counseling experiences for Internship II, including 240 hours of direct service with clients across a minimum of two semesters of Internship (6 hours credit).

Instructional Methods

Learning objectives will be met using multiple instructional strategies including group discussion; demonstrations; in-class simulations; video exercises and tape review; case studies; and individual, triadic, and/or group supervision.

Learning Objectives

This course is designed to meet 2016 CACREP professional counseling identity standards (Section 2) for all entry-level and doctoral-level programs. The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

- **CACREP Standard 5-II-F-1-k:** strategies for personal and professional self-evaluation and implications for practice. [*Students will successfully complete this learning objective by completing the Individual Development Plan to assess their own personal and professional development and earn an “acceptable” or higher on the self-reflection paper as evidenced by the rubric*]
- **CACREP Standard 5-II-F-1-m:** the role of counseling supervision in the profession. [*Students will successfully complete this learning objective by earning an “acceptable” or*

higher on the supervision paper]

- **CACREP Standard II-F-2-f:** help-seeking behaviors of diverse clients [*Students will successfully complete this learning objective by earning an “acceptable” or higher on the case presentation as evidenced by the rubric]*
- **CACREP Standard 5-II-F-2-h:** strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination [*Students will successfully complete this learning objective by earning an “acceptable” or higher on the case presentation as evidenced by the rubric]*
- **CACREP Standard 5-II-F-5-c:** theories, models, and strategies for understanding and practicing consultation. [*Students will successfully complete this learning objective by earning an “acceptable” or higher on the consultation paper as evidenced by the rubric.*]
- **CACREP Standard 5-II-F-5-g:** essential interviewing, counseling, and case conceptualization skills. [*Students will successfully complete this learning objective by earning an “acceptable” or higher on their tape presentations as evidenced by the rubric and also earn a rating of “good” or above on the final evaluations by site supervisor and university instructor.*]
- **CACREP Standard 5-II-F-5-h:** developmentally relevant counseling treatment or intervention plans [*Students will successfully complete this learning objective by earning an “acceptable” or higher on their case presentations as evidenced by the rubric, “adequate” or above on relevant clinical items on final site and university evaluations.*]
- **CACREP Standard 5-II-F-5-i:** development of measurable outcomes for clients. [*Students will successfully complete this learning objective by earning an “acceptable” or higher on their case presentations as evidenced by the rubric.*]
- **CACREP Standard 5-II-F-5-k:** strategies to promote client understanding of and access to a variety of community-based resources. [*Students will successfully complete this learning objective by earning a rating of “good” or above on relevant items on the mid-semester and final evaluations by the site supervisor.*]
- **CACREP Standard 3-J:** After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. [*Students will successfully complete this learning objective by earning 600 clock hours of supervised counseling internship as evidenced by submission of time logs that include student, site supervisor, and university supervisor signatures.*]
- **CACREP Standard 3-K:** Students complete at least 240 clock hours of direct service. [*Students will successfully complete this learning objective by earning at least 240 clock hours of direct service evidenced by submission of time logs that include student, site supervisor, and university supervisor signatures.*]
- **CACREP Standard 3-L:** Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship,

provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member. *[Students will successfully complete this learning objective as evidenced by submission of time logs that include student, site supervisor, and university supervisor signatures.]*

- **CACREP Standard 3-M:** Internship students participate in an average of 1.5 hours per week of group supervision on a regular schedule throughout the internship. 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. *[Students will successfully complete this learning objective as evidenced by submission of time logs that include student, site supervisor, and university supervisor signatures.]*

Major Course Requirements

1) Internship Hours

- Students must complete substantial progress towards 300 hours for each internship class with a minimum of 120 hours of direct counseling services. In total, students are expected to earn a minimum 600 hours with a minimum 240 direct counseling services over the course of both internships. A marriage, couple, and family counseling emphasis requires a systemic focus with a minimum of 80 hours (1/3) of the total 240 direct counseling hours being with couples or family units/subunits. Students pursuing the addictions program emphasis must obtain at least half of their combined internship overall hours in a setting serving clients with substance abuse concerns. Students in the addictions program who wish to pursue LCDC licensure are advised to check licensure requirements as a minimum number of hours in specific areas may be required. Please note that additional documentation for specific areas required for the LCDC are your responsibility and will require documentation in addition to the internship log. Students pursuing the school counseling program emphasis must complete both internships in a school setting that provides the opportunity to participate in a developmental school counseling program.
- Per CACREP requirements, students in all tracks must complete 10 hours of group counseling over the course of their internship. If you are in Internship II and have no group counseling hours, you must receive all 10 hours in the present semester.

2) Taping and Case Presentations

- Students must complete at least two case presentations, including audio/video recordings of counseling work, utilizing the format described herein. At least one recording must be accompanied by a transcript, using the format provided in this syllabus or, alternatively, provided by the instructor. Having someone else or a transcription service complete this assignment is grounds for failure of the course. At least one case presentation for those in the marriage, couple, and family specialty must be with a couple or family unit/subunit. At least one case presentation for those in the addictions specialty must clearly address a substance use-related issue.
- Students must get signed consent to audio/video record their clients. Students are expected to get consents at the very beginning of the semester, get consents from

multiple clients, and record multiple clients in case a client cancels before a case presentation and for their own feedback purposes. Having a client cancel before you are scheduled to present is not an excuse to miss an assigned presentation day and will result in a late penalty. Further, having multiple tapes allows you to show them to your site supervisor as well as watching them yourself to enhance your own counseling and self-analysis skills.

- While students are only showing parts of their taped session during the presentation, students are required to tape the entire session and bring it to class for the presentation. The instructor reserves the right to request to see additional footage of the tape or may request to see the entire duration of the taped session.
- Each case presentation is worth 30 points. The transcript is worth 5 points.

3) Supervision

- Each student will attend an average of 1.5 hours per week of group supervision and 1 hour of weekly individual supervision as scheduled by the site supervisor. **Please note: You must obtain all group supervision hours required during a semester** in order to receive a grade in this course. If you must miss a scheduled group supervision, consult with the instructor about how to make up the time. Students who are not making substantial progress toward accumulation of hours should consult with their instructor. Failure to obtain sufficient hours is not, in and of itself, grounds for an incomplete. Students must demonstrate effort to address insufficient hours, including discussion with the instructor during the progression of the course.
- 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 in Tevera. 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 via Tevera. Failure to do so may result in loss of any hours accrued under the new supervisor. Please notify your instructor immediately if there are times when your supervision will be conducted by another individual (e.g., vacation of the site supervisor) to ensure you are in compliance with standards. If there is one individual at your site who signs all site supervision agreements, your agreement may be co-signed by that individual in the space marked Other on the site supervisor agreement.

4) Reflective Paper

- All internship students will submit an evaluative reflection paper by the second class period assessing current skill level, skills to be enhanced during the course, steps that will be taken to enhance those skills, and values or attitudes that have been challenged in the practicum or internship experience to date. This paper should reflect critical thinking about one's own process in development as a counselor. Refer to the rubric for specific instructions and a description of how credit will be awarded.

5) Supervision Paper

Internship I students will submit a research paper that explains the discrimination model of supervision and one other specific clinical supervision model. This paper should be well-

written and meet graduate-level expectations (i.e., proper spelling, grammar, punctuation, APA format - title page, headings, reference page etc.). The paper must include tenets of models discussed as well as ethical, multicultural, and diversity issues identified in the literature that pertain to counseling supervision in general as well as the specific models presented. Some supervision models include:

- 1. Psychotherapy-Based Supervision Models**
 - a. Psychodynamic
 - b. Humanistic-relationship
 - c. Cognitive-behavioral
 - d. Systemic
 - e. Constructivist
- 2. Developmental Supervision Models**
 - a. Loganbill, Hardy, and Delworth's Model
 - b. Integrated Developmental Model (Stoltenberg & McNeill)
 - c. Systemic Cognitive-Developmental Supervision Model
 - d. Reflective Developmental Models
 - e. The Ronnestad and Skovholt Lifespan Developmental Model
- 3. Supervision Process Models**
 - a. The Discrimination Model
 - b. Holloway's Systems Approach to Supervision
- 4. Second-Generation Models of Supervision**
 - a. Common-Factors Model
 - b. Evidence-Based Supervision

Please refer to the rubric for additional requirements and instructions.

6) Consultation Paper

- Internship II students will submit a research paper discussing models of counseling consultation. The paper must appropriately identify consultation model that can be used with parents, teachers, and/or other mental health professionals. This paper should include current research and incorporate cultural considerations. Refer to the rubric for specific instructions and a description of how credit will be awarded.

7) Forms and Evaluations

- Complete all required forms, including mid- and final evaluations from site supervisors, via Tevera. Forms *must be signed* and submitted when they are required. Chronic late submission of forms, including logs, will be addressed in your evaluations, including the Professional Issues and Behavior Evaluation.
- Internship II students will complete the final IDP and meet with their faculty advisor to review their results. The student will attest to this meeting in writing.
- Instructors will complete a final evaluation of each student's clinical skills and professional conduct at the end of the semester.
- School counselors, Dr. Backer must provide two observations for internship I (with the first observation within 6 weeks of class) and one observation for internship II students.

You must provide Dr. Backer with a list of available times for her to conduct observations on classroom guidance lessons, small group counseling, or individual counseling.

8) Ethics and Professional Behavior

- Students must abide by the guidelines and policies described in the Internship Manual and departmental Handbook, as well as by appropriate ethical standards as cited in the ACA, ASCA, TEA, TSBEP, and/or TSBEMFT Codes of Ethics as appropriate. See below the notes for more specific language regarding professional behavior.

Point Allocation

Case presentations (@ 30 points each)	60 points
Transcript	5 points
Reflection paper	10 points
Supervision paper or consultation paper	15 points
Group supervision participation	5 points
On-time submission of all forms and evaluations	5 points
Total	100 points

Grading scale

90-100 points = A
80-89 points = B
70-79 points = C
60-69 points = D
59 points and below = F

Grade assignment is based on your performance in all aspects of the class listed above as well as your performance at the internship site during the entire semester. Please note that no grade below B in internship will be applied toward the degree. If you receive a grade of C and below, you will be required to retake the internship course.

There is also one caveat that is factored into receiving a passing grade for this course. Regarding professional behaviors, please note the following:

In addition to completing all assignments on-time and demonstrating effective and appropriate use of counseling skills, students are expected to demonstrate professional behaviors both in class and at the internship site. Students' professional conduct and behavior are continually assessed throughout the semester by both the site supervisor and faculty instructor. Faculty instructors complete a final evaluation of the student's clinical skills and professional behaviors at the end of the semester. Though a student may have earned enough points to pass internship and also received adequate to excellent ratings on the clinical skills, repetitive or serious negative ratings on the Professional Issues and Behavior Rating Scale will result in failing grade for the course. Additionally, 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. Earning a failing grade in internship requires re-taking of the course.

Required or Recommended Readings

Required readings:

Practicum/Internship Handbook and the Multicultural and Social Justice Counseling Competencies (available via BlackBoard or the CNEP Departmental website).

Additionally, students are also required to purchase the software system called Tevera as the method of documentation. The fee for Tevera is \$100. This software system will be utilized throughout both internships, and students will have lifetime access to their materials.

Recommended or supplemental readings:

American Association for Marriage and Family Therapy (2015). *Code of ethics*.

https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx

American Counseling Association (2014). *2014 ACA Code of Ethics*.

<http://www.counseling.org/resources/ethics.htm>

American Psychiatric Association. (2013). *DSM 5*.

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American School Counselor Association (2016). *ASCA ethical standards for school counselors*.

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- Whitman, L. (2015). The application of child analytic principles to educational models, school consultations, and psychopharmacology. *Psychoanalytic Study of the Child*, 69, 293-295.

State Adopted Proficiencies for School Counselors

School Counselor Standard I: Learner-Centered Knowledge

The professional school counselor must have a broad knowledge base.

School Counselor 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 as outlined in *The Texas Model for Comprehensive School Counseling Programs*.

School Counselor Standard III: Learner-Centered Process

The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on *The Texas Model for Comprehensive School Counseling Programs* that promotes learners' knowledge, skills, motivation, and personal growth.

School Counselor Standard IV: Learner-Centered Equity and Excellence for All Learners

The professional school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

School Counselor Standard V: Learner-Centered Communications

The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

School Counselor Standard VI: Learner-Centered Professional Development

The professional school counselor pursues continuous professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

TExES Competencies (COE)

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, which 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 can 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.

Course Policies

Tevera and Logs

All practicum and internship logs and evaluations will be completed and signed via Tevera. Students must register for Tevera prior to enrolling in practicum.

Attendance

Students must attend all group supervision hours. Much of the learning occurs in the context of the group interaction; thus, full participation in all aspects of group supervision is expected. If illness or emergency requires an absence, the group supervision time must be made up in another section of group supervision with consent of the instructor involved. Students must be on time and remain for the entire class in order to receive credit for the group supervision hours indicated. All electronic devices must be off. If cell phones must remain on due to on-call status, family demands, etc., they must be on courtesy mode and the instructor must be notified in advance. Do not answer phone calls except in case of emergency. Absence from the classroom due to telephone calls will result in a loss of group supervision time.

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.

Group Supervision and Confidentiality

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.**

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 hours (excluding weekends & university-recognized holidays).

Late Submissions of Student Work

All paperwork must be submitted by due dates. Continuing to work in your internship site without appropriate documentation is a serious violation and will be dealt with as such. Late assignments will be accepted up to one week late for a reduced letter grade as calculated by the points (i.e., 20 point assignment starts off automatically at 17.8 (89%) after the original deadline). After one week late, assignments will not be accepted and you will receive a zero for the assignment. Most of your assignments will be submitted through Blackboard. It is not an acceptable excuse to say you thought it uploaded when it did not. You will be able to see if the assignment attached/uploaded correctly. In the event that there is a glitch and Blackboard is not uploading your assignment properly, it is still your responsibility to email the instructor with your assignment attached by the assigned due date and time

Cell Phone/Electronic Device Usage

Cell phones and laptops are not permitted in class unless specifically instructed by the instructor. If cell phones or laptops are used during class without explicit instruction from the instructor, participation points will be deducted. There will be no courtesy warning.

Extra Credit

As a rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points or to assign alternative/additional work for credit will be denied.

Academic Integrity and Plagiarism

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 everyone 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. Since this is an online course, please practice proper netiquette and respect the experience of all students enrolled in the course.

Regarding the assignment of “grades” or, in this course specifically, points, grades/points are earned and not given. The expectation of earning a perfect score on every assignment is unrealistic. This is a rigorous graduate program in which students will be training to work with clients in vulnerable situations, so the assignment demands are high. With this expectation of excellence, students are welcome and encouraged to inquire about how to improve their grades/points in class. In doing so, students are expected to maintain respectful and professional behavior during such inquiry. Discussion of grades will be focused on the student’s own work in reference to the assigned rubric and instructions. Discussing the work of other students in comparison your own is not permitted.

Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez (Samuel.ramirez@tamucc.edu) or Deputy Title IX Coordinator, Rosie Ruiz (Rosie.Ruiz@tamucc.edu) x 5826 or visit website at [Title IX/Sexual Assault/Pregnancy](#).

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including

sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me.

These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a **confidential** setting, you are encouraged to make an appointment with counselors in the [University Counseling Center](#).

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. Documents are accessible through the University Rules Web site at http://academicaffairs.tamucc.edu/rules_procedures/. For assistance 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 Disability Services 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 e-mail. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., e-mails, 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.

Syllabus Disclaimer

While the provisions of this syllabus are as accurate and complete as possible, *the instructor reserves the right to change any portions of the syllabus*. If changes are made to the syllabus, the instructor will inform students regarding such changes. It is also the responsibility of each student to know what changes have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Students are encouraged to ask questions regarding information on the syllabus and course requirements when they receive the syllabus.

Tentative Course Schedule

Date	Topic	Due
	Review syllabus assignments/requirements See Blackboard for required forms Sign up for case presentations Group Supervision	Site Agreement(s) Ethics Agreement
	Case Presentations Group Supervision	First Reflection Paper Due Weekly Logs
	Case Presentations Group Supervision	Weekly Logs
	Case Presentations Group Supervision	Weekly Logs
	Case Presentations Group Supervision	Weekly Logs Optional Supervision Paper Draft (Internship I) Optional Consultation Paper Draft (Internship II)
	Case Presentations Group Supervision	Mid-Semester Evaluation Due Weekly Logs
	Case Presentations Group Supervision	Weekly Logs

	Case Presentations Group Supervision	Weekly Logs Supervision Paper (Internship I) Consultation Paper (Internship II)
	Case Presentations Group Supervision	Weekly logs
	Case Presentations Group Supervision	Weekly logs
	Case Presentations Group Supervision	Weekly logs
	Case Presentations Group Supervision	Weekly logs
	Case Presentations Group Supervision	Weekly logs
	Reading Day No class	Site Supervisor Final Evaluation
	Final Student Evaluations with Faculty	Verification Forms: Final TSBEP (All Specialties) TSBEMFT (MCFC) Student Evaluation of Site and Site Supervisor

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 is **approximately ONE hour long (i.e., 30 minutes to present content, 15 -18 minutes of clips, and 10 – 12 minutes for feedback/discussion)** and is worth 30 points. Presentation must include the following:

1. Intern name, site name, and date of presentation
2. Background information including age, biological sex, gender, ethnicity, race, support systems/strengths/protective factors, challenges/barriers the client faces, previous treatment, assessments completed, other significant information/contextual factors (i.e., SES, social and cultural issues, abilities status, legal and/or ethical issues, and relevant personal history etc.), presenting problems. ***Do not include identifying information (2.5 points)***
3. Diagnostic impression including full DSM-5 diagnosis (required for all students) and mental status exam **(1.5 points)**
4. Theoretical Foundation & Hypothesis: Discuss your theory-based and/or evidenced-based, culturally appropriate counseling approach with this client. Please demonstrate a clear understanding and application of your approach and state your hypotheses **(based in theory)** about what is going on with your client(s). **(3 points)**
5. Case conceptualization: Discuss how your theory-based and/or evidenced-based, culturally appropriate counseling approach conceptualizes and/or explains the causes of your client(s) presenting concerns. **(3 points)**
6. Treatment goals: Include at least 2 goals and relevant objectives and interventions. **(2 points)**
7. Community resources **(.5 points)**
8. Multicultural and Social Justice Counseling Competencies (MSJCC): how have you applied the MSJCC to this case? **(1.5 points)**
9. Demonstration of counseling skills: Show brief clips (up to 10 minutes) of what you did well and/or are proud of (i.e., clips that demonstrate basic and ***advanced*** counseling skills/techniques you used in this session) **(12.5 points)**. ***Do not upload your presentation with the clips inserted!***
10. Future direction: where will you be going from this point with your client and with your own growth, learning, and development as a counselor? What basic and ***advanced*** counseling skills/techniques do you plan to use with your client in the future? Also, briefly discuss how you are or will be evaluating your work/progress with this client **(1.5 points)**
11. Counseling session segment: Identify the goals for present session and briefly describe what is happening during the clip or audio you will play, ask 2 **specific** questions to solicit feedback from your peers and instructor, and play your clip or audio (5-8 minutes). ***Do not upload your presentation with the clip inserted!(2 points)***
12. References

Case Presentation Rubric
Internship I and II

Does Not Meet Expectations (20 points and below)	Meets Expectations (21-25 points)	Exceeds Expectations (26-30 points)
<p>Case presentation and assignment appear to be hurriedly assembled with little thought or serious consideration to the requirements; information is not communicated clearly and effectively; one or more of the required elements in the case presentation template and transcript template are missing; information in presentation has significant issues (ex. hypothesis not correctly rooted in theoretical orientation; Treatment plan does not align with theoretical orientation and/or client's needs and diagnosis; demonstrates inappropriate and/or ineffective use of basic and advanced counseling skills; inadequate personal reflection and professional self-evaluation regarding growth and development as a counselor; inadequate or superficial completion of transcript components (i.e., lacks thoughtful consideration and in depth reflection on clinical skills & performance etc.); significant issues with spelling/grammar/formatting; presentation does not meet time requirement.</p>	<p>Case presentation appears well-prepared and information is communicated clearly and effectively. Includes all required elements of the presentation, but does not demonstrate as much depth or critical thinking in conceptualizing client issues; hypothesis is somewhat rooted in theoretical orientation (i.e., has some minor flaws); theoretical orientation and treatment plan are properly aligned, but may not be best plan of action for presenting client's needs and diagnosis; demonstrates appropriate and effective use of basic counseling skills, however advanced counseling skills not adequately demonstrated; adequate personal reflection and professional self-evaluation regarding growth and development as a counselor; adequate completion of transcript components (i.e., shows some thoughtful consideration and reflection on clinical skills and performance etc.); minimal issues with spelling/grammar/formatting; presentation meets time requirement.</p>	<p>Case presentation and assignment appear well-prepared and information is communicated clearly and effectively. Case presentation and assignment include all required elements and reflect thoughtful and thorough consideration in conceptualizing client issues; hypothesis is correctly rooted in theoretical orientation; theoretical orientation and treatment plan are properly aligned and consistent with presenting client's needs and diagnosis; demonstrates appropriate and effective use of basic and advanced counseling skills; in-depth personal reflection and professional self-evaluation regarding growth and development as a counselor; thoughtful and thorough completion of transcript components (i.e., shows in depth consideration and reflection on clinical skills and performance etc.); no errors in spelling/grammar/formatting; presentation meets time requirement.</p>

Transcript Rubric and Format (5 points)

Does Not Meet Expectations (0-1 point)	Meets Expectations (2-3 points)	Exceeds Expectations (4-5 points)
Transcript assignment is incomplete and/or appears hurried with little thought or consideration to the assignment. One or more of the required elements is missing. Inadequate or superficial completion of transcript components (i.e., lacks thoughtful consideration and in-depth reflection on clinical skills & performance, etc.); significant issues with spelling/grammar/formatting; presentation does not meet time requirement.	Transcript appears well-prepared and includes all required components; adequate completion of transcript components (i.e., shows some thoughtful consideration and reflection on clinical skills and performance, etc.); minimal issues with spelling/grammar/formatting; presentation meets time requirement.	Transcript appears well-prepared and includes all required components; transcript reflects thoughtful and thorough consideration of components (i.e., shows in depth consideration and reflection on clinical skills and performance, etc.); no errors in spelling/grammar/formatting; presentation meets time requirement.

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.

Student Name:	Session #	Theoretical Model	
Exchange	Intent/Skill	What happened?	Alternate response or direction

****Note:** Individual instructors may provide alternative instructions about the transcript.

Evaluative Reflective Paper Grading Rubric

*This paper should be 4-5 pages in length.
Internship I and II*

All internship students will submit an evaluative reflection paper assessing (a) current skill level, (b) skills to be enhanced during the course, (c) steps that will be taken to enhance those skills, and (d) values or attitudes that have been challenged in the practicum or internship experience to date. The paper must also include an introduction and conclusion. Students will also attach a completed copy of the Internship Rating Scale that assesses their current skill level. This is not included in the minimum page count. This paper should reflect critical thinking about one's own process in development as a counselor. Paper should be consistent with APA style guidelines, including an appropriate title page, headings, margins, and spacing (no abstract is necessary).

	Rating/Scoring
Content	<p>Does Not Meet Expectations (0-3 points)</p> <ul style="list-style-type: none"> - Paper is missing required components from “exceeds expectations.” - Paper appears to be hurried with little-to-no thought given to required components. <p>Meets Expectations (4-5 points)</p> <ul style="list-style-type: none"> - Paper includes all of the required components under “exceeds expectations.” - Paper is considered superficial and somewhat developed. - Paper is lacking in depth, detail, thoughtfulness, and/or insight. <p>Exceeds Expectations (6-7 points)</p> <ul style="list-style-type: none"> - Paper includes all of the following components: <ul style="list-style-type: none"> - Assessment of current skill level including, but not limited to, microskills, advanced skills, theory integration, case conceptualization, etc. - Specific skills to be enhanced during the course - Specific and concrete steps taken to enhance skills - Values, attitudes, and assumptions that have been challenged in practicum and/or internship - Paper demonstrates critical thinking about one's personal development as a counselor. - Paper provides thoughtful and intentional assessment of current skill level, values, and specific steps to address deficits.
Writing Style and Format	<p>Does Not Meet Expectations (0 point)</p> <ul style="list-style-type: none"> - There is no adherence to APA format. - Paper is rife with spelling, grammatical, and punctuation errors. - Paragraph structure, flow, and organization of paper are not evident. - Writing is not considered graduate-level work. - Paper is shorter than 4 pages or longer than 5 pages (title page and reference page excluded).

	<p>Meets Expectations (>0-1 points)</p> <ul style="list-style-type: none"> - Paper includes all necessary components listed in “exceeds expectations.” - There is evidence of adherence to APA format, but still has errors. - Paper has several spelling, grammatical, and punctuation errors. - Paragraphs need more structure. - At times, flow and organization of paper is choppy and hard to follow. <p>Exceeds Expectations (2-3 points)</p> <ul style="list-style-type: none"> - Paper includes all of the following components: <ul style="list-style-type: none"> - Title page - Introduction - Conclusion - Minimum of 4 pages and a maximum of 5 pages (excluding title page and references) - Paper is well-written, organized, and considered graduate-level work. - There are few to no grammatical and spelling errors.
<p>Internship Rating Scale</p>	<p>Does Not Meet Expectations (0 point)</p> <ul style="list-style-type: none"> - Internship Rating Scale is not complete and/or not attached to paper. <p>Meets Expectations (1 point)</p> <ul style="list-style-type: none"> - Internship Rating Scale is complete and attached to paper.

Supervision Paper Grading Rubric

*This paper should be a total of 8 – 10 pages in length.
Internship I students only*

	Rating/Scoring
Content	<p>Does Not Meet Expectations (0-6 points)</p> <ul style="list-style-type: none"> - Paper is missing required components from “exceeds expectations.” - Paper appears to be hurried with little-to-no thought given to the required components. <p>Meets Expectations (7-8 points)</p> <ul style="list-style-type: none"> - Paper includes all of the required components under “exceeds expectations.” - Paper is considered superficial and somewhat developed. - Paper is lacking in depth, detail, thoughtfulness, and/or insight. <p>Exceeds Expectations (9-10 points)</p> <ul style="list-style-type: none"> - Paper includes all of the following components: <ul style="list-style-type: none"> - Brief definition of clinical supervision - Brief definition of both the discrimination model of supervision <u>and</u> one other specific clinical supervision model of your choice - Tenets of each model are discussed (i.e., the basis of the model, goals of the model, how supervisee development/change occurs, what factors contribute to change/development, appropriate roles of the supervisor, supervisory techniques) - Ethical issues in supervision - Multicultural and diversity issues addressed in supervision - Discussion of personal experience of individual supervision based on what has been learned via research for this paper - Paper provides a thorough and detailed review of the above components.
Writing Style and Format	<p>Does Not Meet Expectations (0 point)</p> <ul style="list-style-type: none"> - There is no adherence to APA format. - Paper is rife with spelling, grammatical, and punctuation errors. - Paragraph structure, flow, and organization of paper are not evident. - Writing is not considered as graduate-level work - Paper is shorter than 8 pages or longer than 10 pages (title page and references excluded). <p>Meets Expectations (>0-2.5 points)</p> <ul style="list-style-type: none"> - Paper includes all necessary components listed in “exceeds expectations.” - There is evidence of adherence to APA format, but still has errors. - Paper has several spelling, grammatical, and punctuation errors. - Paragraphs need more structure. - At times, flow and organization of paper is choppy and hard to follow.

	<p>Exceeds Expectations (>2.5-5 points)</p> <ul style="list-style-type: none">- Paper includes all of the following components:<ul style="list-style-type: none">- Title page- Introduction- Conclusion- Minimum of 8 pages and a maximum of 10 pages (excluding title page and references)- Paper is well-written, organized, and considered graduate-level work.- There are few to no grammatical and spelling errors.
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Consultation Paper Grading Rubric

*This paper should be 4-6 pages in length.
Internship II students only*

Describe, on the basis of professional literature, a practical consultation model to use when working with parents, teachers, or other mental health professionals. Within the discussion, include references to consultation theories and address (a) consultation stages, (b) cultural considerations, (c) consultation goal setting, and (d) how you will evaluate consultation effectiveness. Next, reflect on your time in practicum and internship I, if applicable, and write about an instance when you used (or could have used) a consultation model. Describe your role in the consultation as well as the role of others using the model you previously identified. Include any relevant interventions or techniques. Paper should use a minimum of three peer-reviewed references and be consistent with APA style guidelines, including an appropriate title page, headings, margins, and spacing (no abstract is necessary).

	Rating/Scoring
Content	<p>Does Not Meet Expectations (0-9 points)</p> <ul style="list-style-type: none"> - Paper is missing required components from “exceeds expectations.” - Paper appears to be hurried with little-to-no thought given to the required components. <p>Meets Expectations (10-12 points)</p> <ul style="list-style-type: none"> - Paper includes all of the required components under “exceeds expectations.” - Paper is considered superficial and somewhat developed. - Paper is lacking in depth, detail, thoughtfulness, and/or insight. <p>Exceeds Expectations (13-15 points)</p> <ul style="list-style-type: none"> - Paper includes all of the following components: <ul style="list-style-type: none"> - Brief definition of consultation - Description of at least one consultation model including various roles of each person involved in consultation and stages of consultation, if applicable - Identification of goals or outcomes associated with consultation model - Description of relevant techniques or interventions that are applicable with this consultation model - Discussion of relevant cultural considerations - Description of how you would evaluate the consultation’s effectiveness - Discussion of personal experience from practicum or internship where consultation was utilized or should have been utilized - In the context of the consultation theory you previously identified, describe your role in the consultation as well as the role of others - Paper provides a thorough and detailed review of the above components.
Writing Style and Format	<p>Does Not Meet Expectations (0 point)</p> <ul style="list-style-type: none"> - There is no adherence to APA format. - Paper is rife with spelling, grammatical, and punctuation errors.

- Paragraph structure, flow, and organization of paper are not evident.
- Writing is not considered as graduate-level work.
- Paper is shorter than 4 pages or longer than 6 pages (excluding title page and reference page).

Meets Expectations (>0-2.5 points)

- Paper includes all necessary components listed in “exceeds expectations.”
- There is evidence of adherence to APA format, but still has errors.
- Paper has several spelling, grammatical, and punctuation errors.
- Paragraphs need more structure.
- At times, flow and organization of paper is choppy and hard to follow.

Exceeds Expectations (>2.5-5 points)

- Paper includes all of the following components:
 - Title page
 - Introduction
 - Conclusion
 - Minimum of 4 pages and a maximum of 6 pages (excluding title page and references)
- Paper is well-written, organized, and considered graduate-level work.
- There are few to no grammatical and spelling errors.

Internship Tape Rating Scale
Department of Counseling and Educational Psychology

This rating scale includes skills emphasized in practicum and adds skills related to specific interventions, diagnosis, and case conceptualization. Internship students are expected to progress toward “good” or “very good” ratings in each of the skill areas shown.

-2	-1	0	1	2
Poor: Skill absent or performance has potential for harm	Unsatisfactory: Some evidence of beginning skill, but insufficient for counseling	Adequate: Evidence of skill but inconsistent in application	Good: Skill generally well performed	Very Good: Skill consistently well performed

Opening/greeting	-2	-1	0	1	2	n/a	n/o
Eye contact	-2	-1	0	1	2	n/a	n/o
Attentive body language	-2	-1	0	1	2	n/a	n/o
Vocal style	-2	-1	0	1	2	n/a	n/o
Use of questions	-2	-1	0	1	2	n/a	n/o
Minimal encouragers	-2	-1	0	1	2	n/a	n/o
Strategic/appropriate silence	-2	-1	0	1	2	n/a	n/o
Restatement/paraphrase	-2	-1	0	1	2	n/a	n/o
Reflection of feeling	-2	-1	0	1	2	n/a	n/o
Being “present” with the client	-2	-1	0	1	2	n/a	n/o
Appropriate and collaborative goal setting	-2	-1	0	1	2	n/a	n/o
Immediacy	-2	-1	0	1	2	n/a	n/o
Awareness of and attention to meaning	-2	-1	0	1	2	n/a	n/o
Accurate diagnosis using DSM IV or 5	-2	-1	0	1	2	n/a	n/o
Use of theoretically and client-specific appropriate interventions	-2	-1	0	1	2	n/a	n/o
Appropriate treatment planning	-2	-1	0	1	2	n/a	n/o

Professional Issues and Behavior Rating Scale
Department of Counseling and Educational Psychology
(for use by faculty instructor in final evaluation)

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.

1	2	3	4	5
Poor: Consistently or usually performs in a way that is unacceptable or inconsistent with professional behavior	Unsatisfactory: Often behaves in a way that is unacceptable or inconsistent with professional behavior; however, there is some evidence of growth	Adequate: Evidence of professional behavior at a level consistent with the counselor-in-training's development; however, there is inconsistency	Good: Professional behavior generally demonstrated	Excellent: Professional behavior consistently demonstrated to a high degree

Is open and receptive to supervision	1	2	3	4	5	N/O*
Is prepared for supervision	1	2	3	4	5	N/O
Willingly makes changes in response to supervision	1	2	3	4	5	N/O
Actively solicits feedback about their work	1	2	3	4	5	N/O
Receptive to feedback from peers	1	2	3	4	5	N/O
Is actively attentive when peers present their work	1	2	3	4	5	N/O
Provides appropriate and useful feedback to peers	1	2	3	4	5	N/O
Demonstrates ability to be self-reflective about work with clients	1	2	3	4	5	N/O
Demonstrates ability to be self-reflective about personal attitudes, behaviors, and beliefs	1	2	3	4	5	N/O
Demonstrates good interpersonal skills with peers	1	2	3	4	5	N/O

Demonstrates a collaborative stance with peers	1	2	3	4	5	N/O
Adheres to general standards of professional ethics and practice (e.g., ACA, IAMFC)	1	2	3	4	5	N/O
Demonstrates knowledge of and adheres to state regulatory rules and regulations (e.g., TSBEPC, TSBEMFT, TEA)	1	2	3	4	5	N/O
Demonstrates sound judgment in matters related to the profession and practice of counseling	1	2	3	4	5	N/O
Demonstrates commitment to personal growth and professional development	1	2	3	4	5	N/O
Demonstrates openness to new ideas	1	2	3	4	5	N/O
Demonstrates ability to accept personal responsibility	1	2	3	4	5	N/O
Demonstrates ability to regulate and express emotions effectively and appropriately	1	2	3	4	5	N/O
Demonstrates awareness of own impact on others	1	2	3	4	5	N/O
Demonstrates openness to issues of multiculturalism and diversity, including willingness to enhance skills and competence in these areas	1	2	3	4	5	N/O

 Instructor Signature

 Date

 Student Signature

 Date

Appendix A

Professional School Counseling Program Terminology

Candidate/Student/Intern – this refers to the student enrolled at TAMU-CC who is working to obtain professional licensure. These terms are often used interchangeably with one another.

Practicum – this is a 100-hour field placement in which students must be properly supervised by a qualified professional counselor.

Internship – this is a 600-hour field placement divided over two semesters (Internship I and Internship II) in which students are supervised by a qualified professional counselor.

Site Supervisor – this is also sometimes used interchangeably with “field supervisor.” A site or field supervisor is a qualified professional who oversees the students at the school site as the practicum or internship requirement is fulfilled.

University Supervisor – this is the TAMU-CC professor who oversees the student’s practicum or internship placement from the university. The university supervisor conducts group supervision during class and awards a grade at the end of the semester based on the student’s performance at their site.

Field Observation – sometimes referenced just as *observation*, this term describes the process through which school counseling interns are observed by a trained professional. Prior to September 1, 2017, field supervisors and/or university supervisors could conduct the three observations. However, per Texas Administrative Code §228.35(h), all observations must be conducted by a trained professional who has completed the TEA-approved training on how to properly conduct observations.

Field Observer – sometimes referenced as just *observers*, this term describes the person who must conduct the field observations of school counseling interns.

Appendix B

Department of Counseling and Educational Psychology
Texas A&M University-Corpus Christi
School Counseling Observation Form

Student Name:	Preconference Date:
Date of Observation:	Observation Time:
Post-conference Date:	Semester Start Date:
Internship I Internship II	Observation I Observation II Observation III

The rating scale used for this formal observation is as follows:

Clearly Outstanding	Exceeds standard	Meets Standard	Below Expectation	Unsatisfactory	N/A or N/O
5	4	3	2	1	0

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:						
the history and philosophy of counseling;	5	4	3	2	1	0
counseling and consultation theories and practices	5	4	3	2	1	0
career development theories and practices	5	4	3	2	1	0
the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness and postsecondary options for all students, including college admissions, college financial aid resources, application procedures, and workforce and career opportunities;	5	4	3	2	1	0
assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results;	5	4	3	2	1	0
changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;	5	4	3	2	1	0
environmental, social, and cultural factors that affect learners' development and the relevance of those factors to educational, career, personal, and social development, along with comprehensive school counseling programs;	5	4	3	2	1	0
learners' developmental characteristics and needs and their relevance to educational and career choices;	5	4	3	2	1	0
legal and ethical standards, practices, and issues and the importance of commitment to and implementation of ethical principles;	5	4	3	2	1	0

the characteristics and educational needs of special populations;	5	4	3	2	1	0
techniques and behavioral interventions to assist teachers with classroom management;	5	4	3	2	1	0
the integration of a school counseling program, the Texas College and Career Readiness Standards, and academic curricula;	5	4	3	2	1	0
the roles and responsibilities of a comprehensive school counseling program that is responsive to all students;	5	4	3	2	1	0
counseling-related research techniques and practices;	5	4	3	2	1	0
developing and teaching best practices on leadership skills;	5	4	3	2	1	0
how cultural factors and group membership impact individual students;	5	4	3	2	1	0
the comprehensive school counseling program model;	5	4	3	2	1	0
how to utilize various forms of technology and how inappropriate use could be professionally and personally harmful; and	5	4	3	2	1	0
an understanding of systems, including family dynamics and school environments.	5	4	3	2	1	0
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 as outlined in <i>The Texas Model for Comprehensive School Counseling Programs</i>. The certified school counselor must:						
develop processes and procedures for planning, designing, implementing, and evaluating <i>The Texas Model for Comprehensive School Counseling Programs</i> ;	5	4	3	2	1	0
provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in <i>The Texas Model for Comprehensive School Counseling Programs</i> ;	5	4	3	2	1	0
counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;	5	4	3	2	1	0
consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance his or her work with students;	5	4	3	2	1	0
coordinate resources, referrals, and follow-up procedures for students within the school and community;	5	4	3	2	1	0
demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;	5	4	3	2	1	0

participate in the selection, use, and interpretation of assessments and assessment results;	5	4	3	2	1	0
use multiple sets of information and data to make decisions about students, programs, and services;	5	4	3	2	1	0
use counseling-related research techniques and evidence-based practices to address student needs;	5	4	3	2	1	0
advocate for a comprehensive school counseling program that is responsive to all students;	5	4	3	2	1	0
facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;	5	4	3	2	1	0
maintain proficiency in counseling and campus-related technology; and	5	4	3	2	1	0
use varied sources of information, resources, and practices to counsel students about postsecondary opportunities and college and career readiness.	5	4	3	2	1	0
Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on <i>The Texas Model for Comprehensive School Counseling Programs</i> that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:						
collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;	5	4	3	2	1	0
facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;	5	4	3	2	1	0
use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;	5	4	3	2	1	0
implement effective referral procedures to facilitate the use of special programs and services;	5	4	3	2	1	0
act as a consultant to help learners achieve success inside and outside of school;	5	4	3	2	1	0
advocate for a comprehensive school counseling program and recognize the required time commitment to fully apply the program implementation cycle;	5	4	3	2	1	0
create a program mission, goal, and services in alignment with the school mission and campus improvement plan;	5	4	3	2	1	0
create and disseminate literature or newsletters to all stakeholders that describe the comprehensive school counseling program and reduce negative stigmas	5	4	3	2	1	0

associated with receiving counseling services in a school-based program;						
establish an advisory council or board with membership of all stakeholders (student, parent, teacher, administrator, community member, other personnel, and support specialists);	5	4	3	2	1	0
increase public relations and awareness through community outreach, such as fundraising, grant writing, donations, volunteerism, local businesses, and use of public or guest speakers;	5	4	3	2	1	0
provide school-wide professional development and parent workshops throughout the school year;	5	4	3	2	1	0
support participation in fair-share responsibilities versus non-counseling related duties;	5	4	3	2	1	0
know district, state, and federal initiatives that are to be reflected in a comprehensive school counseling program; and	5	4	3	2	1	0
develop practices to promote learners' knowledge about college and career readiness processes necessary to pursue postsecondary opportunities.	5	4	3	2	1	0
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. The certified school counselor must:						
understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;	5	4	3	2	1	0
advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles;	5	4	3	2	1	0
facilitate learning and achievement for all students to ensure services that cover an array of exceptionalities, including special populations, by promoting a cooperative, inclusive, purposeful learning environment;	5	4	3	2	1	0
take a positive, strength-based approach that builds on commonalities versus differences in all learners;	5	4	3	2	1	0
understand how environment and behavior may impact or influence individual learners;	5	4	3	2	1	0
ensure equitable access to programs and services for all students;	5	4	3	2	1	0
understand how family values, group membership, and culture intersect;	5	4	3	2	1	0

acknowledge learners' gifts, strengths, and extracurricular talents when considering programs and services;	5	4	3	2	1	0
increase students' awareness and include their voices regarding educational and individualized plans; and	5	4	3	2	1	0
ensure equitable access and exposure to postsecondary opportunities and college and career readiness information and resources for students and parents/guardians.	5	4	3	2	1	0
Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:						
demonstrate effective communication through oral, written, and nonverbal expression;	5	4	3	2	1	0
use knowledge of group dynamics and productive group interaction;	5	4	3	2	1	0
support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;	5	4	3	2	1	0
facilitate learners' access to community resources;	5	4	3	2	1	0
develop and implement strategies for effective internal and external communications;	5	4	3	2	1	0
facilitate parent/guardian involvement in their children's education;	5	4	3	2	1	0
develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning;	5	4	3	2	1	0
work effectively as a team member to promote positive change for individuals, groups, and the school community;	5	4	3	2	1	0
take a positive, strength-based approach that verbalizes commonalities versus differences in all learners;	5	4	3	2	1	0
effectively communicate his or her role and responsibility and counselor identity to all stakeholders to reduce confusion about the duties of a school counselor;	5	4	3	2	1	0
adhere to best practices connected to ethical and legal considerations around appropriate use of technology and email, documentation, record keeping, privileged communication, and informed consent process; and	5	4	3	2	1	0
facilitate access to and use of school and community information and resources related to postsecondary opportunities and college and career readiness by learners, parents/guardians, teachers, administrators, and community members.	5	4	3	2	1	0

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. The certified school counselor must:						
use reflection, self-assessment, and interactions with colleagues to promote personal professional development;	5	4	3	2	1	0
use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;	5	4	3	2	1	0
strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;	5	4	3	2	1	0
apply research-based practice to improve the school guidance and counseling program;	5	4	3	2	1	0
engage in ongoing professional development to improve the school guidance and counseling program; and	5	4	3	2	1	0
engage in continued professional development experiences to learn and apply concepts, skills, and practices related to increasing college and career readiness and promoting postsecondary opportunities and preparation for all learners.	5	4	3	2	1	0

Observable Counseling Related Duties

_____ Academic Planning	_____ Individual Counseling
_____ Assessment/Test Interpretation	_____ Parent Conferences
_____ ARD/504/RTI Referral Process Meetings	_____ Parent Workshop or Training
_____ Behavioral Observations/Behavior Planning	_____ Peer Mediation /Advisory/ Advising Programs
_____ Career and College Readiness/ Postsecondary Opportunities	_____ Program Coordination
_____ Classroom Guidance Lessons	_____ Parent Conferences
_____ Consultation/Collaborative Meetings	_____ Referral Services
_____ Faculty/Staff Training	_____ Responsive Services
_____ Family Counseling	_____ Scheduling/Student Placement
_____ Group Counseling	_____ Transition Program Meetings

Differentiated Learning and Instructional Strategies

_____ Visual	_____ Small Group Discussion
_____ Auditory	_____ Large Group Discussion
_____ Reading/Writing	_____ Creative/Expressive Arts
_____ Kinesthetic	_____ Other

Documentation of Additional Support or Informal Feedback (attach additional pages, if needed)

Required Signature as Evidence of Completion	Date
_____ Field Observer	
_____ School Counselor Intern or Candidate	

Appendix C
Code of Ethics and Standard Practices for Texas Educators
Texas Administrative Code Rule §247.2

Enforceable Standards.

1. Professional Ethical Conduct, Practices and Performance.
 - a. Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
 - b. Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
 - c. Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
 - d. Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
 - e. Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
 - f. Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
 - g. Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
 - h. Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
 - i. Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
 - j. Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
 - k. Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
 - l. Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
 - m. Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.
 - n. Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows

or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

2. Ethical Conduct Toward Professional Colleagues.
 - a. Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
 - b. Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
 - c. Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
 - d. Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
 - e. Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
 - f. Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
 - g. Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.
3. Ethical Conduct Toward Students.
 - a. Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
 - b. Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
 - c. Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
 - d. Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
 - e. Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
 - f. Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
 - g. Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
 - h. Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

- i. Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - i. the nature, purpose, timing, and amount of the communication;
 - ii. the subject matter of the communication;
 - iii. whether the communication was made openly or the educator attempted to conceal the communication;
 - iv. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - v. whether the communication was sexually explicit; and
 - vi. whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

I hereby attest to abide by the Texas Educators' Code of Ethics and Standard Practices for Texas Educators. I understand my responsibility to uphold these ethics as an educator. I also understand my responsibility as a Field Observer in upholding these ethics not only personally, but also with any students that I may be observing. I understand it is my responsibility to report any ethical concerns to the School Counseling Program Coordinator. By signing below, I am agreeing to this ethical code and responsibilities as a Field Observer for TAMUCC.

Name (Print)

Signature

Date

Appendix D

CNEP Student Review and Remediation Evaluation

Students enrolled in the Counseling and Educational Psychology Department must maintain high scholastic standards, professional interpersonal behavior, and develop skills necessary to work with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their professional fields and to conform to the current ACA Code of Ethics and any other codes of ethics of relevant professional associations as well as the State of Texas. A student's acceptance in the Counseling and Educational Psychology Department does not guarantee professional fitness, which is required to remain in the program. At any time, if a student does not seem professionally fit, or there are concerns regarding their professional and/or interpersonal behaviors in and outside of class, CNEP faculty instructors may complete this form to formally document the concern and then meet with the student to discuss the concern and possible consequences. If the student does not agree with recommendations or has more than one Review and Remediation form completed, they may be referred to a faculty review committee to discuss the student's needs. In accordance with departmental goals and standards, students are expected to exhibit:

- an attitude that respects individual uniqueness, potential growth, and development of all individuals
- personal stability, professional, and ethical behaviors according to the ACA Code of Ethics and Texas law
- awareness of, knowledge about, and skills in working with diverse populations in a pluralistic society
- productive and cooperative working relationships that display motivation, independence, maturity, adaptability, and respect for others
- a commitment to continuing personal and professional growth characterized both by participation in experiential and diverse learning opportunities and professional organizations that promote counselor identity; and
- a commitment to participation in professional organizations and production and presentation of scholarly papers and publications (Doctoral Students Only).

Student: [Click or tap here to enter text.](#)

Faculty Member(s): [Click or tap here to enter text.](#)

Nature of concern: [Click or tap here to enter text.](#)

Student Response: [Click or tap here to enter text.](#)

Recommendations:

Due Date: [Click or tap here to enter text.](#)

Student Signature: [Click or tap here to enter text.](#)

Date: [Click or tap here to enter text.](#)

Faculty Signature: [Click or tap here to enter text.](#)

Date: [Click or tap here to enter text.](#)

Appendix E
Professional Issues and Behavior Rating Scale
Department of Counseling and Educational Psychology
(for use by faculty instructor)

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.

1	2	3	4	5
Poor: Consistently or usually performs in a way that is unacceptable or inconsistent with professional behavior	Unsatisfactory: Often behaves in a way that is unacceptable or inconsistent with professional behavior; however, there is some evidence of growth	Adequate: Evidence of professional behavior at a level consistent with the counselor-in-training's development; however, there is inconsistency	Good: Professional behavior generally demonstrated	Excellent: Professional behavior consistently demonstrated to a high degree

Is open and receptive to supervision	1	2	3	4	5	N/O*
Is prepared for supervision	1	2	3	4	5	N/O
Willingly makes changes in response to supervision	1	2	3	4	5	N/O
Actively solicits feedback about their work	1	2	3	4	5	N/O
Receptive to feedback from peers	1	2	3	4	5	N/O
Is actively attentive when peers present their work	1	2	3	4	5	N/O
Provides appropriate and useful feedback to peers	1	2	3	4	5	N/O
Demonstrates ability to be self-reflective about work with clients	1	2	3	4	5	N/O
Demonstrates ability to be self-reflective about personal attitudes, behaviors, and beliefs	1	2	3	4	5	N/O

Demonstrates good interpersonal skills with peers	1	2	3	4	5	N/O
Demonstrates a collaborative stance with peers	1	2	3	4	5	N/O
Adheres to general standards of professional ethics and practice (e.g., ACA, IAMFC)	1	2	3	4	5	N/O
Demonstrates knowledge of and adheres to state regulatory rules and regulations (e.g., TSBEPC, TSBEMFT, TEA)	1	2	3	4	5	N/O
Demonstrates sound judgment in matters related to the profession and practice of counseling	1	2	3	4	5	N/O
Demonstrates commitment to personal growth and professional development	1	2	3	4	5	N/O
Demonstrates openness to new ideas	1	2	3	4	5	N/O
Demonstrates ability to accept personal responsibility	1	2	3	4	5	N/O
Demonstrates ability to regulate and express emotions effectively and appropriately	1	2	3	4	5	N/O
Demonstrates awareness of own impact on others	1	2	3	4	5	N/O
Demonstrates openness to issues of multiculturalism and diversity, including willingness to enhance skills and competence in these areas	1	2	3	4	5	N/O

 Instructor Signature

 Date

 Student Signature

 Date