

CLINICAL MENTAL HEALTH PRACTICUM

COUN 5393.115, Spring 2018

Instructor: Michelle Kelley Shuler PhD., LPC, LCDC
Meetings: Wednesdays 4:00-5:30 + individual/triadic supervision
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Course Overview

The purpose of COUN 5393 is to help students implement counseling skills into counseling practice. Major emphasis is placed on the student's involvement in successful practices at the educational level of interest. Students have met all academic and professional standards of practice before placement. Students are required to complete 100 clock hours, of which at least 40 are direct client contact. Weekly supervision is provided by the faculty supervisor.

Student Learning Outcomes

1. Students will demonstrate appropriate primary counseling skills. This will be assessed via observation of live and recorded client interactions using Part I of the CCS-R and via items in their Portfolios.
2. Students will demonstrate appropriate professional and ethical behavior in their interactions with clients, colleagues, and supervisors. This will be assessed using Part II of the CCS-R and via items in their Portfolios.

CACREP Standards

CACREP standards can be viewed at <http://www.cacrep.org/wp-content/uploads/2012/10/2016-CACREP-Standards.pdf>. CACREP stipulates that certain standards must be met for accreditation and this course addresses several of those standards. CACREP stresses the importance of professional ethics and values, as well as skills and knowledge in the use of technology, and a commitment to multicultural competence and awareness

PRACTICUM/INTERNSHIP REQUIREMENTS (CACREP, 2016, Section III, A-E)

1. Students must provide documentation of individual professional counseling liability insurance policies when enrolled in practicum and internship (III.A).
2. Supervision of practicum and internship students will include program-appropriate audio/video recordings and/or live supervision of students' interactions with clients (III.B).
3. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge will be conducted as part of the student's practicum and internship (III.C).
4. Students will have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship (III.D).
5. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group (III.E).

PRACTICUM REQUIREMENTS (CACREP, 2016, Section III, F-I)

1. Students must complete supervised practicum experiences that total a minimum of **100 clock hours** over a full academic term that is a minimum 10 weeks (III.F).
2. Practicum students complete at least **40 clock hours of direct service** with actual clients that contributes to the development of counseling skills (III.G).
3. Practicum students have weekly interaction that averages **one hour per week of individual and/or triadic supervision** throughout the practicum by a program faculty member or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract (III.H).
4. Practicum students participate in an average of **1 1/2 hours per week of group supervision** that is provided on a regular schedule throughout the practicum by a program faculty member (III.I).

SUPERVISOR QUALIFICATIONS AND SUPPORT FOR PRACTICUM/INTERNSHIP (CACREP, 2016, Section III, N-R)

1. Program faculty members serving as individual/triadic or group practicum/internship supervisors must have the following qualifications (III.N):
 - a. Relevant experience,
 - b. Professional credentials,
 - c. Counseling supervision training and experience.
2. Site supervisors must have the following qualifications (III.P):
 - a. A minimum of a master's degree in counseling or a related profession,
 - b. Relevant certifications and/or licenses,

- c. A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled,
 - d. Knowledge of the program's expectations, requirements, and evaluation procedures for students, and
 - e. Relevant training in counseling supervision.
3. Orientation, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors (III.Q).
 4. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning (III.R).

Relation to 2016 CACREP Curricular Standards (Section II.F) and CMHC Standards (Section V.C):

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

Common Core for all students. Students will have knowledge of...	Standard	Activity	SLOs :
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	II.F.1.i	Portfolio #3	2
Strategies for personal and professional self-evaluation and implications for practice	II.F.1.k	Portfolio #5	2
Self-care strategies appropriate to the counselor role	II.F.1.l	Portfolio #5	2
The role of counseling supervision in the profession	II.F.1.m	Portfolio #1	2
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	II.F.2.a	Group supervision	1
Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	II.F.2.b	Portfolio #9	1
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	II.F.2.c	Group supervision	1
Help-seeking behaviors of diverse clients	II.F.2.f	Group supervision	1
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	II.F.2.h	Group supervision	1
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	II.F.5.d	CCS-R	1, 2
Counselor characteristics and behaviors that influence the counseling process	II.F.5.f	CCS-R	1
Essential interviewing, counseling, and case conceptualization skills	II.F.5.g	Portfolio #9	1
Developmentally relevant counseling treatment or intervention plans	II.F.5.h	Portfolio #9	1
Development of measurable outcomes for clients	II.F.5.i	Group supervision	1
Strategies to promote client understanding of and access to a variety of community-based resources	II.F.5.k	Portfolio #13	1
Processes for aiding students in developing a personal model of counseling	II.F.5.n	Portfolio #16	2
Dynamics associated with group process and development	II.F.6.b		

Theraupctic factors and how they contribute to group effectiveness	II.F.6.c		
Characteristics and functions of effective group leaders	II.F.6.d		
Approaches to group formation, including recruiting, screening, and selecting members.	II.F.6.e		
Methods for effectively preparing fr and conducting initial assessment meetings	II.F.7.b		
Procedures for assessing risk of aggression, or danger tooters, self-inflicted harm, or suicide.	II.F.7.c.		
The importance of research in advancing the counseling profession, including how to critique research t inform counseling practice	II;F.8.a		
Identification of evidence-based counseling practices	II.F.8.b		
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	II.F.8.a	Portfolio #8	2

Additional standards for students in a CMHC specialty area.	Standard	Activity	SLOs :
Theories and models related to clinical mental health counseling	V.C.1.b	Recordings	1
Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	V.C.1.c	Portfolio #9	1
Cultural factors relevant to clinical mental health counseling	V.C.2.j	Recordings	1
Legal and ethical considerations specific to clinical mental health counseling.	V.C.2.1	CCS-R	2
Current intake interview, mental status evaluation, biopsychosocial history, mental health history, & psychological assmt. for treatment planning and caseload mgmt.	V.C.3.a	Portfolio #9	1
Techniques & interventions for prevention & trtmt. of a broad range of mental health issues	V.C.3.b	CCS-R	1
Strategies for interfacing with the legal system regarding court-referred clients	V.C.3.c	CCS-R	1

Mode of Instruction & Course Access

This course utilizes didactic teaching, group discussions, group supervision, taped sessions, and research articles. Students are evaluated through taped sessions, site supervisor's evaluations of students, written summaries of research articles, and ability to compile a portfolio.

Participation

Your active participation in supervision sessions is necessary for you to meet the course objectives. Active participation requires prior preparation on your part (e.g., reading of assigned materials). If you must miss a supervision session, you will need to make up that missed supervision time. Missing more than one scheduled supervision session may result in failure of the course.

Required Reading

- American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author
- Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2016). *2016 standards for accreditation*. Alexandria, VA: Author.
- Other readings to be assigned (TBA) will be provided at no cost to you

****A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore.****

Technological Requirements

This course will use the TAMU-CT Blackboard Learn learning management system for class communications, content distribution, and assessments.

Logon to <https://tamuct.blackboard.com> to access the course.

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Initial password: Your MyCT password

For this course, you will need reliable and frequent access to a computer and to the Internet. If you do not have frequent and reliable access to a computer with Internet connection, please consider dropping this course or contact me (254-519-5759) to discuss your situation.

Blackboard supports the most common operating systems:

PC: Windows 8, Windows 7, Windows Vista

Mac: Mac OS X Mavericks

NOTE: Computers using Windows XP, Windows 8 RT and OS X 10.6 or lower are NO longer supported

Check browser and computer compatibility by using the "Test Your Browser" button, found in the "Check Your Browser" module on your Blackboard dashboard, once you have logged in. This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment.

Upon logging on to Blackboard Learn, you will see a link to Blackboard Student Orientation under My Courses tab. Click on that link and study the materials in this orientation course. The new Blackboard is a brand-new interface and you will have to come up to speed with it really quickly. This orientation course will help you get there. There is also a link to Blackboard Help from inside the course on the left-hand menubar. Your ability to function within the Blackboard system will facilitate your success in this course.

Technology issues are not an excuse for missing a course requirement - make sure your computer is configured correctly and address issues well in advance of deadlines.

* Google Chrome is the most recommended browser for the new version of BB.

Technology Support

For technological or computer issues, students should contact Help Desk Central 24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254)-519-5466

Online chat: <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student.

For issues related to course content and requirements (or if BB kicks you out of quiz before you finish), contact me.

Academic Honesty Policy

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct.

A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course.

Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

My interactions with you are based on an expectation of mutual trust and honor. You are required to do your own work on assignments (unless I explicitly say otherwise), and it is expected that you know how to appropriately cite material sources in your writing. Violation of this trust will result in an F in this course in addition to whatever consequences the administration deems appropriate.

Library Services

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-per-

son at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our homepage: <https://tamuct.libguides.com/>

Access & Inclusion

At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Access & Inclusion is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Access & Inclusion at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at <https://www.tamuct.edu/departments/disabilitysupport/index.php>

Any information you provide is private and confidential and will be treated as such.

UNILERT: Emergency Warning System for Texas A&M University – Central Texas

UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account. Connect at www.TAMUCT.edu/UNILERT to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

Tutoring

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Visit www.tamuct.edu/Academic-Support and click "Tutoring Support" for tutor schedules and contact information. If you have questions, need to schedule a tutoring session, or if you are interested in becoming a tutor, contact Academic Support Programs at 254-501-5830/5836, or by emailing Cecilia.-morales@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, click on <https://www.tamuct.edu/departments/academic-support/tutoring.php>.

University Writing Center

The University Writing Center at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in 416 Warrior Hall. The center is open 11am-6pm Monday-Thursday during the spring semester. Students may work independently in the UWC by checking out a laptop that runs Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Students may also arrange a one-on-one session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last between 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective invention and revision strategies.

Drop Policy

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors **cannot** drop students; this is always the responsibility of the student. The record's office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately? You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

Course Requirements & Assignments

I. Supervision

Students will meet for a minimum of 1.5 hours/week of group supervision provided by the faculty supervisor (CACREP, 2016, III.I). They will also receive weekly individual/triadic supervision that averages one hour per week throughout the internship from their faculty supervisor (CACREP, 2016, III.H). If they are completing hours outside the University Clinic, they will also receive weekly supervision that averages one hour per week from their site supervisor. You will be expected to come prepared for supervision. This will often require you to have identified a specific section of a client recording that you would like to review in supervision prior to coming to class. At the beginning of the semester you will complete a supervision contract that defines the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum (CACREP, 2016, III.R).

II. Ethical and Professional Conduct

Practicum students must behave in accordance with the ACA Ethical Standards and other standards of accepted professional conduct, including attire appropriate to professional counseling. Special attention is called to standards of confidentiality.

III. Insurance

All students must provide proof of professional liability insurance coverage before they will be permitted to see clients. Students are free to obtain this insurance through any insurance company recommended by a counseling association. Professional liability insurance is available through the American Counseling Association. (CACREP, 2016, III.A)

IV. Counseling Recordings

The Community Counseling and Family Therapy Clinic is equipped with technology that allows the recording of all client sessions in the Clinic (CACREP, 2016, III.B). Clients give their consent to be recorded when they complete the informed consent paperwork at intake. To make the most efficient use of supervision time, you should review recordings of your sessions prior to supervision and not the room/day/time of interchanges you wish to review in supervision.

To aid in the evaluation of your direct service skills your faculty supervisor will review a minimum of 2 recordings of complete counseling sessions. You should notify your supervisor which session(s) you wish to have evaluated by completing the Practicum Recording Self-Evaluation Form. Your supervisor may review additional sessions and provide you feedback as needed. At least 1 recording should have been submitted for review by the **6th week of the semester** to help inform a formative evaluation of your clinical skills. A second recording should have been submitted by the **15th week of the semester** to help inform a summative evaluation of your clinical skills. NOTE: Recordings are only maintained on the clinic database for 30 days, so you cannot submit a form for a video more than 20 days old.

V. Transcript of Counseling Session

You will need to transcribe a sufficient portion of a counseling session to demonstrate your use of primary counseling skills and your awareness of essential counseling processes. The transcript should be fully de-identified. In addition to removing/changing the client's name, appropriate de-identification may also require the removal/alteration of other information that could reasonably be used to identify the client (e.g., "The abuse started when I was at Camp Winnetonka"... change to "The abuse started when I was at camp"). You will need to identify (label) when in the transcript a particular skill is being used. You will use the skills described in the CCS-R (Part I) for this annotation. You will be evaluated on your employment of primary counseling skills as well as your awareness of the presence/absence of skill implementation.

VI. Article Reviews

Students will complete 2 reviews of empirical articles that report on the examination of the effectiveness/efficacy of a counseling technique/approach. The articles will be assigned and placed on blackboard within the first 3 weeks of classes.

VII. Counseling Philosophy Statement

To encourage you to thoughtfully explore your development as a mental health care professional, you will be asked to submit one essay during the course of the semester. It should be approximately 600-1000 words. You will turn this in as a Word attachment using our Blackboard site; it should be typed and double-spaced. The essay should address the following questions: (a) What role do you see yourself playing when working with counseling/therapy clients? (b) What do you believe is the primary mechanism of change for clients in counseling/therapy? and (c) What do you need to improve on most to fulfill your role and promote change?

VIII. Case Conceptualization and Treatment Plan

Students will create a formal case conceptualization and treatment plan using de-identified client information. Your supervisor will provide you with a form to guide your completion of this assignment. You will present this conceptualization/plan during individual/triadic supervision during the 10th week of the semester.

IX. Weekly Journal

The purpose of the journal is for students to write a weekly report of their internship activities. In these weekly reports students will:

- (a) highlight the major counseling activities and accomplishments of the week (e.g., started a new process group...),
- (b) provide a self-appraisal of their progress (e.g., became more aware of my tone of voice with clients today...), and
- (c) identify what self-care strategies they have employed (e.g., journaled in my personal diary).

Journal entries should be completed by **11:59pm Sunday night** each week of the semester and will be submitted in Blackboard. Although journaling of events in one's personal life and the associated emotions can be an effective self-care strategy, this is NOT the purpose of this particular assignment. These journal entries will be included in the portfolio you submit for review.

X. Hour Log

The purpose of the log is to provide a record of all time spent in practicum/internship activities. The log serves as evidence that the student has met the content and time requirements of the internship. The log is to be signed by the appropriate supervisor and by the student. Logs should be submitted for review/signature on a weekly basis. At the end of the semester, students will complete a summary of all hours earned during the semester. Originals should be given to your faculty supervisor; you are advised to keep your own copies.

XI. Technique Presentation

Each student will make a brief in-class presentation on a therapy technique of their own choosing. After the presentation, the audience should be familiar with the basics of how to implement the technique, understand the degree to which the technique is empirically supported, be able to identify which problems/population the technique is most appropriate for, and know where to search for more information on the technique. In addition to an oral presentation (with or without visual aids), each student will also need to prepare and distribute a handout with essential information on the technique.

XII. Evaluations

At the end of the semester each student will provide evaluations of their supervisors and of their external sites (if applicable). Students will be provided with formative evaluations at midterm and summative evaluations at the end of the semester (CACREP, 2016, III.C). Originals should be given to your faculty supervisor; you are advised to keep your own copies.

XIII. Clinical Experiences

Students seeing clients in the TAMUCT CCFTC have the opportunity to become familiar with a variety of professional activities and resources, including technological resources (e.g., recording equipment, Titanium client-management software). Clinical experiences in the clinic include individual adult and child counseling (children ages 7-17), couples counseling, family counseling, and group counseling. Note: Students who do not get an opportunity to lead or co-lead a group during Practicum will need to seek out this experience during Internship. (CACREP, 2016, III.D&E)

XIV. Portfolio

As part of the evaluation for the semester, students will assemble an e-portfolio documenting their learning from their involvement in the following activities. This portfolio will be built digitally; as you accrue the required documents/files, you will be saving them to a thumb drive (issued to you by faculty). Documents that do not exist in digital format (e.g., brochures) should be scanned and converted to pdf format. Minimally the portfolio should include the following components:

1. Course syllabus
2. Supervision contract
3. ACA Code of Ethics & at least one other Code.
4. Proof of your liability insurance
5. Weekly Journal
6. Counselor/Client Agreement: Copies of forms you use (not with client information on them)
7. Transcript of a counseling session
8. Article Reviews
9. A sample case conceptualization.
10. Outline and description of group counseling that you conducted for a special population or for a special type of problem.
11. Summary of assessments used at your setting.
12. Description of counseling services (brochures, forms, handouts, descriptions of counseling activities, etc.)
13. Listing of referral resources and other community agencies where there is collaboration with counselors in your setting.
14. Description of any presentation or workshop that you planned or attended.
15. Brochures from professional meetings you attended.
16. Statement of your counseling philosophy:
17. Signed log. Log must indicate total hours, Direct and Indirect Hours. Copies of any evaluations you received.
18. Agency administrative structure—decision making processes.
19. Personnel policies related to evaluation.
20. Class Handouts.

At your midterm evaluation, your portfolio should be **at least %50 complete**. **NOTE:** Do not include any information in your portfolio that could be used to identify a client. You will retain a copy of the portfolio files and they will be refined and added to during your Internship.

Grading

Students will be evaluated on the basis of the following:

1. 30%—Appropriate level of primary counseling skills and competencies as demonstrated in the presentation of taped counseling sessions, report of site supervisor, and other direct evidence of counseling. This will be evaluated using Part I of the Counselor Competencies Scale (CCS).
2. 30%—Appropriate level of professional disposition and behaviors as demonstrated in the supervision sessions, report of site supervisor, and other direct evidence of disposition. This will be evaluated using Part II of the Counselor Competencies Scale (CCS).
3. 40%—Completeness and quality of portfolio.

***Note1: Receiving a score of “1—Harmful” in any category on the CCS-R for your end-of-semester evaluation from a supervisor may result in an additional grade reduction if the supervisor believes you are not ready to advance to Internship.**

***Note2: Passing this course also requires completion of the minimum number of clock hours**

Late work policy

If you turn in an assignment after the due date, you will receive a grade reduction of 10% for each day it's late (with a maximum reduction of 30%). **However, credit will be awarded for assignments turned in more than 7 days past its due date.**

Success in the Clinical Mental Health Counseling Program consists of more than grades. Work habits and attitudes play a major role in the success of any counseling student. Any of the following actions are considered just cause for failure of Practicum and immediate dismissal from the Clinical Mental Health Counseling Program:

1. Dishonesty (cheating, plagiarism, etc.)
2. Unauthorized disclosure of confidential information

3. Negligence or misconduct
4. Mistreatment of clients, fellow students, research participants, or faculty
5. Abusing a client, fellow student, faculty member, or staff member
6. Violations of the rules, regulations, and principles in the Code of Ethics and Standards of Practice as identified by the American Counseling Association and Texas A&M University - Central Texas Code of Student Affairs.
7. Receipt of a Failing grade in Practicum or Internship.
8. Willful submission of false information or alteration of any official records, counseling reports, papers, or examinations.
9. Willful conduct that may cause injury to self or others.
10. Sexual harassment and/or violence in the workplace as defined by Texas A&M University - Central Texas University.

COURSE CALENDAR

WEEK	TOPIC/ACTIVITY	2016 CACREP STAN- DARD	DUE (HOUR LOG WEEKLY)
WEEK 1 JAN 17	Overview of class; Supervision contracts	II.F.1.m	---
WEEK 2 JAN 24	Suicide/crisis intervention; Counseling Philosophy	II.F.5.l/m	Supervision contract
WEEK 3 JAN 31	Documentation	II.F.5.f/n	Counseling Philosophy
WEEK 4 FEB 7	Ethics	II.F.5.d II.F.1.i	
WEEK 5 FEB 14	Counselor/Client Agreements	II.F.5.d	Article Reviews
WEEK 6 FEB 21	Review of counseling theories	II.F.5.a	Recording Self-Evaluation Form #1
WEEK 7 FEB 28	Case conceptualization and treatment planning;	II.F.5.g/h	
WEEK 8 MAR 6	Technique presentations	II.F.5.a	Midterm evaluations; Portfolios due for 50% check
WEEK 9 MAR 14	Spring Break (clinic closed)		
WEEK 10 MAR 21	Assessment	II.F.5.g/i	
WEEK 11 MAR 28	Diversity & Multicultural Counseling Competencies	II.F.2.a/b/c/f/h II.F.5.d/f	Treatment Plan & Case Conceptu- alization (ind. sup.)
WEEK 12 APR 4	Diversity & Multicultural Counseling Competencies	II.F.2.a/b/c/f/h II.F.5.d/f	
WEEK 13 APR 11	Technique presentations	II.F.5.a	
WEEK 14 APR 18	Child abuse and Adult (elder) abuse	II.F.5.k	Transcript
WEEK 15 APR 25	Technique presentations	II.F.5.a	Recording Self-Evaluation Form #2
WEEK 16 MAY 2	Insurance; Licensure; Professional Counseling Associations; TRANSITIONING CLIENTS	II.F.1.f/g	
WEEK 17 MAY 9	Progress review		Summary Hour Log; Portfolio; Final evaluations (indiv. sup.)

WEEK 18
MAY 16

SUPERVISION AS NEEDED

###large portions of this syllabus were blatantly pirated from a wide variety of sources###
##Professor reserves the right to amend the syllabus at any time##

Program Review Performance Indicator Rubric for Portfolio

Name _____

Grade ____/____(points)

Through **the Portfolio**, students will demonstrate professional behaviors that contribute to the quality of the client's counseling experience. (CACREP 5C3a-e; IIIA-I)

No Competence	Some Competence	Basic Competence	Above Average Competence	Superior Level Of Competence	CACREP Standard
1 Below 65	2 65-74	3 75-84	4 85-94	5 95-100	
Candidate demonstrates no understanding of the professional behaviors that contribute to the quality of the client's counseling experience	Candidate demonstrates limited understanding of the professional behaviors that contribute to the quality of the client's counseling experience	Candidate demonstrates basic understanding of the professional behaviors that contribute to the quality of the client's counseling experience	Candidate demonstrates above average understanding of the professional behaviors that contribute to the quality of the client's counseling experience	Candidate demonstrates superior understanding of the professional behaviors that contribute to the quality of the client's counseling experience	CACREP 5C3a-e; III A-I