

## **COUN 5391 or 5392 SCHOOL COUNSELOR–PRACTICUM IN COUNSELING I or II**

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### **I. OVERVIEW**

This course provides students with opportunities to participate in relevant experiences in approved counseling or educational settings. Each student receives supervised experiences while practicing knowledge and techniques learned in prior graduate course work.

### **II. OBJECTIVES**

Students will:

- A. Participate in programs approved by the Internship Supervisor in counseling or educational settings to:
  1. demonstrate skills and knowledge learned in prior graduate course work.
  2. utilize, evaluate, and further develop personal philosophies and techniques of counseling from the experiences gained within the internship setting.
  3. experience the actual working conditions, demands, and stressors of providing counseling services while being an integral part of the community program/agency/school.
- B. Discuss, expand, critique, and interpret internship experiences in individual sessions with the university supervisor or internship director.

**ADDITIONAL COURSE OBJECTIVES FOR SCHOOL COUNSELING STUDENTS include, but are not limited to the following:**

Students will demonstrate understanding and appropriate application of:

1. apply and adhere to ethical and legal standards in school counseling; (B1)
2. articulate, model, and advocate for an appropriate school counselor identity and program; (B2)

3. have self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms; (D1)
4. provide individual and group counseling and classroom guidance to promote the academic, career, and personal/ social development of students; (D2)
5. design and implement prevention and intervention plans related to the effects of a) atypical growth and development, b) health and wellness, c) language, d) ability level, e) multicultural issues, and f) factors of resiliency on student learning and development; (D3)
6. use procedures for assessing and managing suicide risk; (D4)
7. recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate; (D5)
8. utilize multicultural competencies in relation to diversity, equity, and opportunity in student learning and development; (F1)
9. advocate for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students; (F2)
10. advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations; (F3)
11. engage parents, guardians, and families to promote the academic, career, and personal/social development of students; (F4)
12. assess and interpret students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities; (H1)
13. select appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development; (H2)
14. analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs; (H3)
15. make appropriate referrals to school and/or community resources; (H4)
16. assess barriers that impede students' academic, career, and personal/social development; (H5)
17. apply relevant research findings to inform the practice of school counseling; (J1)
18. utilize the development of measurable outcomes for school counseling programs, activities, interventions, and experiences; (J2)
19. use data to enhance school counseling programs; (J3)
20. conduct programs designed to enhance student academic development; (L1)
21. implement strategies and activities to prepare students for a full range of postsecondary options and opportunities; (L2)
22. implement differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement; (L3)
23. work with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school; (N1)
24. locate resources in the community that can be used in the school to improve student achievement and success; (N2)
25. consult with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development; (N3)

26. use peer helping strategies in the school counseling program; (N4)
27. use referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families; (N5)
28. participate in the design, implementation, management, and evaluation of a comprehensive development school counseling program; (P1)
29. plan and present school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials use in classroom guidance, and advisor/advisee programs for teachers). (P2)

**CONTENT AREAS include, but are not limited to, the following:**

- I. Requirements for practicum.
- II. Professional conduct during practicum
- III. Four counselor competence areas
  - A. Process and Communications skills
  - B. Conceptualization skills
  - C. Personalization skills
  - D. Professional skills
- IV. The Intake Interview
- V. Termination
- VI. Receiving and using supervision
- VII. Crisis Intervention: Procedural guidelines at site
- VIII. Legal and ethical issues

**METHOD OF INSTRUCTION**

Lecture, discussion, seminar, supervised application, and guided practice.

**III. COURSE REQUIREMENTS**

- A. Students must complete a minimum of 160 site supervised contact hours in the placement. At least 100 hours must be direct hours. (The practicum/internship is for the duration of the semester regardless of the number of hours obtained.) These hours must be verified by the site supervisor. Site supervisors are also asked to sign, and thereby verify, supervision of at least one (1) hour of group/individual face-to-face supervision each week (at least ½ of the total supervision hours for the internship must be in individual sessions). Time sheets need to be summarized at the end of the semester on the Summary Log form.
- B. Students need to be aware of the rules of the board for the particular license/certification they are seeking. Specifically, students need to be aware of the minimum number of direct client contact hours that must be obtained and which particular activities may be required and which activities may not be acceptable.
- C. Site supervisors are required to submit a grade on the TAMU-CT evaluation and grade sheet for the student at the end of the internship experience.

- D. All students must have appropriate liability insurance.
- E. Students must meet with their university supervisor approximately biweekly during the semester. In addition students will also be observed for 45 minutes at their internship sites three times by the university supervisor. A written evaluation will be given to the student, to the school administrator, and a copy will remain in the university records.
- F. Students must write a 6 to 8 page introspective autobiography in APA (6<sup>th</sup> ed.) style. Students should include the following: a brief introduction to their life and family background, with introspection regarding life experiences and how they have contributed to personal development, and a description of personal attributes that “fit” counseling, perceived strengths, and areas for growth.
- G. Students will complete two counseling/therapy tapes (preferably video but audio is acceptable). Informed consent shall be obtained for each tape made (using the permission to photograph/tape form). Each tape should be critiqued using the tape critique form. The university supervisor will also critique and evaluate this tape. **IF A STUDENT CANNOT COMPLETE COUNSELING/THERAPY TAPES, THE FOLLOWING ACTIVITIES MAY BE SUBSTITUTED:** (1) Formal case studies submitted to the university supervisor and orally presented/ discussed at one of the supervision meetings with the university supervisor; (2) direct observation of the student conducting a counseling/therapy/testing session by the university supervisor; (3) a written transcript of a counseling/therapy session submitted to the university supervisor along with an in-depth discussion of the session (including goals, theoretical orientation, techniques, etc.); (4) role playing an actual counseling session with the university supervisor (with the student as counselor and the supervisor as client); (5) students may also be assigned readings or other instructional assignments as deemed necessary by the professor to enhance intern performance.

**STUDENT PRACTICUM/INTERNSHIP HOURS (EACH TIME SHEET SIGNED BY THE SITE SUPERVISOR), SUMMARY LOG, AND SITE SUPERVISOR’S EVALUATION ARE DUE TO THE UNIVERSITY SUPERVISOR ON THE MONDAY OF THE WEEK OF FINALS.**

**A NEW APPLICATION FORM MUST BE SUBMITTED BY THE DESIGNATED DEADLINE FOR EACH SEMESTER OF INTERNSHIP.**

#### **IV. GRADING**

##### **STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

The following is a general description of the qualities of performance that meet grade criteria for this course.

An "A" represents an exceptionally high level of effectiveness in the use of the process and communication, conceptualization, personalization, and professional skills practiced in this course. Students who achieve this grade are usually more comfortable with feedback and have a positive view of the opportunities presented in training and supervision.

A "B" represents an expected level of effectiveness. Students demonstrate a satisfactory skills level, and have a uniformly beneficial effect on the clients at their field placement.

A "C" represents a minimal level of effectiveness, and is a restricted or qualified endorsement. Students with this grade are functioning below the level required for field placement. There are usually severe limitations in certain areas. Students who fail to grasp and to consistently demonstrate basic communication and interpersonal skills will generally earn this grade.

When students demonstrate personal limitations that might impede future performance, or consciously violate ethical standards, and are ineffective and harmful to clients, then these students will not receive the instructor's endorsement to continue with the program.

## **V. SCHOOL COUNSELOR DOMAINS AND COMPETENCIES**

### **DOMAIN I UNDERSTANDING STUDENTS**

#### **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.

1. Demonstrates knowledge of developmental progressions in the social, emotional, physical, motor, language, and cognitive domains in children and adolescents.
2. Demonstrates knowledge of developmental issues of particular importance, including atypical differences, at different stages of human development (e.g., early childhood, middle childhood, adolescence).
3. Recognizes the interrelatedness of developmental domains and ways in which this interrelatedness may affect students' behaviors (e.g., how affective characteristics may affect academic performance).
4. Understands the range of human developmental variation (e.g., typical and atypical behaviors) and knows how to provide appropriate, effective guidance and counseling services that are responsive to students' developmental characteristics and differences.
5. Understands students' developmental characteristics and needs in relation to educational and career awareness, planning, and decision making.

#### **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.

1. Demonstrates an understanding of ways to create and maintain a positive school environment in which diversity is acknowledged and respected.
2. Knows and applies strategies for positive, effective communication with all students and their families.
3. Understands student differences (e.g., in relation to culture, economics, gender, ethnicity, learning style), and knows how to provide a developmental guidance and counseling program that meets the needs of all students.
4. Understands characteristics and needs of students who are members of special populations (e.g., gifted and talented, homeless, migrant, special education).
5. Demonstrates knowledge of how to facilitate the learning and achievement of all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.
6. Demonstrates an understanding of how to promote awareness of and responsiveness to learning differences and other types of diversity in the learning community.
7. Advocates for a school environment in which diversity is acknowledged and respected.

### **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.

1. Understands environmental, social, and cultural factors that may affect students' development and learning, and recognizes the relevance of these factors for school counseling.
2. Knows how factors in the school (e.g., peer relationships, teacher-student interactions, school climate) may affect students' ability to succeed in school, and collaborates with school personnel to promote a school environment in which all students may achieve success.
3. Demonstrates knowledge of factors in the home and community that may affect students' school performance (e.g., feelings of safety and security, level of family support, impact of critical incidents), and recognizes the effects such factors may have on students' achievement.
4. Understands how societal factors and trends (e.g., media influences on students, changing demographic and economic conditions, technological developments) may affect what students need from a developmental guidance and counseling program.
5. Understands how to promote students' ability to cope with negative factors and build on positive factors and influences in their lives.

**DOMAIN II**  
**PLANNING AND IMPLEMENTING THE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM**

**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.

1. Demonstrates knowledge of the components of a developmental guidance and counseling program.
2. Knows how to assess the needs of students in a school and plan a developmental guidance and counseling program that is proactive and reflects student needs.
3. Demonstrates knowledge of procedures for implementing a developmental guidance and counseling program, evaluating the program's effectiveness, and modifying the program as necessary to meet the needs of all students.
4. Knows how to implement strategies for effective internal and external communication.
5. Understands the roles and responsibilities of the school counselor, counseling staff, and other professionals in the school with regard to the guidance and counseling program.
6. Knows how to serve as a consultant and/or coordinator to help students achieve success in school and outside of school.
7. Knows how to implement effective referral procedures to facilitate the use of special programs and services.
8. Knows how to organize personnel, resources, and activities to meet defined needs and objectives.
9. Knows how to apply research-based practice to improve the school guidance and counseling program.

**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.

1. Knows how to help students develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision making and problem solving, interpersonal effectiveness, communication, cross-cultural effectiveness, and responsible behavior.
2. Applies knowledge of procedures for developing a guidance curriculum (e.g., establishing learning goals and objectives, indicators of competence, expected results, and evaluative criteria).
3. Knows how to design, implement, and evaluate developmentally appropriate guidance instruction for students at different grade levels.
4. Knows how to work collaboratively with the school community to promote the integration of the guidance and academic curriculum.

5. Demonstrates an understanding of theories, models, principles, and practices of career development.
6. Demonstrates knowledge of appropriate resources, including technological tools, to promote students' development of skills and knowledge in the developmental guidance curriculum.
7. Knows how to facilitate students' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals.
8. Demonstrates knowledge of how to teach small and large groups by actively engaging students in the learning process.

### **Competency 006 (Counseling)**

The school counselor understands how to provide effective counseling services to individuals and small groups.

1. Applies knowledge of counseling and consultation theories, principles, and practices in a school community.
2. Understands the scope of the school counselor's job, and recognizes when and how to make referrals to professionals outside the school.
3. Demonstrates knowledge of the roles and responsibilities of the counselor in various counseling situations.
4. Knows how to provide effective counseling to individuals and small groups using appropriate counseling theories and techniques.
5. Demonstrates an understanding of group dynamics and productive group interactions in various counseling situations.
6. Knows how to use counseling-related research techniques and practices to address student needs.
7. Applies knowledge of how to coordinate resources for students within the school and the community.
8. Understands the use of prevention approaches (e.g., respect for self and others, motivation, decision making, conflict resolution) and intervention strategies (e.g., substance abuse, critical incidents, anger management) to address student concerns.

### **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.

1. Demonstrates knowledge of assessment principles and procedures, including the appropriate use of tests and test results.
2. Understands the characteristics, uses, advantages, and limitations of various types of informal and formal assessments.
3. Applies knowledge of assessment-related issues (e.g., validity, reliability, bias, confidentiality, ethics).
4. Knows how to interpret assessment results and to use information from varied sources to assess accurately students' strengths and needs.
5. Understands principles of testing and measurement that underlie group standardized testing programs.

6. Knows how to collaborate in the planning and evaluation of a group standardized testing program.
7. Uses assessment results and interprets information to work collaboratively with other professionals to plan for instruction and student development.
8. Knows how to communicate assessment results to school personnel, students, and students' families.

### **DOMAIN III COLLABORATION, CONSULTATION, AND PROFESSIONALISM**

#### **Competency 008 (Collaboration with Families)**

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

The beginning school counselor:

1. Applies strategies for using oral, written, electronic, and nonverbal means of communication to interact effectively with families in various contexts.
2. Knows how to establish partnerships of trust and mutual respect between homes and the school community.
3. Demonstrates knowledge of procedures for working with parents/guardians to enhance the counselor's interaction with students and to facilitate student learning.
4. Knows how to use effective communication with families to support responsive interventions.
5. Applies knowledge of strategies for promoting the involvement of parents/guardians in their children's education.
6. Works effectively as a team member with families and other professionals to promote positive change for students.
7. Knows how to provide support for families, including use of effective referral procedures.

#### **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.

1. Demonstrates an understanding of roles and responsibilities of the counselor in various contexts involving consultation and collaboration with other professionals.
2. Applies procedures for collaborating with others in the school and community to implement a developmental guidance program, including a guidance curriculum, that promotes students' development in all domains (e.g., academic, career, personal/social) and helps students achieve in school and outside of school.
3. Demonstrates knowledge of procedures for consulting with teachers, administrators, and others to provide professional expertise and enhance their work with students.
4. Knows how to work and communicate effectively with teachers, administrators,

and other professionals to promote positive change for individuals, groups, and the school community.

5. Knows how to develop and maintain positive working relationships with businesses and other community resources to address student needs and facilitate learning.
6. Applies procedures for coordinating resources for students within the school and community.

### **Competency 010 (Professionalism)**

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

1. Demonstrates an understanding of legal and ethical standards, guidelines, practices, and issues relevant to the role of the school counselor (e.g., confidentiality, special populations, professional records, relationships with students and others, use of appropriate interventions).
2. Knows how to apply legal and ethical standards in various situations involving students and others.
3. Knows how to be an effective advocate for a developmental guidance and counseling program that is responsive to all students.
4. Uses reflection, self-assessment, interactions with colleagues, and continuing education to promote personal professional development.
5. Knows how to use research, technology, and other resources to facilitate continual professional growth and improve the school guidance and counseling program.
6. Demonstrates awareness of the value of membership in appropriate, professional counseling organizations.

## **COURSE AND UNIVERSITY PROCEDURES AND POLICIES**

**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.

**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.

**Disability Support and Access Services.** 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 Disability Support and Access 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 Disability Support and Access at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at [www.tamuct.edu/disabilitysupport](http://www.tamuct.edu/disabilitysupport). Any information you provide is private and confidential and will be treated as such.

**Tutoring.** Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing (APA). Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Visit [www.tamuct.edu/AcademicSupport](http://www.tamuct.edu/AcademicSupport) 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 254-501-5836 or by emailing [c.garza@tamuct.edu](mailto:c.garza@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, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, click on <http://www.tamuct.edu/departments/academicsupport/tutoring.php>.

**University Library.** 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-person 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: <http://www.tamuct.edu/departments/library/index.php>

## TECHNOLOGY REQUIREMENTS AND SUPPORT

**Technology Support.** For technology issues, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tam.u.edu](mailto:helpdesk@tam.u.edu)

Phone: (254) 519-5466

Web Chat: <http://hdc.tam.u.edu>

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

For issues related to course content and requirements, contact your instructor.

*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*

### CALENDAR

DATE	TIME	LOCATION	TOPIC
August 28,	4:30 -6:00 PM	In-Class Meeting	Review Syllabus
September 11		Site visit	Observation
September 11,	4:30 – 6:00 PM	In-Class Meeting	Case Study/Tapes
October 2,	4:30 – 6:00 PM	In-Class Meeting	Case Study/Tapes
October 2		Site Visit	Observation
November 13,	4:30 – 6:00 PM	In-Class Meeting	Case Study/Tapes
November 13		Site Visit	Observation
November 27 or December 4,	4:30 – 6:00 PM	In-Class Meeting	Presentation of Materials