



Department of  
Counseling and  
Psychology

## COUN 5392 School Counseling Practicum II Fall 2019

### INSTRUCTOR AND CONTACT INFORMATION

**Instructor:** *Levi McClendon, Ph.D., LPC, NCC, NCSC, CSC*

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Office Hours: 11:00am-3:00pm Mondays, 12:00pm-2:00pm Wednesdays, 11:30-1:30pm Thursdays

Class Time: 4:30pm-6:00pm Thursdays

**Class Location:** *Warrior Hall Conference Room 303B*

Mode of instruction and course access:

*This course meets face-to-face, (with supplemental materials made available online).*

*This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].*

Student-instructor interaction:

*Email is checked daily during the weekdays (Monday-Friday). An email sent on Friday will be read and replied to the following Monday. Please provide at least a one week request for an appointment outside of my office hours.*

**Course Description:** Experience professional activities in counseling and guidance in area of interest. Major emphasis is placed on the integration of theoretical and conceptual principles, as well as professional and personal skill development, and related ethical concerns. Prerequisite(s): [COUN 5391](#) and the application for practicum. Two semesters of this course meets the 160-hour practicum required by TEA for students seeking school counselor certification.

Limits of Confidentiality:

An employee of a postsecondary educational institution who, in the course and scope of employment, witnesses or receives information regarding the occurrence of an incident that the employee reasonably believes constitutes sexual harassment, sexual assault, dating violence, or stalking and is alleged to have been committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident shall promptly report the incident to the institution's Title IX coordinator or deputy Title IX coordinator.

### Required Textbooks:

1. Erford, B. T. (2016). *Professional school counseling: A handbook of theories, programs, and practices* (3<sup>rd</sup> ed.). Austin, Texas: PRO-ED
2. Zambrano, E., Cox, E., Kessel, S., Lerman, E., Solmonson, L., Wines, L. (2018). *The Texas model for comprehensive school counseling programs* (5th ed.). Texas Counseling Association. <https://www.txca.org/Mall/StoreHome.asp?MODE=VIEW&STID=1&LID=0&PRODID=30>
3. Texas Counseling Association. (2004). *Texas evaluation model for professional school counselors* (2nd ed.). Austin, TX: Author.

### Recommended Textbooks:

1. Knapp, S. E., & Jongsma, A.E. (2015). *The parenting skills planner*. Wiley: Hoboken, NJ.
2. Knapp, S. E., Jongsma, A.E., & Dimmitt, C. (2015). *The school counseling and school social work treatment planner*. Wiley: Hoboken, NJ.
3. Knapp, S. E., Jongsma, A.E., & Dimmitt, C. (2015). *The school counseling and school social work homework planner*. Wiley: Hoboken, NJ.
4. Johnson, S. L. (2018). *Therapist's guide to clinical intervention: The 1-2-3's of treatment planning* (3rd ed.). San Diego, CA: Elsevier
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### Other Materials:

1. American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th. ed.). Washington, D.C.: Author.
2. The American School Counselor Association (2012). *The ASCA national model: A framework for school counseling programs* (3rd ed.). Alexandria, VA. Author.
3. American Counseling Association (2014). *2014 ACA Code of Ethics*
4. American School Counselor Association (2016). *Ethical Standards for School Counselors*.
5. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). Washington, D.C. ISBN-10: 0-89042-025-4

### Course Objectives:

This course is primarily an experiential course in which students are expected to complete a minimum of **100 hours** of counseling experience in an appropriate work setting, of which **60 hours will be direct contact with clients/students**. Class will be devoted to understanding and implementing the Texas Model Guide, group supervision, which may include case presentations, listening to/viewing recordings, consultation, feedback, course readings and discussions of counseling issues, or mini-lectures. The instructor will make **at least one on-site visit to your field placement/school during the semester**. For School Counseling student interns, **two site visits will be required during your first semester of practicum**.

In addition, your practicum site supervisor is invited and recommended to attend a Supervisor Workshop. This workshop will provide an orientation to the expectations of the supervisors and will give them an opportunity to meet your professors. Please encourage your supervisors to attend. Details will be forthcoming.

**School Counselor Certificate Standards (TAC §239.15):** The following school counselor certification standards are addressed in this class.

**Standard I. Learner-Centered Knowledge:** The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

- (2) counseling and consultation theories and practices;
- (3) career development theories and practices;
- (4) assessment principles and procedures, including the appropriate use of tests and test results;
- (5) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
- (6) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs;
- (7) learners' developmental characteristics and needs and their relevance to educational and career choices;
- (8) legal and ethical standards, practices, and issues;
- (9) the characteristics and educational needs of special populations;
- (10) theories and techniques in pedagogy and classroom management;
- (11) the integration of the guidance and academic curricula;
- (12) the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students; and
- (13) counseling-related research techniques and practices.

**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. The certified school counselor must:

- (1) develop processes and procedures for planning, designing, implementing, and evaluating a developmental guidance and counseling program;
- (2) provide a proactive, developmental guidance program based on the needs of students;
- (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
- (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;
- (5) coordinate resources for students within the school and community;
- (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;
- (7) participate in the selection, use, and interpretation of assessments and assessment results;
- (8) use varied sources of information about students for assessment purposes;
- (9) use counseling-related research techniques and practices to address student needs; and
- (10) advocate for a developmental guidance and counseling program that is responsive to all students.

**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. The certified school counselor must:

- (1) 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;
- (2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information;
- (3) 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;
- (4) implement effective referral procedures to facilitate the use of special programs and services; and
- (5) act as a consultant and/or coordinator to help learners achieve success inside and outside of school.

**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:

- (1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
- (2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; and
- (3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

**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:

- (1) demonstrate effective communication through oral, written, and nonverbal expression;
- (2) use knowledge of group dynamics and productive group interaction;
- (3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
- (4) facilitate learners' access to community resources;

- (5) develop and implement strategies for effective internal and external communications;
- (6) facilitate parent/guardian involvement in their children's education;
- (7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning; and
- (8) work effectively as a team member to promote positive change for individuals, groups, and the school community.

**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:

- (1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;
- (2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;
- (3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;
- (4) apply research-based practice to improve the school guidance and counseling program; and
- (5) continue professional development to improve the school guidance and counseling program.

### *Supervisor Qualifications and Support*

C. Site supervisors must have the following qualifications:

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of **three** years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.

D. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

E. Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum.

### *Practicum*

G. The program requires completion of a supervised practicum of 160 hours over two semesters in the student's designated program area, begun after successful completion of the practicum. **You will complete a minimum of 100 hours with 60 hours being direct services to clients. Hours from COUN 5391 may not count toward this requirement.** The practicum (TEA Practicum) is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's Practicum includes all of the following:

1. At least 60 clock hours of direct service, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum, usually performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the practicum and performed by a program faculty member (this requirement is met by our class meetings).
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients/students.
6. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum by a program faculty member in consultation with the site supervisor.

**Given the aforementioned standards supervisors must sign a weekly log documenting supervision sessions.**

**Course Requirements:**

1. Each Practicum student will be required to engage in a minimum of 160 hours of practicum experiences including a minimum of 64 direct hours. A minimum of 15 hours of individual supervision must be completed and signed for on the *Supervision Log* form.
2. Selected student/client sessions are to be audio- or video-recorded for critique and supervision purposes.
3. Prompt, regular attendance is expected for class, sessions with clients/students, and supervision.
4. Whether a member of ACA or not, the counselor intern must adhere at all times to the ethical standards of the American Counseling Association and the American School Counseling Association.
5. Each counselor intern is responsible for following the site's requirements for documentation, office and program procedures, and/or school guidelines and policies.
6. Students need to present to the instructor a copy of the appropriate professional disclosure, used at the practicum site, by the second class meeting.
7. Students meet all school counseling specialty standards and program specific requirements.

**Core Standards**

**Course Assignments and TEA Student Outcomes:**

TEA SLO #	P*	Assignments	Due Dates	Points
11		1 Individual Counseling Tape/Critique: Students' developing counseling skills will be evaluated through audio and/or visual tapes submitted by the student to the university supervisor. <b>Note:</b> More than one tape will be required if additional demonstration of developing individual counseling skills is needed, or to address remediation issues.		15
12	*	*Case Presentations prepared regarding individual counseling session.		
<b>13</b>	*	Evaluation Reports from Site: Site supervisors will evaluate students' performance using the Department of Counseling's rubric and the <i>Texas Evaluation Model for Professional School Counselors, 2<sup>nd</sup> Edition (TEMPSC II)</i> .		20
		Attendance and professionalism: Students are expected to attend and actively participate in all class sessions.		5
		Weekly Reading Reflections: Periodically, you will turn in a ½ page - 1 page reflection based upon what you read. Include in your reflection something <i>specific</i> with page number that you found interesting, and explain why you found it interesting. Your explanation might come from personal experience, client experience, or academic experience (i.e. something you read does not match what you learned). You do not need a cover page. The title of your paper should be the reading assignment for that class. Reading assignments will be arranged with the instructor.		5
<b>14</b>	*	* Professional School Counseling Presentation: Students will develop a presentation for faculty professional development regarding the Texas Model for School Counseling Programs. The presentation should be at least 45 minutes covering Sections I-V of the Texas Model.		15

<b>15</b>		Evaluation of progress from University Supervisor: Students' cumulative learning will be evaluated by the university supervisor using performance and program data collected from the site, from supervisory sessions, and other assignments.		10
16		*Group Plan submitted for Group counseling observation (Practicum I) *Consultation Plan submitted for consultation observation (Practicum II)		10
	*	*Must have these completed and with you during observation.		
17	*	Formal observations conducted by designated field supervisor of TEMPSC-II consultation domain standards.		No Grade
		Advocacy Letter (extra 10 points for mailing letter, must have photo as proof) or Advocacy Day Participation (extra 20 points for attending TCAs advocacy day or visiting local elected official for SC-related topic).		10
	19	Program Framework Paper (Final Project): As a culminating semester activity, students will develop and write their own comprehensive program framework utilizing the Texas Model for School Counseling Programs template.		40
		Final Paper		10
<b>Total</b>				

\*Portfolio Activities

### *Assignment Instructions*

**Individual Counseling Tape/Critique Instructions.** You are required to review the recording and submit a typed session critique that contains the following elements. The recording should not be of an initial session or intake session with a client.

- a. Part I: Case Conceptualization (See PowerPoint). Use the Johnson or Jongsma treatment planners when creating the treatment plan. See recommended books.
- b. Part II: Session Critique. Select a 10-minute portion of the recording you want feedback on. For this 10-minute segment, provide a critique that addresses the following points:
  - i. Client's presenting concern this session
  - ii. Relevance of presenting concern this session to overall treatment plan and counseling goals
  - iii. Summary of what transpired during 10-minute segment, including how this segment ties in with overall treatment plan and goals for counseling, as well as your goals during this 10-minute segment (e.g. what were you trying to accomplish as it relates to the client's overall treatment plan?)
  - iv. Self-Critique of your use of basic counseling skills in this 10-minute segment (include examples)
  - v. Self-Critique of your use of your guiding theory in this 10-minute segment (include examples)
  - vi. How would you improve your performance as a counselor during this 10-minute segment? Why?
  - vii. What skills did you demonstrate that you want to retain in your future sessions? Why?

*Submit the assignment in Canvas and Bring copies for each person to class.*

**Final Paper Instructions: A paper summarizing the field practicum experiences will be submitted before the last class meeting**

**Below are some questions to consider when completing your paper:**

- a. What were your expectations at the beginning of your practicum?
- b. What were your goals at the beginning of your practicum?
- c. In what ways did your site meet and not meet your expectations?
- d. What progress did you make towards reaching your goals?
- e. In what ways did your goals change?
- f. What were the most important things you learned in practicum this semester?
- g. What are some areas where you still want to grow?
- h. How have you changed as a counselor and as a person as a result of your practicum experience?

You don't have to follow this format linearly, and if there's some overlap, you can organize your reflection in a way that works for you. Approximately 3-5 pages in a good length, but you can go over if you need to do so. Please follow APA 6 guidelines for grammar and structure, including a cover page.

c. **SCHOOL COUNSELING STUDENTS MUST INCLUDE THE FOLLOWING ELEMENTS IN THEIR FINAL REFLECTION PAPER:**

- i. Experiences related to engaging parents, guardians, and families to promote the academic, career, and personal/social development of students
- ii. Experiences related to conducting programs designed to enhance student academic development
- iii. Experiences related to implementing strategies and activities to prepare students for a full range of postsecondary options and opportunities
- iv. Experiences related to working with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school
- v. Experiences related to consulting with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development
- vi. Experiences related to participating in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program
- vii. Experiences related to planning and presenting school-counseling-related educational programs for use with parents and teachers (e.g. parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers)

**Peer Evaluation of Collaborative Work Skills Rubric**

**Group Member: \_\_\_\_\_**

<b>Established Standards</b>	<b>Proficient</b>	<b>Competent</b>	<b>Novice</b>	<b>Underperforming</b>
<b>Focused on task</b>	Consistently stays focused on the task. Very self-directed	Focuses on the task most of the time. Group members can count on this person.	Focuses on the task some of the time. Other group members must sometimes remind the student to keep on-task.	Rarely focuses on the task. Lets others do the work.
<b>Contributions</b>	Routinely provides useful ideas. Contributions are	Usually provides useful ideas. Contributions are mostly clear and organized.	Sometimes provides useful ideas. Contributions are not always clear or well	Rarely provides useful ideas. Contributions are rarely clear or well organized.
<b>Working with Others</b>	Almost always listens to, shares with, and supports the efforts of	Usually listens to, shares with, and supports the efforts of others.	Often listens to, shares with, and supports the efforts of others.	Rarely listens to, shares with, and supports the efforts of others.
<b>Attitude</b>	Never is publicly critical of the project or the work of others.	Rarely is publicly critical of the project or the work of others.	Occasionally is publicly critical of the project or the work of others.	Often is publicly critical of the project or work of others.

**Attendance & Professionalism:** Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and other students with respect. Please dress professionally in accordance with your practicum site.

Tardiness, failure to have recordings, weekly process logs, weekly readings, or other required paperwork will be reflected in the professionalism/class participation grade. Please take scheduled breaks with the class unless there is an emergency.

**Rubric for Student Intern Professionalism:**

- 1) On time for class
- 2) Turns in weekly process logs each class meeting
- 3) Turns in final paperwork on last night of class
- 4) Turns in evaluation forms on due dates
- 5) Turns in reading assignments on time
- 6) Turns in final reflection paper on time
- 7) Turns in final evaluation of the site and supervisor
- 8) Exhibits professional conduct in class (attentive and participates in discussion, is appropriate during class discussions, participates in class discussions, refrains from using cell phone or eating in class, waits for scheduled breaks).
- 9) Schedules and completes site supervision sessions with professor (2 for Practicum I Students, 1 for Practicum II students) by the dates listed on the syllabus.
- 10) Reschedules site supervision sessions with professor if problems arise (e.g., not enough students attend a group, student fails to meet the majority of competency indicators on site supervision evaluation form.

**Grades**

Students must turn in all logs and evaluations; must complete all requested hours required by instructor (100 total with 60 direct), meet expectations for the recordings, case study, advocacy letter, and final paper; gain satisfactory evaluations

by site supervisor; meet expectations for session recordings; and demonstrate high levels of professionalism to receive a grade of A or B.

\*All final paperwork must be turned in to the instructor and complete and with all signatures by 5:00pm by the last Practicum class unless an extension is provided by the professor. Failure to do so will result in you receiving an automatic F for the semester. You must turn in this paper via Canvas. You are responsible for making arrangements to turn in final paperwork by the deadline. All final paperwork must be turned in at once and not over time.

**Late assignment policy:** All assignments must be turned in “complete”. For late assignments, extra time may be “purchased” at the rate of 5 percent off the total assignment grade, per day, after 6:00 P.M. on the day the assignment is due, and bought at an additional 5 % daily up to 6 days. If the instructor notices something is missing and an assignment is deemed incomplete, grade deductions are retroactive to the original due date. If late more than 6 days, the assignment score will be 0. Any missing assignments must be completed, even if not turned in until after a 6 day delay. If, at the end of the semester, one or more assignments have not been turned in “complete”, or requirements have not been met, the student will be assigned the letter grade of F for the class.

**Course Calendar:**

*The schedule and procedures for the course are subject to change in the event of extenuating circumstances.*

Date and CACREP Core Curricular Standards	Topics	Readings Covered	Due
8/29/2019	<ul style="list-style-type: none"> <li>-Orientation to Internship Class</li> <li>-Review of the Syllabus</li> <li>-Submission of Required Forms</li> <li>-New Counseling Legislation</li> <li>-Check for Students' Site Selection Completion</li> <li>-Question and Answer Period</li> <li>-Review Comprehensive School Counseling Program Foundational Components, Service Delivery Components And Counselor TEMPSC II Domains</li> <li>-Introduce Consultation Plan/Group Counseling Plan requirements and review forms (plans due at time of scheduled observations)</li> <li>-Review tapescript process-include diversity chapters</li> </ul>	-Review TEA Model	
9/5/2019	<ul style="list-style-type: none"> <li>-Discuss campus needs assessment and program planning (e.g. interviews, campus goals and CCGP program goals, etc)</li> <li>-Review Program Design Priorities form</li> <li>- Discuss development of Foundational Components</li> <li>-Discuss program planning (calendar development) based on school counselor's competencies (8) and</li> <li>-Program delivery components (4)               <ul style="list-style-type: none"> <li>-Attention to H.B. 5 strategies for career development</li> <li>-Attention to Individual planning at all ages K-5</li> </ul> </li> </ul>	-Read Erford, Chapter 23	<p>Weekly Hour Logs</p> <p>Turn in Appendix F: Synopsis of Standards for a School Counseling Audit</p> <p>-Bring copies of campus improvement plans and guidance program documents to class</p>

9/12/2019	<ul style="list-style-type: none"> <li>-Review TEMPSC II Roles and Job Description form</li> <li>-Discuss guidance curriculum and observation process</li> <li>-Case Consultation-</li> </ul>	Read Erford Chapter 42	<p>Weekly Hour Logs</p> <p><u>Completed</u> foundational components: Mission Statement, Program Definition, 47-56 (Texas Model)</p> <p>-Complete school assessment and staff interviews for program planning</p> <p>Group or Consultation Plan</p> <p>Bring a copy of your school campus crisis management plan</p>
9/19/2019	<ul style="list-style-type: none"> <li>Case Consultation-</li> <li>-Review Crisis Plans</li> </ul>		<p>Weekly Hour Logs</p> <p>Submit Needs Assessments, other supporting data, Program Goals, and Client Priorities (57-73, Texas Model) Program Design Priorities form</p> <ul style="list-style-type: none"> <li>-Submit semester calendar of activities</li> <li>-Bring TEMPSC II book</li> </ul> <p>-Bring TEMPSC II booklet</p> <ul style="list-style-type: none"> <li>-<u>Submit</u> Job Description forms</li> </ul>
9/26/2019	<ul style="list-style-type: none"> <li>-Introduce principal presentation project</li> <li>-<u>Submit</u> Job Descriptions forms</li> <li>-Classroom Guidance Plan</li> <li>Discuss group counseling and observation process</li> </ul>		<p>Weekly Hour Logs</p> <p><u>Submit</u> completed semester calendar of activities by component and related competencies</p>

	<p>-Discuss TEMPSC II Professional Behaviors and Professional Standards and <u>submit</u> site supervisor's mid-semester evaluation and discuss</p> <p>--Assign Erford chapters on theoretical approaches to counseling</p> <p>-Assign Counseling Philosophy Paper</p> <p>Introduce/discuss Professional Development Plans</p> <p>-Case Consultation</p>		<p><u>Submit</u> Professional Development Plan Form</p> <p>Present assigned Erford chapters using template provided (33-45).</p> <p>-Submit KNOW YOUR SCHOOL'S CAMPUS CRISIS MANAGEMENT PLAN</p>
10/3/2019	Case Consultation		<p>Weekly Hour Logs</p> <p>-Prepare/produce/<u>submit</u> guidance program brochure and related presentation</p>
10/10/2019			Weekly Hour Logs
10/17/2019			<p>Weekly Hour Logs</p> <p>-Turn in and review Tape script #1</p> <p>-<u>Bring</u> site supervisor's mid-semester evaluation</p>
10/24/2019			Weekly Hour Logs
10/31/2019			<p>Weekly Hour Logs</p> <p>Group or Consultation Observation Due</p>
11/7/2019	- <u>Submit</u> Tape script #2 (if needed)		<p>Weekly Hour Logs</p> <p><u>Complete</u> Tapescript #2 (if needed)</p>
11/14/19	<b>Professional School Counseling Presentation</b>		<p>Weekly Hour Logs</p> <p>Principal Presentation</p>

11/21/19	-Discuss consultation, coordination, and assessment roles experienced or observed		Weekly Hour Logs
11/28/19	-Case Consultation	-Read Erford chapters 28, 29, 46, 87, 93	
12/5/19	<b>Comprehensive Framework</b>		Comprehensive School Counseling Framework Due: Evidence Presented to a school body: (Principal meeting, PTA, leadership team, school counseling steering committee, etc.)
12/12/19	<b>-Submit</b> Time Logs, -site supervisor's final evaluation And Student's Evaluation of Site Supervisor and Site Evaluation		-Hours Log due (no time extensions), Final Hours Log Due  Site supervisor's <b><u>final evaluation</u></b> Student's Evaluation of Site Supervisor and Site Evaluation

**\*For this class, any missed class must be made up by the student. Each class counts as group supervision and cannot be made up except by attending other group supervision meetings. If a student must be absent, she or he is required to make up the missed group supervision and is responsible for contacting the instructor with the reason for the absence.**

**Other Special Course Instructions (e.g., transcript, preparation, time log, etc.):**

As a continuing course in the clinical training sequence, Practicum I, II in School Counseling is intended to reflect the comprehensive work experience of a professional counselor in a school counseling setting. Students are expected to continue demonstration of skills and attitudes acquired during the Practicum in Counseling course, as well as utilizing a variety of professional activities and resources in addition to direct service. Students will also demonstrate competencies in the *Guidance Needs Assessment* component while familiarizing themselves with the following four components of the TEA Model of School Counseling Programs

1. Guidance curriculum
2. Responsive services
3. Individual planning system
4. System support

At the successful completion of this course, students will have:

1. Developed and saved a Guidance Needs Assessment, specific to their school practicum site for use in Practicum
2. Demonstrated the ability to apply and adhere to ethical and legal standards in school counseling.
3. Demonstrated the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
4. Provided individual and group counseling, classroom guidance, and consultation to promote the academic, career, and personal/social development of students.
5. Assessed and interpreted students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

**Insurance Requirements**

Professional liability insurance covers students and practitioners for amounts up to the limits of liability that they become legally obligated to pay as a result of a professional liability claim arising out of the incident. **All Students must have professional liability insurance before seeing clients** regardless of whether their site provides coverage or not. Students are encouraged to research different insurance providers and rates. Membership in certain professional service organizations such as the American Counseling association (ACA) and the Texas Counseling Association (TCA) may afford students reduced rates. The following links are provided for more information:

<http://www.counseling.org/>  
<http://www.txca.org/tca/Default.asp>  
<http://www.hpso.com/>

### **Time Requirements**

This course requires the completion of a supervised **160-clock hour practicum**. This practicum is intended to reflect the comprehensive work experience of a professional counselor appropriate to school counseling, including the following:

1. **At least 64-clock hours of direct service**, including experience leading groups. *Direct service* refers to “interaction with clients that includes the application of counseling, consultation, or human development skills”. **The remaining hours required hours may include indirect services** “recordkeeping, supervision, information and referral services, in-service and staff meetings
2. **Weekly interaction that averages one hour per week of individual and/or triadic supervision, by the onsite supervisor** (
3. **An average of 1 1/2 hours per week (2.75 hours) of group supervision**, by a program faculty member
4. Opportunities for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings
5. Opportunity for the student to develop audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients and
6. Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum by a program faculty member in consultation with the site supervisor.

### **Site Requirements**

School counseling students are expected to do their practicum at a school setting under the supervision of a certified school counselor. Students usually use time before and after school, during lunch and in the evenings to accumulate the necessary direct contact hours they need for the 160 hour school practicum course requirements. **Your direct client contact hours must be different from what you usually do at work.**

In addition, you are required to submit to your instructor, audio or videotapes of a specified number of counseling sessions. **It is your responsibility to insure that you have access and permission to tape.** If you cannot get permission from your school, notify your instructor immediately. You will have to get an additional site, or, if available, arrange to see students at the TAMUCT Community Counseling and Family Therapy Center, CCFTC). PLEASE DO NOT WAIT TO MAKE THESE ARRANGEMENTS. There are many students and instructors using the CCFTC and also competing for off campus sites.

### **Use of Second Site**

Texas Education Agency **require that the practicum experience for students enrolled in a school counseling graduate program be completed in a school setting.** In special circumstances, a second site is necessary to complete practicum clinical hours and/or tape script assignments. When this occurs, hours at the secondary site must exceed the 100 hours required in the school setting. **Care must be taken that client needs are fully met. Therefore, it is necessary that students commit the time necessary to address client concerns beyond the time necessary to complete the taping requirement.**

### **Structure of the Practicum Experience**

During School-based Practicum you must be in a school (Fall or Spring) with a general population of students, and during this time you must receive weekly supervision from a state certified school counselor. **The hours must be distributed evenly across at least 14 weeks of the semester and may not begin before the class begins nor be collected after the class ends.**

**Additionally,** the Texas Education Agency expects that students will receive **three formal observations** during their field work. At TAMUCT, this will be done through the practicum courses. During practicum, students will be observed in an assigned and scheduled activity addressing **the guidance, counseling, or consultation domains** of the **Texas Evaluation Model for Professional School Counselors, Second Edition (TEMPSC-II)**. In Practicum II, a minimum of one observation will be conducted focusing on consultation skills. **The observation will be for a**

**minimum of 45 minutes** and will be conducted by a field supervisor designated by the TAMUCT Department of Counseling & Psychology (Texas Administrative Code [TAC]228.35).

### **Comprehensive Guidance Program**

As part of the school counseling practicum requirements, students will begin work on a developmental guidance and counseling program emphasizing the 4 components to address a wide variety of student concerns such as those listed below:

1. Guidance Curriculum
  - Interpersonal Effectiveness
  - Intrapersonal Effectiveness
  - Post-secondary Planning and Career Readiness
  - Personal Health and Safety
  
2. Responsive Services
  - Academic concerns
  - School related concerns
  - Relationship concerns
  - Physical, sexual and emotional abuse as described by the Texas family code
  - Grief and loss
  - Substance abuse
  - Family issues
  - Harassment issues
  - Coping with stress
  - Suicide prevention
  - Crisis, disaster, and trauma
  
3. Individual Planning
  - Educational
  - Career
  - Personal-social
  
4. System Support
  - Guidance program development, management, evaluation
  - Parent education
  - Teacher and administrator consultation
  - Providing staff development for educators
  - School improvement planning
  - Counselor's professional development
  - Research and publishing
  - Community outreach
  - Public relations
  - System-wide wellness
  - Campus crisis plan

The relative emphasis of each component will vary from district to district, perhaps from campus to campus, depending on the developmental and special needs of the students served