



COUN 5391/COUN 5392.110 School Counseling Practicum, I, II Spring 2019

INSTRUCTOR AND CONTACT INFORMATION

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

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Office Hours: 1:00pm-5:00pm Wednesdays and Thursdays

Class Time: 6:00pm-8:50pm Every Other Tuesday (with exception of Weeks 1-2)

Class Location: *Warrior Hall, Room*

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.

Textbooks:

1. Erford, B. T. (2016). *Professional school counseling: A handbook of theories, programs, and practices* (3rd 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.

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* (5th 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 100 hours of practicum experiences including a minimum of 60 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. Note: More than one tape will be required if additional demonstration of developing individual counseling skills is needed, or to address remediation issues.	2/9 (3/23 if needed)	15
12	*	*Case Presentations prepared regarding individual counseling session	2/23	10
13	*	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, 2nd Edition (TEMPSC II)</i> .	3/9 5/4	20

		Attendance and professionalism: Students are expected to attend and actively participate in all class sessions.	5/4	10
		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.		20
14	*	* Program Implementation & Presentation: Students will develop and implement a direct service to students based on a needs assessment of their school site. Students will present their project to the class and describe the assessment, implementation, and evaluation process.	Begin 3/23	15
15		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.	5/4	10
16	*	*Guidance Plan submitted for Guidance observation (Practicum I) *Group Plan submitted for Group counseling observation (Practicum I) *Consultation Plan submitted for consultation observation (Practicum II) *Must have these completed and with you during observation.	02/19 04/16 03/19	10
17	*	Formal observations conducted by designated field supervisor of TEMPSC-II consultation domain standards.	Guidance: 02/19 Group: 04/16 Consult: 03/19	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
Total				140

*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. Include an APA 6 formatted cover page when submitting this assignment.

- a. Part I: Basic Information
 - i. Client initials
 - ii. Client's presenting concern when initiating counseling
 - iii. Summary of treatment plan, including goals for counseling
 - iv. Number of sessions client has attended with you/attended at facility
 - v. Progress made towards meeting counseling goals to this point, including evidence for noted progress (e.g. client report, assessments, parent or caregiver report, your own observation, etc.). If no progress has been made, explain lack of progress.
 - vi. Your theoretical orientation

- 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?

Case Presentation Instructions: Address each item below that is pertinent to your case. It is expected that some items may not be relevant to your client/student. Use a fictitious name or initials only.

1. **Identifying Data:** Client name, age, race or ethnicity, marital status, occupation, grade in school, members of household.
2. **Initial Presenting Concern:** Brief statement of the problem that led to client initially seeking counseling services
3. **Current Difficulties:** History of problem, precipitating events, symptoms, previous occurrences of problem, previous method of resolution, effects of problem on client's life. (This section should be extensive and detailed.)
 - a. **School Counselors:** What barriers impede student's academic, career, and personal/social development?
4. **Physical Health History:** Significant health history, illnesses, injuries, current medications.

5. **Psychological Health History:** Previous treatment, duration, compliance, past and current psychotropic medication, past or current suicidal ideation/attempts.
6. **Educational History:** Where is client in school or what level of educational achievement did client achieve, significant school experiences, level of client's satisfaction with school achievement.
7. **Occupational History:** Client's work history, reasons for job changes, level of satisfaction with employment.
8. **Testing:** Summary of any psychological or educational assessments.
9. **Family and Home Background:** Construct appropriate multigenerational genogram. Describe in narrative form client's perspectives of the family and critical family incidents.
10. **DSM 5 Diagnosis** (Include this even if not required at your site. If your site still uses the DSM-IV TR or instead used ICD 10, include this information as well)
11. **Strengths and Resources:** Include the positive things going for the client or student that will help for addressing the problems and needs (personal, familial, intellectual, financial, social, spiritual, physical, medical, or affective supports)
12. **Theoretical Conceptualization and Treatment Plan (i. through vi. Will be delivered verbally)**
 - i. **Theoretical Orientation** used in working with the client. Also discuss whether your theoretical orientation matches the expectations of your practicum site. If there are differences, how you reconcile these differences.
 - ii. **Theoretical Conceptualization of Client** – including your theoretical conceptualization of how the client developed the presenting concern(s), how the client is dealing with the presenting concern(s), and barriers to the clients addressing these concerns independently.
 - iii. **Treatment Plan & Goals for Counseling using your Theoretical Conceptualization** – including theoretically consistent goals for counseling, as well as how your theory helps explain and justify the counseling goals you have established for the client. Use the treatment plan format you learned in Effective Human Behavior when presenting your treatment plan to the class.
 - iv. **Evidence that demonstrates progress towards client's goals**
 - v. **Counseling techniques and/or strategies used to help client progress towards meeting objectives and goals** that are internally consistent with your guiding theory.
 - vi. **Role of supervision in helping you address this case** (MCFC D.6)
13. **Referrals:** As part of case presentation assignment, students will provide **three** potential referral sites for the client/subject of the case presentation. Students will need to list the referral, including address and contact person, and provide a detailed description of how the referral will serve the interests of the client under discussion for the case presentation (CMHC F.1; SC H.4; SC N.5)

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

Advocacy Letter Instructions: Students are required to create and turn in an Advocacy Letter

- c. Write a letter on behalf of the school counseling profession to an elected representative, board member, or other institution/individual with power to influence the school counseling profession for your student. Specific emphasis given to the learning and academic experiences necessary to promote the academic, career, and personal/social development of students within the Texas Model for Comprehensive School Counseling Programs. You are expected to cite the model in the letter. The letter is to follow the four-paragraph format in the TedTalk discussion: "Political Change with Pen and Paper"
- d. Paragraph 1: You appreciate them

- e. Paragraph 2: Your concern
- f. Paragraph 3: Appease them. If you had information you would have done the right thing.
- g. Paragraph 4: Provide appropriate information about your concern (how to remedy problem)
- h. Signature of Letter: Exert your influence
- i. You are not required to mail your letter, but should you choose to using the format discussed (send letter to regional and main office), and can verify the information was mailed to both locations (photo of stamped letters) you will earn an extra 10 points to your final grade (SC).

Texas Counseling Association Advocacy Day (Alternative Assignment to Advocacy letter)

- a. Attend TCAs Advocacy Day in Austin on March 19 or April 16 (hours may be counted as direct when interacting with legislators) 7am-3pm.
- b. See https://www.txca.org/tca/PUBLIC_POLICY.asp

Texas Representative/Senator Hometown Office Visit (Alternative Assignment to Advocacy letter)

- c. As a group, we will visit our local Texas representative/senator to advocate for school counseling bills introduced during the current legislative session
- d. See <https://fyi.capitol.texas.gov/Home.aspx>

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.

j. 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)

Program Framework Instructions:

As a culminating semester activity, students (in groups) will develop and write their own comprehensive program framework utilizing the Texas Education Agency Model as a template.

Criteria for Program Framework Paper	Points
Details presenter information, community context, advisory committee members and Structural Components of Comprehensive Program	6
Outlines appropriate Program Planning including Desired Program Design Activities, Desired Program Balance Implementation, and a Sample Weekly Schedule	6
Includes a Counselor Position Guide including a Counselor Performance Evaluation, Specific Job Description, and an Organizational Chart	6
Defines Delivery System Components and Provides an Example of Each Component Activity	6
Provides a brief Program Evaluation Plan including how student outcomes will be improved using results, process, and perception data	6
Provides a Counselor Improvement Plan	5
Peer Evaluation of Collaborative Work Skills	5

Peer Evaluation of Collaborative Work Skills Rubric

Group Member: _____

Established Standards	Proficient	Competent	Novice	Underperforming
Focused on task	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.
Contributions	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.
Working with Others	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.
Attitude	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 publically critical of the project or the work of others.	Often is publically 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 (Final Evaluation, final Weekly Logs, End of Term Activity Summary, Site Evaluation by Practicum Counseling Student, Supervision Evaluation by Practicum Counseling Student, Supervisor's Evaluation of TAMUCT Counseling Master's Program;, Documentation of Practicum Experience Form) 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.

Date	Topics	Readings Covered/Due Dates	Assignments
January 15	<ul style="list-style-type: none"> -Submission of Required Forms -Check for Students' Site Selection Completion -Discuss and distribute Consultation Plan. (Completed plan due at time of scheduled consultation) -Introduce Case Presentation assignment: -Check for Students' Site Selection Completion -Question and Answer Period - Introduction to the Comprehensive Guidance Program Model and Content -Introduce Guidance Plan, Group Counseling Plan, and Consultation Plan requirements and review forms (plans due at time of scheduled observations) -Review recording process <p>-House/Senate Testimony: Professional School Counseling</p> <p>http://tlchouse.granicus.com/MediaPlayer.php?view_id=40&clip_id=15227 From: 05:15 to 49:40 Dr. Eli Zambrano http://tlcsenate.granicus.com/MediaPlayer.php?view_id=44&clip_id=13488 From 2:48:33 to 3:00:16 Sharon Bey http://tlchouse.granicus.com/MediaPlayer.php?view_id=40&clip_id=15221 From: 2:34 to 2:48:34 Dr. Kim Ridgely</p>	<p>-Review TEA Model</p>	<p style="text-align: right;">11</p> <p>Read Texas Model for SC: Intro, Section I-II</p> <p>Bring copy of your schools' counseling informed consent next week</p> <p>-Watch Adam Galinsky's Ted Talk: http://www.ted.com/talks/adam_galinsky_how_to_speak_up_for_yourself?utm_source=linkedin.com&utm_medium=social&utm_campaign=teadspspread</p> <p>Watch Adlerian Consultation video</p> <p>-Begin Case Presentations</p>
January 22	<p>Designing A Comprehensive and Developmental Guidance and Counseling Program</p> <p>Review Structural Components, Delivery Components And Counselor TEMPSC II Domains</p> <ul style="list-style-type: none"> -Review 8 school counselor roles. -Introduce individual projects for the semester (based on needs assessment) -Submit Student Application for School Practicum: Site Approval Agreement -Case Consultation 	<p>-Review TEA Model</p> <p>-Review TedTalk</p> <p>-Weekly Process Log</p>	<p>Read Texas Model for SC: Section III-IV-TEMPSC II</p> <p>Read Dinkmeyer, Carlson, & Michel, Chapter 3 (Canvas)</p> <p>-Reading Reflection 1 Due 02/05</p> <p>Recording and Critique 1 Due 02/05</p>
February 5	<ul style="list-style-type: none"> -Introduction to Consultation -Introduction to Adlerian Consultation <p>Turn in Critique and video</p> <p>Discuss end-of-semester projects</p>	<p>-Tape/Critique Due</p> <p>-Reading Reflection 1 Due: TEA Sections I-IV, Adam Galinsky, Dinkmeyer, et al. Second 30</p> <p>-Weekly Process Log</p>	<p>Read Texas Model for SC: Section V, Appendices</p> <p>Read: Erford Chapter 28 or 29</p> <p>-Begin Case Presentations</p> <p>-Reading Reflection 2 Due</p>

<p>February 19</p>	<p>-Mock Consultation Session Practice -Guidance and Counseling Program Delivery Components Operational Definitions (program activities) -Demonstration of Guidance Curriculum</p> <p>Case Study Presentation: Case Study Presentation:</p>	<p>-Weekly Process Log</p> <p>-Reading Reflection 2 Due</p> <p>-Final Deadline for Guidance Lesson Observation</p>	<p>-Bring site supervisor's mid-semester evaluation</p> <p>-Reading Reflection 3 Due</p> <p>-Review TEMPSC II Standards on Professional Behavior and Standards</p> <p>Overwhelmed and Outnumbered: School counselors in Texas</p> <p>-Spectrum New Jan Frieze: Hiring More School Counselors</p> <p>-The Power of Data</p> <p>-Spice up your school counseling program</p> <p>Read Chapters 3&4 Hatching Results (Canvas)</p>
<p>March 5</p>	<p>-Operationalizing the Service Delivery Components: Program Delivery Components activities-planning session -Discuss TEMPSC II Professional Behaviors and Professional Standards -Turn in site supervisor's mid-semester evaluation -Discuss end of semester presentations Student Q & A -Continue Case Presentations</p> <p>-Discuss Readings</p> <p>Case Study Presentation:</p>	<p>-Midterm Site Supervisor Evaluation Due</p> <p>-Reading Reflection 3 Due: Hatching Results</p> <p>-Weekly Process Log</p>	<p>-Complete Tape/Critique 2 (if required by professor)</p> <p>-Prepare/produce individual student projects for presentation to class</p>
<p>March 19</p>	<p>Turn in Tape/Critique 2 (if requested) Program Implementation Presentations</p> <p>Case Study Presentation: Case Study Presentation:</p>	<p>-Weekly Process Log</p> <p>-Recording 2 Due (if requested)</p>	<p>Read two of the four Erford chapters: 28, 29, 46, 67</p> <p>Complete Consultation Observations by April 2</p> <p>Reading Reflection 4</p>
<p>April 2</p>	<p>Discuss Readings</p> <p>Case Study Presentation: Case Study Presentation: Case Study Presentation:</p>	<p>-Reading Reflection 4 Due</p> <p>-Weekly Process Log</p>	

<p>April 16</p>	<p>Case Study Presentation: Case Study Presentation:</p>		<p>Advocacy Letter Due 05/03 Final Site Supervisor Evaluation Due 05/03 Student Evaluation of Site Due 05/03 Student Evaluation of Supervisor Due 05/03 Student Evaluation of Site Due 05/03 Time logs Due 05/03 Final Reflection Due 05/03 Program Framework Due Watch 4 minute TedTalk https://www.ted.com/talks/omar_ahmad_political_change_with_pen_and_paper</p>
<p>April 30</p>	<p>Semester Wrap up. School Counseling Program Evaluation Presentations.</p>	<p>-Advocacy Letter Due -Final Supervisor Evaluation Due -Final Process log Due -End of Semester Paperwork Due -Final Reflection Paper Due -Program Framework Paper and Presentation Due</p>	

****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 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 II and III.
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.hpsoc.com/>

Time Requirements

This course requires the completion of a supervised **100-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 60-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 40 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 60 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

Counseling Practicum
(School)
 Midterm/Final (Circle One)
 Evaluation Form

Counseling Student: _____

Practicum Semester (I or II) _____

Supervisor:

School Name:

The Off-campus Supervisor is requested to complete this form and confer with the counseling student midterm and at the end of the term. The form should be sent to the University Supervisor via mail or the counseling student.

Circle the number which best describes student performance in each category. If a category is not applicable, indicate so by placing “n/a” immediately next to the category number.

School Counseling	<u>Requires Assistance</u>		<u>Appropriate Acceptable Performance</u>		<u>Exceptional Performance</u>	
<i>Foundation:</i>						
1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling	1	2	3	4	5	6
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	1	2	3	4	5	6
<i>Counseling, Prevention, and Interventions:</i>						
3. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	1	2	3	4	5	6
4. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	1	2	3	4	5	6
5. Designs and implements 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	1	2	3	4	5	6

issues, and (f) factors of resiliency on student learning and development.

6. Demonstrates the ability to use procedures for assessing and managing suicide risk. 1 2 3 4 5 6

7. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. 1 2 3 4 5 6

Diversity and Advocacy:

8. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. 1 2 3 4 5 6

9. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. 1 2 3 4 5 6

10. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. 1 2 3 4 5 6

11. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. 1 2 3 4 5 6

Assessment:

12. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. 1 2 3 4 5 6

13. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development. 1 2 3 4 5 6

14. Analyzes assessment information in a manner that produces valid inferences when evaluations the needs of individual students and assessing the effectiveness of educational programs. 1 2 3 4 5 6

15. Makes appropriate referrals to school and/or community resources. 1 2 3 4 5 6

16. Assesses barriers that impede students' academic, career, and personal/social development. 1 2 3 4 5 6

Research and Evaluation:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 17. Applies relevant research findings to inform the practice of school counseling. | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. Develops measureable outcomes for school counseling programs, activities, interventions, and experiences. | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. Analyzes and uses data to enhance school counseling programs. | 1 | 2 | 3 | 4 | 5 | 6 |

Academic Development:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 20. Conducts programs designed to enhance student academic development. | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement. | 1 | 2 | 3 | 4 | 5 | 6 |

Collaboration and Consultation:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 23. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. Uses peer helping strategies in the school counseling program. | 1 | 2 | 3 | 4 | 5 | 6 |
| 26. Uses referral procedure with helping agents in the community (e.g. mental health centers, businesses, service groups) to secure assistance for students and their families. | 1 | 2 | 3 | 4 | 5 | 6 |

Leadership:

- | | | | | | | |
|--|---|---|---|---|---|---|
| 27. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|---|

28. Plans and presents 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.)

1 2 3 4 5 6

Clinical Supervisor

Date

My signature indicates that I have read the above report and have discussed the content with my supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

Student

Date

PRACTICUM - MID-TERM EVALUATION

STUDENT _____

PRACTICUM SEMESTER (I or II) _____

DATE _____

IDENTIFIED STRENGTHS OF THE INTERN:

- 1.
- 2.
- 3.

IDENTIFIED AREAS FOR GROWTH OF THE INTERN:

- 1.
- 2.
- 3.

PLAN FOR CREATING NEW PROFESSIONAL ACTIVITIES FOR THE REMAINDER OF THE SEMESTER:

PLAN FOR REMEDIATION FOR AREAS FOR GROWTH:

CHANGES PLANNED IN SUPERVISION (IF ANY):

Signature of Intern

Date

Signature of Clinical Supervisor

Date

Texas A&M-Central Texas
COUN 5391/5392 Practicum

Site Evaluation by Practicum Counseling Student

1 Poor 2 Satisfactory 3 Good 4 Excellent

- | | | | | |
|---|---|---|---|---|
| 1. Rate your site as an practicum training facility | 1 | 2 | 3 | 4 |
| 2. Rate your opportunities to do counseling | 1 | 2 | 3 | 4 |
| 3. Rate your overall experience | 1 | 2 | 3 | 4 |

Practicum Site: _____

Practicum Semester: _____ Year: _____

In what ways did your site allow you opportunities for growth as a counselor?

In what ways did you contribute to the site during your practicum experience?

What, if anything, about the site was not a good experience for you and how could it be improved?

** Please note that this evaluation may be shared with future students considering this site/supervisor.

Texas A&M-Central Texas
COUN 5391/5392 Practicum

Supervision Evaluation by Practicum Counseling Student

Name of Supervisor: _____

Practicum Site: _____

Practicum Semester: _____ Year: _____

What did you appreciate most about your supervisor?

What specific skills did you learn from your supervisor?

What, if anything, about your supervision experience could have been better?

How would you rate the overall supervision you received?

___ Poor ___ Satisfactory ___ Good ___ Excellent

** Please note that this evaluation may be shared with future students considering this site/supervisor.

Texas A&M-Central Texas

Evaluation for COUN 5391/5392 Practicum
Supervisor's Evaluation of TAMUCT Counseling Master's Program

PLEASE GIVE TO YOUR SUPERVISOR TO COMPLETE AT THE END OF THE SEMESTER AND INCLUDE WITH YOUR FINAL PAPERWORK

Site Supervisor: _____

Agency/School: _____

Please answer the Following Questions on a 5-Point Scale

Strongly Agree (5) Agree (4) Undecided (3) Disagree (2) Strongly Disagree (1)

- ___ 1. TAMUCT prepares counseling students to follow ethical counseling practices.
- ___ 2. TAMUCT prepares counseling students to provide counseling services appropriate to the \ needs of the clients served at the agency (i.e., Clinical Mental Health, School).
- ___ 3. TAMUCT prepares counseling students to carry out the daily functions of a professional counselor in an agency or school setting.
- ___ 4. TAMUCT prepares counseling students to meet the counseling needs of clients from diverse backgrounds.
- ___ 5. TAMUCT prepares counseling students to complete notes and records in accordance with the guidelines/procedures of the agency or school.

Please provide feedback as to how TAMUCT might improve the preparation of counseling students to meet the changing needs of clients and the changing demands of the agency or school.

Department of Counseling & Psychology

COUN 5391

Supervisor Agreement to Supervise Between Semesters

(For 5391 Practicum I students intending to see clients during breaks when the university is not in session, this form needs to be completed and on file with the student's Practicum I instructor prior to the end of the Practicum I semester.)

I, _____, as clinical supervisor for the site
 _____, agree to continue meet with
 _____ for supervision for an average of one
 hour per week during the semester break as she/he continues to see clients and accrue direct
 experience hours.

I understand that my supervisee is not officially enrolled in Practicum class during this time, as the university is not in session, and that I will be the only one responsible for the supervision needs of this student during this time. I understand that my supervisee may gain up to 100 hours during this break (50 indirect, 50 direct)

 Site Supervisor

 Date

 Clinical Supervisor

 Date

 Supervisee

 Date

***Use the weekly logs to track your between-semester hours, and then record those hours on your process log. You will turn these forms in to your Practicum II instructor at the beginning of your Practicum II semester.**