

**PRACTICUM I: FIELD EXPERIENCE
COUN 5393, Fall 2020**

Instructor Information

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

Office: *Virtual*

Email: *lmccclendon@tamuct.edu*

Office Hours: *11:00am-3:00pm Mondays, 12:00pm-4:30pm Wednesday. Virtual office hours by email. WebEx Meeting available on request.*

Course Time: *6:00pm-8:00pm Tuesdays*

Course Location: *Online*

Course Delivery: *Synchronous Online (Online Class Meetings)*

Mode of instruction and course access:

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. This course will require 100% synchronous meetings

Mode of Communication: *Please email me through the Canvas Online Management System. Canvas emails connect the student concern to the course. Email is checked daily during the weekdays (Monday-Friday) and is generally returned within 24 hours. An email sent on Friday after 4:00pm will be read and replied to the following Monday. Please provide at least two days request for an appointment outside of my office hours.*

Access to the Canvas classroom is at: <https://tamuct.instructure.com/>

Course Overview

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

Student Learning Outcomes

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

CACREP Standards

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

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

1. Students must provide documentation of individual professional counseling liability insurance policies when enrolled in practicum and internship (III.A).

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

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

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

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

1. Program faculty members serving as individual/triadic or group practicum/internship supervisors must have the following qualifications (III.N):
 - a. Relevant experience,
 - b. Professional credentials,
 - c. Counseling supervision training and experience.
2. Site supervisors must have the following qualifications (III.P):
 - a. A minimum of a master's degree in counseling or a related profession,
 - b. Relevant certifications and/or licenses,
 - c. A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled,
 - d. Knowledge of the program's expectations, requirements, and evaluation procedures for students, and
 - e. Relevant training in counseling supervision.
3. Orientation, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors (III.Q).
4. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning (III.R).

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

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

Common Core for all students. Students will have knowledge of...	Standard	Activity	SLOs:
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Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	II.F.1.i	Portfolio #3	2
Strategies for personal and professional self-evaluation and implications for practice	II.F.1.k	Portfolio #5	2
Self-care strategies appropriate to the counselor role	II.F.1.l	Portfolio #5	2
The role of counseling supervision in the profession	II.F.1.m	Portfolio #1	2
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	II.F.2.a	Group supervision	1
Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	II.F.2.b	Portfolio #7	1
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	II.F.2.c	Group supervision	1
Help-seeking behaviors of diverse clients	II.F.2.f	Group supervision	1
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	II.F.2.h	Group supervision	1
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	II.F.5.d	CCS-R	1, 2
Counselor characteristics and behaviors that influence the counseling process	II.F.5.f	CCS-R	1
Essential interviewing, counseling, and case conceptualization skills	II.F.5.g	Portfolio #7	1
Developmentally relevant counseling treatment or intervention plans	II.F.5.h	Portfolio #7	1
Development of measurable outcomes for clients	II.F.5.i	Group supervision	1
Strategies to promote client understanding of and access to a variety of community-based resources	II.F.5.k	Portfolio #7	1
Processes for aiding students in developing a personal model of counseling	II.F.5.n	Portfolio #5 & 7	2
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	II.F.8.a	Portfolio #7	2

Additional standards for students in a CMHC specialty area.	Standard	Activity	SLOs:
Theories and models related to clinical mental health counseling	V.C.1.b	Recordings	1

Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	V.C.1.c	Portfolio #7	1
Cultural factors relevant to clinical mental health counseling	V.C.2.j	Recordings	1
Legal and ethical considerations specific to clinical mental health counseling.	V.C.2.l	CCS-R	2
Current intake interview, mental status evaluation, biopsychosocial history, mental health history, & psychological asmt. for treatment planning and caseload mgmt.	V.C.3.a	Portfolio #7	1
Techniques & interventions for prevention & trtmt. of a broad range of mental health issues	V.C.3.b	CCS-R	1
Strategies for interfacing with the legal system regarding court-referred clients	V.C.3.c	CCS-R	1

Mode of Instruction & Course Access

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

Participation & Attendance

Your active participation in supervision sessions is necessary for you to meet the course objectives. Active participation requires prior preparation on your part (e.g., reading of assigned materials). Last class is scheduled for 12/08. You will be allowed one excused absence which you are allowed to use for self-care. You must obtain 24 hours of group supervision for the semester. Plan to attend all classes. If you miss more than once, you will have to make up that time by asking permission to attend the Practicum or Internship group supervision which will be held virtually at various times with Dr. Pennie and Dr. Norris. You are not allowed to miss on a night you are scheduled to present. In order to attend and safely participate in Internship group supervision through Web Ex, you need to have a private space where you will not be interrupted, and where you will have reliable internet. Your visual presence through Web Ex is required for this course. Additionally, please be sure any technology that is voice activated is turned off in the room where you participate (i.e. Alexas or, other technology that is voice activated).

Visual Presence

To attend class all students will have their camera on for the entire duration of supervision, and provide a background beyond their face that includes a stable and private location. Group supervision is a professional activity part of clinical work so you are expected to sit up and that you should not participate from your bed or be seen moving in an out of buildings/rooms/vehicles at your location. Additionally, there should not be any other persons present in the room where you are participating since your participation includes your own specific feedback to what is being discussed and may involve client information or personal peer experiences. Being mindful of these behaviors will allow for you to be appropriately transparent to elicit the trust of your peers and your supervisor since sensitive client information and sensitive content from about personal experiences is discussed throughout group supervision. If you are not able to carry out the following behaviors listed above you will respectfully leave the supervision session by logging off of Web Ex. You are still responsible for attending the minimal required supervision hours for the semester and should make plans to eliminate disruptions to meet the listed criteria for attendance prior to the start of the group meeting time. Leaving your screen for a brief restroom breaks is okay during the meeting, but moving your computer through rooms of your home might lead to security breaches of peers, and your location, so you are allowed to turn off

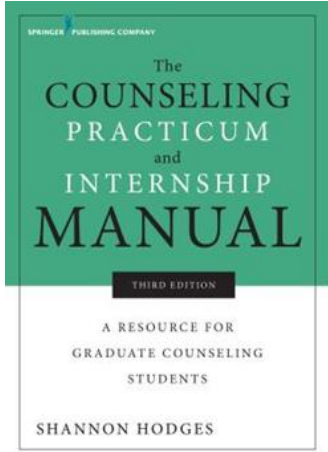

your screen if you briefly leave to use the restroom or to mitigate an additional disruption, but for those purposes only. Your peers see your screen for the duration of class even when a student's screen share is activated. Any behaviors that would diminish confidence of privacy will impact the trust within the virtual supervision session and consequently may adversely affect the group learning experience. Each student is independently responsible for their role in contributing to the safety of this virtual supervisory space.

Tardiness

You are expected to be in class at 6:00pm. It is strongly recommended students plan to virtually arrive to the group Web Ex meeting 10-15 minutes prior to the start of class to make sure their technology is working and their internet connection is sufficient. Continual tardiness will result in a Fitness to Practice evaluation between the student and faculty to address tardiness. Supervision requires a specific number of hours. Therefore, you must make up even miniscule time missed. If you are late, you will not be able to count that time a part of supervision you received. All students must have a total of 24 hours of group supervision to pass the class.

Assignment Submission

All work will be submitted to Canvas by students. Students will be responsible for getting all logs and evaluations signed and turned in by their respective due date and should make arrangements with supervisors to have items prepared and uploaded into Canvas by their assigned due date. This includes portfolio items. All items are due to the supervisor, including final and cumulative logs at the time of the individual "close out" meeting between the student and faculty supervisor during the last week of the semester.

<p>Required Reading and Textbook(s)</p>	<p>Hodges, S. (2021). <i>The counseling practicum and internship manual</i> (3rd edition). New York, NY: Springer Publishing.</p> 
<p>Required Reading and Textbook(s) Provided in Canvas</p>	<p>Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2016). 2016 standards for accreditation. Alexandria, VA: Author.</p>  <p>American Counseling Association (2014). <i>ACA Code of Ethics</i>. Alexandria, VA: Author</p> <p>Other required course readings will be provided on Canvas</p>
<p>Recommended Texts:</p>	<p>Rosenthal, H. (2017). <i>Encyclopedia of counseling: Master review and tutorial for the national counselor examination, state counseling exams, and the counselor preparation comprehensive examination</i> (4th ed.). New York, NY: Routledge.</p>



Jongsma, A., Peterson, M., & Bruce, T. (2014). *The complete adult psychotherapy treatment planner* (5th ed.). Hoboken, NJ: Wiley.

Jongsma, A., Peterson, M., McInnis, W., & Bruce, T. (2014). *The child psychotherapy treatment planner* (5th ed.). Hoboken, NJ: Wiley.

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

Non-graded Coursework

Requirements	Due Dates	Standard Met Y/N
<p>I. Supervision</p> <p>Students will submit their research project idea for instructor approval</p>	Course Meetings	Y/N
<p>II. Ethical and Professional Conduct</p> <p>Practicum students must behave in accordance with the ACA Ethical Standards and other standards of accepted professional conduct, including attire appropriate to professional counseling. Special attention is called to standards of confidentiality. Breaches of Ethical/Professional Conduct will trigger a Fitness to Practice Evaluation.</p>	N/A	Y/N
<p>III. Insurance</p> <p>All students must provide proof of professional liability insurance coverage before they will be permitted to see clients. Students are covered by TAMUCT insurance (CACREP, 2016, III.A)</p>	N/A	Y/N
<p>XII. Clinical Experiences</p> <p>Students seeing clients in the TAMUCT CCFTC have the opportunity to become familiar with a variety of professional activities and resources, including technological resources (e.g.,</p>	N/A	Y/N

<p>recording equipment, Simple Practice). Clinical experiences include individual adult and child counseling (children ages 7-17), couples counseling, family counseling, and group counseling. Note: Students who do not get an opportunity to lead or co-lead a group during Practicum will need to seek out this experience during Internship. (CACREP, 2016, III.D&E)</p>		
<p>X. Hour Log</p> <p>The purpose of the log is to provide a record of all time spent in practicum/internship activities. The log serves as evidence that the student has met the content and time requirements of the internship. The log is to be signed by the appropriate supervisor and by the student. Logs should be submitted for review/signature on a weekly basis. At the end of the semester, students will complete a summary of all hours earned during the semester. Originals should be given to your faculty supervisor; you are advised to keep your own copies.</p>	<p>Various</p>	<p>Y/N</p>
<p>XIV. Portfolio</p> <p>As part of the evaluation for the semester, students will assemble a e-portfolio documenting their learning from their involvement in the following activities. This portfolio will be built digitally; as you accrue the required documents/files, you will be uploading them to canvas and are encouraged to save them to a thumb drive. Documents that do not exist in digital format (e.g., brochures) should be scanned and converted to pdf format. Portfolio requirements are found in the assignments and last module of the course.</p> <p>At your midterm evaluation, your portfolio should be at least 50% complete. NOTE: Do not include any information in your portfolio that could be used to identify a client. You will retain a copy of the portfolio files and they will be refined and added to during your Internship.</p> <p>There are additional documents that are needed in the portfolio that may have been missed. A checklist for the portfolio can be found on canvas.</p>	<p>Professional Org. Membership* Y/N</p> <p>Workshop/Training Attendance (present) – * Y/N</p> <p>LPC (s) Interview* Y/N</p> <p>Resume Y/N</p> <p>a. Self-Care Plan (Assessment, plan, reflection)* Y/N</p> <p>b. Four counseling sessions* Y/N</p> <p>a. Theory Integration Paper* Y/N</p> <p>b. Tapescript 2 (30 mins)* Y/N</p> <p>c. Case Conceptualization (with theory in practice) Y/N</p> <p>d. Formative and Summative Assessments (CCS-R) Y/N</p> <p>e. Hours Logs Y/N</p> <p>a. AMCD Codes Y/N</p> <p>b. Diversity Interview Y/N</p> <p>c. CIA Project Y/N</p> <p>a. ASGW Best practices Y/N</p> <p>b. Group Journal (min 10 hours) Y/N</p> <p>c. Group Proposal Y/N</p> <p>a. ACA Code of Ethics Y/N</p> <p>b. LPC Rules (Current) Y/N</p> <p>c. Ethics and the Y/N</p>	

	Discipline Presentation	
	d. Ethical Dilemma Assignment	Y/N
	a. Advocacy and Social Justice Competencies	Y/N
	b. CIA Project	Y/N
	c. Service Learning Project	Y/N
All Criteria Met? (Students must complete all criteria to pass the course)		Y/N

Graded Coursework

Assignments/Requirements	Due Dates	Points	% of Total Course Grade
<p>IV. Counseling Recordings</p> <p>The Community Counseling and Family Therapy Clinic is equipped with technology that allows the recording of all client sessions in the Clinic (CACREP, 2016, III.B). Clients give their consent to be recorded when they complete the informed consent paperwork at intake. To make the most efficient use of supervision time, you should review recordings of your sessions prior to supervision and not the room/day/time of interchanges you wish to review in supervision. To aid in the evaluation of your direct service skills your faculty supervisor will review minimum of 2 complete recordings of your counseling sessions. You should notify your supervisor which session(s) you wish to have evaluated by completing the Practicum Recording Self-Evaluation Form. Your supervisor may review additional sessions and provide you feedback as needed. At least 1 recording should have been submitted for review by the 6th week of the semester to help inform a formative evaluation of your clinical skills. A second recording should have been submitted by the 15th week of the semester to help inform a summative evaluation of your clinical skills. NOTE: Recordings are only maintained on the clinic database for 30 days.</p>	Date (Counseling Recording 1)	3	3%
	Date (Counseling Recording 2)	3	3%
<p>V. Transcripts</p> <p>You will need to transcribe a sufficient portion of 2 counseling sessions to demonstrate your use of primary counseling skills and your awareness of essential counseling processes. The transcript should be fully de-identified. In addition to removing/changing the client’s name, appropriate de-identification may also require the removal/alteration of other information that could reasonably be used</p>	Date (Transcript 1)	3	3%
	Date (Transcript 2)	3	3%

<p>to identify the client (e.g., “The abuse started when I was at Camp Winnetonka”...change to “The abuse started when I was at camp”). You will need to identify (label) when in the transcript a particular skill is being used. You will use the skills described in the CCS-R (Part I) for this annotation. You will be evaluated on your employment of primary counseling skills as well as your awareness of the presence/absence of skill implementation.</p>			
<p>VIII. Case Conceptualization and Treatment Plan Students will create a formal case conceptualization and treatment plan using <u>de-identified</u> client information. Your supervisor will provide you with a form to guide your completion of this assignment. You will present this conceptualization/plan during individual/triadic supervision during the 10th week of the semester. Rubric provided in Canvas.</p>		32	32%
<p>IX. Weekly Journal Discussions The purpose of the journal discussions is for students to write a weekly report of their internship activities. In these weekly reports students will:</p> <ul style="list-style-type: none"> (a) highlight the major counseling activities and accomplishments of the week (e.g., started a new process group...), (b) provide a self-appraisal of their progress (e.g., became more aware of my tone of voice with clients today...), and (c) Identify what self-care strategies they have employed (e.g., journaled in my personal diary). (d) connect course readings, supervision, and videos to your experiences working with clients. 		8	8%
<p>Self-Care Show & Tell: Each student will sign up to informally present to peers some type of self care strategy they find helpful in their daily/weekly life that promotes functioning in the counselor role. Students must bring at least one visual aid (i.e. Handout, photo, video, PowerPoint slide, trifold board). This can include: Showing YouTube videos, playing music, or any other activity that is feasible and appropriate for the classroom setting. Peer participation will be voluntary. Examples include: Utilization of digital resources that enhance self-care practice, reading an excerpt from a book on self-care, show and tell of a snack that is easy to pack for a longwork day, a live demonstration with class participation, specific utilization of stretching, breathing activity, a show and tell of time management used to promote self-care, etc. Get creative! If a student presented this presentation in Internship I, they must present on something different than presented in the previous semester. Include relevant information: Who? When? Why? What? How? How often? PowerPoint optional, but not mandatory. Explain the helpfulness of the strategy to you in a personalized manner. Students will have about 10-15 minutes at most to share about the strategy and as part of this, you are required to facilitate a briefdiscussion with peers about the</p>		6	6%

strategy (discussion included in 10-15 minute time frame).			
XI. Evaluations At the end of the semester each student will provide evaluations of their supervisors and of their external sites (if applicable). Students will be provided with formative evaluations at midterm and summative evaluations at the end of the semester (CACREP, 2016, III.C). Originals should be given to your faculty supervisor; you are advised to keep your own copies.	11/11 (Midterm: Part I, Part II)	18	18%
	11/18 (Final: Part I, Part II)	24	24%
TOTAL POINTS		100	100%

Grade Equivalent:

90 - 100 = A

89 - 80 = B

79 - 70 = C

69 - 60 = D

59 - Below = F

Posting of Grades and Feedback

- Student grades will be posted on the Canvas Grade book
- Generally, grades will be posted within two weeks of the due date.
- Percentages below =100% within each Part (e.g., Midterm Evaluation of Part I = 30% of 30 points which is 9 points)

Part 1: 30 % Appropriate counseling skills/competencies				
<i>Assignment</i>	<i>Section Percentage</i>	<i>Points</i>	<i>Scoring</i>	<i>Scorer</i>
Counseling Recording 1	10%	3	Recording Critique Rubric	Faculty
Counseling Recording 2	10%	3	Recording Critique Rubric	Faculty
Transcript 1	10%	3	Transcript Rubric	Faculty
Transcript 2	10%	3	Transcript Rubric	Faculty
Midterm Evaluation	30%	9	Part I: CCS	Site Supervisor
Final Evaluation	30%	9	Part I: CCS	Site Supervisor
Total: _out of 30 points				

Part 2: 30% Professional Dispositions and Behaviors				
<i>Assignment</i>	<i>Section Percentage</i>	<i>Points</i>	<i>Scoring</i>	<i>Scorer</i>
Self-care Show & Tell	20%	6	Rubric	Faculty
Midterm Evaluation	40%	12	Part II: CCS	Site Supervisor
Final Evaluation	40%	12	Part II: CCS	Site Supervisor
Total: _out of 30 points				

Part 3: 40% Portfolio				
<i>Assignment</i>	<i>Section Percentage</i>	<i>Points</i>	<i>Scoring</i>	<i>Scorer</i>
Case Conceptualization and Treatment Plan	80%	32	Rubric	Faculty
Weekly Journal Discussions	20%	8	Rubric	Faculty
Total: _out of 40 points				

Grading	Points	Grand Total
Part I: Skills/Competencies	_____30 points	_____ /100 points
Part II: Professional Dispositions	_____30 points	
Part III: Portfolio	_____40 points	

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

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

Late work policy

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

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

- 1.Dishonesty (cheating, plagiarism, etc.)
- 2.Unauthorized disclosure of confidential information
- 3.Negligence or misconduct
- 4.Mistreatment of clients, fellow students, research participants, or faculty
- 5.Abusing a client, fellow student, faculty member, or staff member

6. Violations of the rules, regulations, and principles in the Code of Ethics and Standards of Practice as identified by the American Counseling Association and Texas A&M University - Central Texas Code of Student Affairs.
7. Receipt of a Failing grade in Practicum or Internship.
8. Willful submission of false information or alteration of any official records, counseling reports, papers, or examinations.
9. Willful conduct that may cause injury to self or others.
10. Sexual harassment and/or violence in the workplace as defined by Texas A&M University - Central Texas University.

COURSE CALENDAR

WEEK	TOPIC/ACTIVITY	2016 CACREP STANDARD	READINGS/VIDEO DUE	ASSIGNMENTS DUE
WEEK 1 August 25 Synchronous 2 hours	Overview of class; Supervision contracts Managing Stress Identify your counseling theory	II.F.1.m The role of counseling supervision in the profession	None	None
WEEK 2 September 1 Synchronous 2 hours	Suicide/crisis intervention; Documentation	II.F.5.l/m crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	Chapter 5, 9	Hour Log #1 Submit Counseling Theory Supervision contract Weekly Journal #1
WEEK 3 September 8 Synchronous 2 hours	Counseling Philosophy _____Counseling Recording Review I	II.F.5.f/n processes for aiding students in developing a personal model of counseling	Chapter 11 Article: Getting the Most of Supervision	Hour Log #2 Weekly Journal #2 Counseling Recording/Transcript Recording Self-Evaluation Form #1
WEEK 4 September 15 Synchronous 2 hours	Ethics _____Counseling Recording Review I	II.F.5.d Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships II.F.1.i	Chapter 3, ACA Code of Ethics, LPC Code of Ethics	Hour Log #3 Weekly Journal #3 Counseling Recording/Transcript Recording Self-Evaluation Form #1

		Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.		
<p>WEEK 5</p> <p>September 22</p> <p>Synchronous</p> <p>2 hours</p>	<p>Counselor/Client Agreements</p> <p>_____ Counseling Recording Review I</p> <p>_____ Counseling Recording Review I</p>	<p>II.F.5.d</p> <p>Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</p>	<p>Chapter 3, ACA Code of Ethics, LPC Code of Ethics</p>	<p>Hour Log #4</p> <p>Weekly Journal #4</p> <p>Counseling Recording/Transcript Recording Self-Evaluation Form #1</p> <p>Counseling Recording/Transcript Recording Self-Evaluation Form #1</p>
<p>WEEK 6</p> <p>September 29</p> <p>Synchronous</p> <p>2 hours</p>	<p>Review of counseling theories</p> <p>Theory and Technique Practice</p> <p>_____ Counseling Recording Review I</p>	<p>II.F.5.a</p> <p>theories and models of counseling</p>	<p>Canvas Video: Theories of Counseling</p>	<p>Hour Log #5</p> <p>Counseling Recording/Transcript Recording Self-Evaluation Form #1</p> <p>Weekly Journal #5</p>
<p>WEEK 7</p> <p>October 6</p> <p>Synchronous</p> <p>2 hours</p>	<p>Case conceptualization and treatment planning</p>	<p>II.F.5.g/h</p> <p>essential interviewing, counseling, and case conceptualization skills</p> <p>developmentally relevant</p>	<p>Canvas Video: Case Conceptualization</p>	<p>Hour Log # 6</p> <p>Weekly Journal #6</p>

		counseling treatment or intervention plans		
<p>WEEK 8</p> <p>October 13</p> <p>Synchronous</p> <p>2 hours</p>	<p>_____Self-Care Presentation</p> <p>_____Self-Care Presentation</p>	<p>II.F.5.a</p> <p>theories and models of counseling</p>	<p>None</p>	<p>Hour Log #7</p> <p>Midterm evaluations</p> <p>Portfolios due for 50% check</p> <p>Weekly Journal #7</p>
<p>WEEK 9</p> <p>October 20</p> <p>Synchronous</p> <p>2 hours</p>	<p>Assessment</p> <p>_____Counseling Recording Review II</p>	<p>II.F.5.g/i essential interviewing, counseling, and case conceptualization skills</p> <p>development of measurable outcomes for clients</p>	<p>Article: Multiple Assessments Methods and Ethics</p> <p>Assessment Standards for Mental Health Counseling</p>	<p>Hour Log #8</p> <p>Weekly Journal #8</p> <p>Counseling Recording/Transcript Recording Self-Evaluation Form #2</p> <p>Case Conceptualization & Treatment Plan</p>
<p>WEEK 10</p> <p>October 27</p> <p>Synchronous</p> <p>2 hours</p>	<p>Diversity & Multicultural Counseling Competencies</p> <p>_____Counseling Recording Review II</p>	<p>II.F.2.a/b/c/f/h II.F.5.d/f</p> <p>multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</p> <p>theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</p> <p>multicultural</p>	<p>Chapter 7, ACA Multicultural Counseling Competencies</p>	<p>Hour Log #9</p> <p>Weekly Journal #9</p> <p>Case Conceptualization & Treatment Plan</p>

		<p>counseling competencies</p> <p>help-seeking behaviors of diverse clients</p> <p>strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</p>		
<p>WEEK 11</p> <p>November 3</p> <p>0 hours</p>	<p>No Supervision this week</p>		<p>None</p>	<p>Hour Log #10</p> <p>Weekly Journal #10</p>
<p>WEEK 12</p> <p>November 10</p> <p>Synchronous</p> <p>2 hours</p>	<p>Theory and Technique Practice</p> <p>Termination</p> <p>_____Self-Care Presentation</p> <p>_____Self-Care Presentation</p> <p>_____Counseling Recording Review II</p>	<p>II.F.5.a</p> <p>theories and models of counseling</p>	<p>Chapter 12</p>	<p>Hour Log #11</p> <p>Weekly Journal #11</p> <p>Counseling Recording/Transcript Recording Self-Evaluation Form #2</p> <p>Case Conceptualization & Treatment Plan</p>
<p>WEEK 13</p> <p>November 17</p> <p>Synchronous</p> <p>2 hours</p>	<p>Child abuse and Adult (elder) abuse</p> <p>_____Counseling Recording Review II</p> <p>_____Counseling Recording Review II</p>	<p>II.F.5.k</p> <p>strategies to promote client understanding of and access to a variety of community-based resources</p>	<p>LPC Code of Ethics</p>	<p>Hour Log #12</p> <p>Weekly Journal #12</p> <p>Counseling Recording/Transcript Recording Self-Evaluation Form #2</p>

				<p>Case Conceptualization & Treatment Plan</p> <p>Case Conceptualization & Treatment Plan</p>
<p>WEEK 14 November 24 No class</p>	<p>Thanksgiving Holiday</p>		<p>None</p>	<p>None</p>
<p>WEEK 15 December 1 Synchronous 2 hours</p>	<p>Theory and Technique Practice</p> <p>_____ Counseling Recording Review II</p> <p>_____ Counseling Recording Review II</p>	<p>II.F.5.a</p> <p>theories and models of counseling</p>	<p>None</p>	<p>Hour Log #13 Hour Log #14</p> <p>Weekly Journal #13</p> <p>Counseling Recording/Transcript Recording Self- Evaluation Form #2</p> <p>Case Conceptualization & Treatment Plan</p> <p>Case Conceptualization & Treatment Plan</p>
<p>WEEK 16 December 8 Synchronous 2 hours</p>	<p>Liability Insurance; Hour Requirements; Professional Counseling Associations; TRANSITIONING CLIENTS</p> <p>SUPERVISION AS NEEDED</p>	<p>II.F.1.f/g</p>	<p>None</p>	<p>Hour Log #15 Summary Hour Log; Portfolio; Final evaluations</p> <p>Evaluation of Site/Supervisor</p> <p>Weekly Journal #14</p>

##Professor reserves the right to amend the syllabus at any time##

TECHNOLOGY REQUIREMENTS AND SUPPORT

*Online Course Classroom: The classroom will be in Canvas Learning Management System (LMS) under this course's name and section number. Access to Canvas is through the Texas A&M – Central Texas website. The course homepage provides a link for using the Canvas LMS. Please refer all technical problems to the Canvas help desk; contact information is on the Canvas login page. Login to A&M-Central Texas Canvas [https://tamuct.instructure.com]. Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password
Technology Support: For login problems, students should contact Help Desk Central. 24 hours a day, 7 days a week:*

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

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

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through

Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) online, please visit the website

[<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Important Dates

The university academic calendar may be found here: <https://www.tamuct.edu/registrar/academic-calendar.html>