



**Department of
Counseling and
Psychology**

Instructor: Dr. Jeremy Berry

Office: WH318- Appointment Only

Email: jeremy.berry@tamuct.edu

Office Hours: Monday 3-6; Tuesday 3-6; Wednesday 3-5

Will meet with students individually through Microsoft Teams or in person as requested by students

Class Time & Location: Wednesdays 5:00pm – 7:00pm

Mode of instruction and course access:

This course will make use of in-person approaches that include lecture, seminar, and simulated lab role play. There will be occasions when the course may meet online. If an in person meeting is moved to the online format via Microsoft Teams students will be notified via their Warrior Student Email 24 hours in advance. I reserve the right to decide if the student's effort and insight will receive full credit.

Student-instructor interaction: Email is checked sporadically during the week (Monday-Friday). An email sent on Friday will be read and replied to the following Monday at the earliest. Please provide at least a one week request for an appointment.

Student-instructor interaction:

Instructor will check email Monday through Friday between 8 a.m. and 5 p.m. and reply to student emails within 48 hours. Emails received Saturday and Sunday will be addressed on Monday.

This is a Web-Enhanced course. The majority of course activities are in the classroom, but supplemented by online activities. (11-49% online activity) conducted asynchronously (via Canvas Modules) or synchronously via a virtual platform (i.e., Microsoft Teams), with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

**Emergency Warning System for Texas A&M University-Central Texas
SAFEZONE.**

SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below: ○ [iPhone/iPad:](#)

[<https://apps.apple.com/app/safezone/id533054756>] ○ [Android Phone / Tablet](#)

[<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]

2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu) 3. Complete your profile and accept the terms of service

Course overview and description:

The purpose of COUN 5386 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. Over the course of their internship experiences students are required to complete 600 clock hours, of which at least 240 are direct client contact. For this semester you will be required to earn a minimum of 200 clock hours. Weekly supervision is provided by the on-site supervisor and 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 listed on CACREP standards matrix below.
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 listed on CACREP standards matrix below.
3. **Students are typically held to a higher standard regarding what constitutes appropriate skills/behaviors when enrolled in Internship than they were when enrolled in Practicum**

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)

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

Supervision of practicum and internship students will include program-appropriate audio/video recordings and/or live supervision of students' interactions with clients (III.B).

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).

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).

In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psycho-educational group (III.E).

INTERNSHIP REQUIREMENTS (CACREP, 2016, Section III, J-M)

- After successful completion of the practicum, students must complete **600 clock hours** of supervised counseling internship in roles and settings with clients relevant to their specialty area (III.J) over the course of a minimum of two semesters. Students may enroll in a third semester of Internship if needed to complete their hours.
- Internship students must complete a total of **240 clock hours** of direct service (III.K) over the course of a minimum of two semesters. A minimum of 90 direct services hours are required to earn a passing grade in Internship during long semesters (Fall/Spring), and a minimum of 60 direct service hours are required of students enrolled in Internship during the summer.
- Internship students will have weekly interaction with supervisors that averages **one hour per week** of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor or (2) counselor education program faculty (III.L). Site supervisors typically provide this individual/triadic supervision, but faculty may be called upon to provide up to 50% of this supervision for students who work at sites that alternate between individual and group supervision.
- Internship students will participate in an average of **1½ hours per week** of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member.

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):
 - Relevant experience,
 - Professional credentials,
 - Counseling supervision training and experience.
2. Site supervisors must have the following qualifications (III.P):
 - A minimum of a master's degree in counseling or a related profession,
 - Relevant certifications and/or licenses,
 - Minimum Professional experience:
 - CMHC: A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled

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

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

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

Common Core for all students. Students will have knowledge of...	Standard	Activity	SLOs:
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	II.F.1.i	Group supervision	2
Strategies for personal and professional self-evaluation and implications for practice	II.F.1.k	Final Reflection	2
Self-care strategies appropriate to the counselor role	II.F.1.l	Self-Care Show & Tell	2
The role of counseling supervision in the profession	II.F.1.m	COUN 5386 Internship Syllabus	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	Group supervision	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	ACMHCC	1, 2
Counselor characteristics and behaviors that influence the counseling process	II.F.5.f	ACMHCC	1
Essential interviewing, counseling, and case conceptualization skills	II.F.5.g	Full Case Conceptualization	1
Developmentally relevant counseling treatment or intervention plans	II.F.5.h	Full Case Conceptualization	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	Full Case Conceptualization	1
Processes for aiding students in developing a personal model of counseling	II.F.5.n	Group supervision	2
Dynamics associated with group process and development	II.F.6.b	Group supervision	2
Therapeutic factors and how they contribute to group effectiveness	II.F.6.c	Group supervision	2
Identification of evidence-based practices	II.F.8.b	Group Supervision	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	Full Case Conceptualization	1
Cultural factors relevant to clinical mental health counseling	V.C.2.j	Recordings	1
Legal and ethical considerations specific to clinical mental health counseling.	V.C.2.1	ACMHCC	2
Current intake interview, mental status evaluation, biopsychosocial history, mental health history, & psychological assessment for treatment planning and caseload management.	V.C.3.a	Full Case Conceptualization	1
Techniques & interventions for prevention & treatment of a broad range of mental health issues	V.C.3.b	ACMHCC	1
Strategies for interfacing with the legal system regarding court-referred clients	V.C.3.c	ACMHCC	1

Mode of Instruction & Course Access

This course utilizes didactic teaching, group discussions, group supervision, taped sessions, and case conceptualizations. Students are evaluated through taped sessions, and site supervisor's evaluations of students.

Participation & Attendance: Virtual

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 and preparing for supervision). You must obtain 24 hours of group supervision for the semester. Plan to attend all classes. You will be required to make up all classes missed. You cannot miss more than one Saturday class. You may not miss on the day you are scheduled to discuss your Full Case Conceptualization. In order to attend and safely participate in Internship group supervision through Microsoft Teams, you need to have a private space where you will not be interrupted,

and where you will have reliable internet. Your visual presence through Microsoft Teams 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). When you miss the Saturday class, you will have to make up that time by asking permission to attend two Practicum or Internship group supervision classes, which held virtually at various times with Drs. Norris, or Berry.

Participation & Attendance: In-Person

To get credit for the course, you must attend scheduled in-person class sessions. 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 and preparing for supervision). You must obtain 24 hours of group supervision for the semester. Plan to attend all classes. You will be required to make up all classes missed. You cannot miss more than one Saturday class. You may not to miss on the day you are scheduled to discuss your Full Case Conceptualization. When you miss the Saturday class, you will have to make up that time by asking permission to attend two Practicum or Internship group supervision classes, which held virtually at various times with Drs. Norris, or Berry.

Teams 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. You should not be traveling/driving while participating in supervision. Group Supervision hours will not count if you are driving and trying to attend class at the same time. 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 Teams. 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

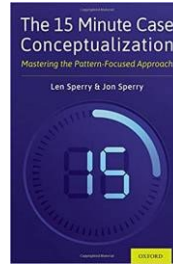
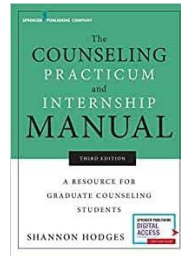
You are expected to be in class on-time at 9:30am. It is strongly recommended students plan to virtually arrive to the group Microsoft Teams meeting 10-15 minutes prior to the start of class to make sure their technology is working and their internet connection is sufficient. Continual tardiness will 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 24hours of group supervision to pass the class.

Assignment Submission

All work will be submit 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.

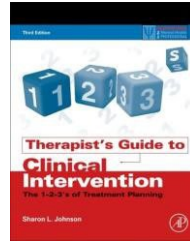
Required Reading and Textbook(s):

Hodges, S. (2021). *The Counseling practicum and internship manual: A resource for graduate counseling students* (3rd ed.). Springer.
 Sperry, L., & Sperry, J. (2022). *The 15 minute case conceptualization: Mastering the pattern-focused approach*. Oxford.
 Sperry, J., & Sperry, L. (2020). Case conceptualization: Key to highly effective counseling. *Counseling Today*. American Counseling Association. <https://ct.counseling.org/2020/12/case-conceptualization-key-to-highly-effective-counseling/>



Recommended

Johnson, S. L. (2018). *Therapist's guide to clinical intervention: The 1-2-3's of treatment planning* (3rd ed.). San Diego, CA: Els



Grading

Part I: 30 % Appropriate counseling skills/competencies

<i>Assignment</i>	<i>Percentage</i>	<i>Points</i>	<i>Scoring</i>	<i>Scorer</i>
Clinical Experiences	N/A	N/A	Complete/Incomplete	Faculty
Counseling Video Recording and Critique	60%	18	Rubric	Faculty
ACMHCC Midterm Evaluation (updated CCS-R)	20%	6	Part I: ACMHCC	Site Supervisor
ACMHCC Final Evaluation	20%	6	Part I: ACMHCC	Site Supervisor

Part II: 30% Professional Dispositions and Behaviors

<i>Assignment</i>	<i>Percentage</i>	<i>Points</i>	<i>Scoring</i>	<i>Scorer</i>
Group Supervision	N/A	N/A	Complete/Incomplete	Faculty
Individual Supervision	N/A	N/A	Complete/Incomplete	Site Supervisor
Ethical/Professional Conduct	N/A	N/A	Complete/Incomplete	Faculty
Self-care Show & Tell	10%	3	Complete/Incomplete	Faculty
ACMHCC Midterm Evaluation	40%	12	Part II: ACMHCC	Site Supervisor
ACMHCC Final Evaluation	40%	12	Part II: ACMHCC	Site Supervisor
Evaluation of Site/Supervisor	10%	3	Complete/Incomplete	Faculty

Part III: 40% Administrative Paperwork, Case Conceptualization and Treatment Plan

<i>Assignment</i>	<i>Percentage</i>	<i>Points</i>	<i>Scoring</i>	<i>Scorer</i>
Signed Hours Logs: 1 per site (Weekly/Summary) BHEC Log (Summary)	N/A	N/A	Complete/Incomplete	Faculty
Full Case Conceptualization	70%	28	Rubric	Faculty
Final Reflection	30%	12	Rubric	Faculty

Grading	Points	Grand Total
Part I: Skills/Competencies	30 points	_____ /100 points
Part II: Professional Dispositions	30 points	
Part III: Administrative Paperwork, Full Case Conceptualization	40 points	

Internship Hours Matrix

	<i>Grand Total</i>	<i>Total Direct Hours</i>	<i>Total Indirect Hours</i>	<i>Total University Supervision</i>	<i>Total Site Supervision</i>	<i>Weekly Hours (Direct)</i>	<i>Weekly Hours (Indirect)</i>
Minimum to pass course	130	90	N/A	24	16-17	5.625	2.5
Recommended	300	120	180	24	16-17	7.5	11.25

Part I: Appropriate counseling skills/competencies: Nongraded Requirements

Clinical Experiences

Students seeing clients in the A&M – Central Texas CCFTC become familiar with a variety of professional activities and resources, including technological resources (e.g., 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)

Part I: Appropriate counseling skills/competencies: Graded Requirements

Counseling Video Recording and Critique (with signed consent form)

You will record a counseling video session. Upload the session into Canvas Studio then submit the studio link for the video. The purpose of the recording is to demonstrate your use of primary counseling skills and your awareness of essential counseling processes. Identify the skills utilized on the critique, one to two examples of each skill used in session. Identify two to three additional skills you could have used in session, when you could have used the skills (exact video time in recording), and what specifically you would have said if you used the skill. Do not record the first counseling session. This will not count and you will be required to resubmit the entire assignment.

*If your site does not allow video recording, you may have your site supervisor or a **clinician from your specific site, who is not a student in this class, and is not a friend/relative** role-play as the client. You will be required to resubmit the assignment if you record a classmate. This is an ethical issue. Relational dynamics seep into the session when role-playing with someone that is a friend or family member. Include the consent for the recording and upload the signed consent with your recording.

ACMHCC Evaluations Part I

At the end of the semester each student will provide evaluations of their supervisors and of their external sites. Students will be provided with two (CMHC/SC) 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. Receiving a score of “1— Harmful” in any category on the ACMHCC 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.

Part II: Professional Dispositions and Behaviors: Non-graded Requirements

Faculty Group Supervision

24 hours of group supervision is required to pass the course. You are required to attend supervision each week. The class is both supervision and a university class with similar attendance expectations. You may miss up one class without penalty. The class missed may not be the same as your scheduled Full Case Conceptualization.

Individual Supervision

1 hour per week of individual supervision is required per site.

Ethical/Professional Conduct

Practicum/Internship 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.

Evaluation of Site Supervisor

Students will turn in an evaluation of their site supervisor along with the final ACMHCC.

Part II: Professional Dispositions and Behaviors: Graded Requirements

ACMHCC Evaluations Part II

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 two (CMHC/SC) 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. 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.

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. photo, video, PowerPoint slide, or showing a live item if your current space). This can include showing YouTube videos, playing music, or any other activity that is feasible and appropriate for the virtual 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’s easy to pack for a long work 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 you presented in Internship I, you must present on something different for this presentation during Internship II. Include relevant information: Who? When? Why? What? How? How often? How does this actually contribute effectively to your overall wellness? Why is this something you can commit to doing despite demands of summer semester? PowerPoint optional, but not mandatory. Explain the helpfulness of the strategy to you in a personalized manner. You will have about 10-15 minutes at most to share about the strategy. Students are required to upload a visual aid from their presentation to Canvas no later than 11:59pm on the day they are scheduled to present.

Part III: Administrative Paperwork, Case Conceptualizations and Treatment Plan

Insurance

All students must have professional liability insurance coverage before they will be permitted to see clients. Students are covered by A&M Central Texas insurance (CACREP, 2016, III.A) and are not required to purchase external professional liability insurance.

Weekly Hour Logs, Summative Hour Logs, BHEC log

The purpose of the log is to provide a record of all time spent in practicum/internship activities. The log serves as evidence that the student has met the content and time requirements of the internship. The log is to be signed by the appropriate supervisor and by the student. Logs should be submitted for review/signature on a weekly basis. **You must submit one log per site per week even if you did not gain hours at the site.** At the end of the semester, students will complete a summary log of all hours earned (**one summary log per site**) during the semester. Originals should be given to your faculty supervisor; you are advised to keep your own copies.

Upload your logs each week and save them using the format below:

First Initial. Last Initial Week # Location Example:

L.M. Week 3 CCFTC

*Save as a PDF. Ensure your log is on one page.

****If you miss a week, you are required to upload the log that goes with the assigned week. Do not upload multiple logs to one week (e.g., uploading Week 3 and 4 together under Week 4)**

The Behavioral Health Executive Committee Practicum Log verifies to the State of Texas that you have completed Practicum/Internship hours needed for licensure as an LPC-Associate. You can think of the BHEC log as a summary log for the state. You need one for each site per semester you are in Practicum/Internship.

Full Case Conceptualization

You will provide the class with a full case conceptualization completed outline. Your supervisor will provide a form to guide your completion of this assignment. All students will silently review the outline in class before the Full Case Conceptualization discussion. Please record an individual. **Do not use couples or groups.** Rubric will be provided in Canvas. Make sure you practice before the assignment. You will be cut off if your time limit exceed the requirements for each section.

Final Reflection

Final Reflection Instructions: **A 5-minute video** summarizing the field practicum experiences will be submitted before the last class meeting. Answer any five of the following questions in your video.

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

CACREP Standard	Class Meeting Schedule	Topic of Discussion	Assignments are Due on Class Date Listed
II.F.1.m I.F.5.d II.F.5.f II.F.5.n II.F.1.k	Week 1: F2F (On campus)	Overview of class Supervision Contract Site-Supervisor Agreements Discuss Site Work Review ACMHCC Comprehensive Exams Discussion The Role of Supervision 3 indirect hours -Group Supervision	Read Article: Case conceptualization: Key to highly effective counseling Read article: Getting the Most Out of Clinical Supervision

			<p>Read Chapter 1: 15-Minute Case Concept</p> <p>Read Chapter 8: Counseling/Practicum Internship Manual</p> <p>Week 1: Hour Log Due Supervision Contract Due</p>
<p>II.F.1.1 II.F.1.i V.C.2.1</p>	<p>Week 2: Synchronous: Microsoft Teams</p>	<p>Review LPC Code of Ethics, ACA Code of Ethics, Applicable Laws</p> <p>Self-Care Presentations</p> <p>3 indirect hours -Group Supervision</p> <p>Case Review: _____ Case Review: _____</p>	<p>Read Chapters 2: 15-Minute Case Concept</p> <p>Read Chapter 3: Counseling/Practicum Internship Manual</p> <p>Self-Care Show and Tell Presentations</p>
		N/A	<p>Read Chapter 3: 15-Minute Case Concept</p> <p>Read Chapter 4: Counseling/Practicum Internship Manual</p> <p>Week 2: Hour Logs Due</p>
<p>11.F.5.g II.F.5.h V.C.3.a V.C.3.b V.C.1.c</p>	<p>Week 3: F2F (On campus)</p>	<p>Case Conceptualization/Treatment Planning: In Class Assessment Interviews</p> <p>Case Review: _____ Case Review: _____</p> <p>3 hours indirect -Group Supervision</p>	<p>Week 3: Hour Logs Due</p> <p>Read Chapter 6: 15-Minute Case Concept</p>
		Case Conceptualization/Treatment Planning Practice	Read Chapter 7: 15-Minute Case Concept
<p>II.F.2.a II.F.2.b II.F.2.c II.F.2.f II.F.2.h II.F.5.d II.F.5.df</p>	<p>Week 4 Synchronous: Microsoft Teams</p>	<p>Diversity & Multicultural Counseling Competencies Counseling and Social Justice Issues Cultural Autobiography Supervisee Questionnaire/Discussion</p> <p>Case Review: _____ Case Review: _____</p> <p>3 hours indirect -Group Supervision</p>	<p>Week 4: Hour Logs Due</p> <p>Read Chapter 7: Counseling/Practicum Internship Manual</p>
II.F.5.d		Documentation	
<p>II.F.5.f V.C.2.1 V.C.3.b V.C.3.c 11.F.5.i</p>		<p>Suicide/crisis Intervention Practice</p> <p>Suicide/crisis Intervention</p>	<p>ACMHCC Mid-Semester Evaluations due</p> <p>Read Chapter 5 Counseling/Practicum Internship Manual</p>
	Week 5:	Week 5 Hour Logs Due	

			Read Chapters 9, Counseling/Practicum Internship Manual
II.F.6.b V.C.1.b V.C.1.c V.C.2.j V.C.3.a	Week 6 Synchronous: Microsoft Teams	Group Work and Children and Adolescents Full Case Conceptualization: _____ Full Case Conceptualization: _____ Full Case Conceptualization includes: Client Intake/Assessments (Specified in assignment) Case Conceptualization/Treatment Plan Video Recording Critique 3 hours indirect -Group Supervision	Week 6: Hours Log Due
V.C.1.b V.C.1.c V.C.2.j V.C.3.a	Week 7 F2F (On campus)	Full Case Conceptualization: _____ Full Case Conceptualization: _____ 3 hours indirect -Group Supervision	Week 7 Hour Log Due
II.F.1.k			Final Reflection Video Due
V.C.1.b V.C.1.c V.C.2.j V.C.3.a II.F.5.d II.F.5.f V.C.2.1 V.C.3.b V.C.3.c	Week 8 F2F (On campus)	Licensure and Certification Full Case Conceptualization: _____ Full Case Conceptualization: _____	Site Supervisor Evaluation Due ACMHCC Final-Semester Evaluations due Week 8: Hours Log Due
	Week 9		*Last class opportunity Full Case Conceptualization Week 9: Hours Log Due
	Week 10		Summary Hours Log Due BHEC log(s) Due All hours paperwork is due by 11:59PM on last day of class Week 10: Hour log Due

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

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

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://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlSso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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>].

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].

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 Warrior Center for Student Success, Equity 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/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Summer 2022 semester, the hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and most Saturdays from 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. 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/) at [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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments) (<https://tamuct.libcal.com/appointments>)

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](https://tamuct.libguides.com/index) <https://tamuct.libguides.com/index>

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 Wellness and 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/bit) website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright. (2023) by (LEVI MCCLENDON) at Texas A&M University-Central Texas, (COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT 1001 Leadership Place, Killeen, TX 76549. (LMCCLENDON@TAMUCT