PCOU 5394.501 – Practicum
Summer 2023

Instructor: Brandi Sawyer, LPC-S, NCC
Office: HSEL 232
Cell Phone: TBA
Office Phone: (preferred)
Email: Brandi.Sawyer@sfasu.edu

Course Time: W 6:00 pm
Location: HSTC 319
Office Hours: Wed 3pm-5 pm and by appt.
Credits: 3 hours

Prerequisites: Completion of all Core Classes (PCOU 5310, 5320 or 5322, 5325, 5328, 5331, 5333, 5335, 5341, 5359, 5385, and 5391), Admission to Candidacy, and Program Approval

Course Description: The practicum provides the opportunity to apply the content of core curriculum areas through practical experience as a counselor, primarily in the SFASU Counseling Clinic. This course includes a one-hour individual supervision and one-and-a-half-hour group supervision weekly. Eight to ten hours in the clinic are required per week.

Students are required to carry professional liability insurance for this course.

Course Format and Expectations:
This face-to-face course will use a variety of teaching methods including readings, lectures, discussions, class activities, experiential groups, and case conceptualizations. Additionally, professional engagement with classmates is also expected. Students are expected to be prepared for class by completing the reading assignments BEFORE coming to class. Mastery of objectives will be demonstrated through participation in discussions, completion of class activities, and assignments. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours. This class meets once each week in 170-minute segments for 13 weeks.

Diversity Statement
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Safety Measures
Student safety and well-being is the priority with this arrangement. Stephen F. Austin State University Human Services Counseling Clinic have instated additional measures to maintain all clinic areas are clean and sanitized. Clinic Director will make arrangements with custodial staff to provide additional sanitation procedures to maintain all SFA Counseling Clinic equipment and furniture. Hand Sanitizer will be located in clinic room. CITs will be required to be present 8-10 hours per week to meet requirements for client meetings.

According to the Center of Disease Control (CDC), symptoms common to COVID-19 include fever, dry cough, and shortness of breath. Only asymptomatic CITs (having none of the previous symptoms) may be allowed in clinic. Anyone exhibiting any of the symptoms noted above must leave clinic immediately, and are not allowed to return until they are free of such symptoms and have received clearance to return from clinic director and/or Education faculty.

While present in the SFA Human Service Counseling Clinic you are required to practice Social Distancing Requirements at all times. This includes maintaining at least a six-foot distance from other individuals, washing hands with soap and
water for at least 20 seconds as frequently as possible or using hand sanitizer, covering coughs or sneezes (into the sleeve or elbow, not hands), regularly cleaning high touch surfaces, and not shaking hands.

**Program Learning Outcomes (Professional Counseling)**

**Professional Orientation and Ethical Practice (CACREP 2.F.1)**
Students articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

**Social and Cultural Diversity (CACREP 2.F.2)**
Students demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

**Human Growth and Development (CACREP 2.F.3)**
Students differentiate the development across the lifespan and the impact on normal and abnormal functioning.

**Career Development (CACREP 2.F.4)**
Students analyze career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

**Counseling and Helping Relationships (CACREP 2.F.5)**
Students apply the skills necessary to engage in an effective and therapeutic helping relationship.

**Group Counseling and Group Work (CACREP 2.F.6)**
Students demonstrate competency in preparing and facilitation of group counseling.

**Assessment and Treatment Planning (CACREP 2.F.7)**
Students identify effective assessment strategies in order to facilitate treatment planning.

**Research and Program Evaluation (CACREP 2.F.8)**
Students evaluate research methods to inform evidence-based practice.

The mission of the Perkins College of Education (PCOE) is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. As such, the Master of Arts degree in Professional Counseling located in the Department of Human Services in the PCOE supports this mission. Specifically, as described in this syllabus, COU 594 follows the mission, vision and core values of the PCOE as they align with the counseling curriculum, clinical experiences, and assessments. Through the activities and objectives in COU 594 students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular practical experience providing counseling services, supervision, and case presentations, students will gain academic and professional excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas, a practice that prepares the student for the inherent ambiguity in the field of professional counseling.

**Objectives/ Course- Specific Learning Outcomes**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Activities</th>
<th>Performance Assessment</th>
<th>Standards</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th>Students implement diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <em>Diagnostic and Statistical Manual of Mental Disorders (DSM)</em></th>
<th>Direct client contact, Individual and Group supervision</th>
<th>Mid-term and Final Evaluations; Case Presentations, Case Notes and Treatment Plans</th>
<th>CACREP CMHC C.2.d</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students evaluate and consider impact of crisis and trauma on individuals with mental health disorders or individuals with disabilities. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma</td>
<td>Direct client contact, Individual and Group supervision</td>
<td>Mid-term and Final Evaluations, Certificate of completion of Online Crisis/Trauma Training</td>
<td>CACREP Sect 2.F.5.m CACREP CMHC C.2.f</td>
</tr>
<tr>
<td>Demonstrates ethical and culturally relevant strategies for promoting resilience and optimum development and wellness for individuals with mental illness. Demonstrates ethical and cultural relevant strategies for establishing and maintaining in-person and technology-assisted relationships.</td>
<td>Direct client contact, Individual and Group supervision</td>
<td>Review of sessions; Case Presentations/Forms</td>
<td>CACREP CMHC C.2.j CACREP Sect 2.F.5.D</td>
</tr>
<tr>
<td>Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health/rehabilitation counseling/school counseling specializations</td>
<td>Direct client contact, Individual and Group supervision</td>
<td>Review of sessions; Case Presentations</td>
<td>CACREP CMHC C.2.k</td>
</tr>
<tr>
<td>Demonstrates effective record keeping and documentation</td>
<td>Direct client contact, Individual and Group supervision, Intake Paperwork and Progress Reports</td>
<td>Mid-term and Final Evaluations, Case Notes and Treatment Plans</td>
<td>CACREP CMHC C.2.m TEA Title 19 §239.15f1</td>
</tr>
<tr>
<td>Completes intake interviews, understands mental status evaluations, gathers biopsychosocial history, mental health history, and assists in completing treatment plans. Provide essential interviewing, counseling, and case conceptualization skills.</td>
<td>Direct client contact, Individual and Group supervision, Intake Paperwork and Progress Reports</td>
<td>Mid-term and Final Evaluations, Case Presentations; Case Notes and treatment Plans</td>
<td>CACREP CMHC C.3.a CACREP Section 2 F.5.g</td>
</tr>
<tr>
<td>Application of techniques and interventions for prevention and treatment of a broad range of mental health issues.</td>
<td>Direct client contact, Individual and Group supervision</td>
<td>Mid-term and Final Evaluations, Case Presentations; Review of Sessions</td>
<td>CACREP CMHC C.3.b TEA Title 19 §239.15c9 TEA Title 19 §239.15d3</td>
</tr>
<tr>
<td>Students will implement developmentally relevant counseling treatment or intervention plans Development of measurable outcomes for clients. Implement evidence-based counseling strategies and techniques for prevention and intervention</td>
<td>Direct client contact, Individual and Group supervision</td>
<td>Mid-term and Final Evaluations, Case Presentations; Case Notes and Treatment Plans</td>
<td>CACREP Sect 2.F.5.h CACREP Sect 2.F.5.i CACREP Sect 2.F.5.j</td>
</tr>
<tr>
<td>Task</td>
<td>Direct Client contact, Individual and Group Supervision</td>
<td>Mid-term and Final Evaluations, Case Presentations</td>
<td>CACREP, TEA Title 19 §239.15c4/c5</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Locating community resources and referral sources</td>
<td>Direct Client contact, Individual and Group Supervision</td>
<td>Mid-term and Final Evaluations; Case Presentations</td>
<td>CACREP CMHC</td>
</tr>
<tr>
<td>Recognizing the role of family, social networks, and community in the provision of services for and treatment of people with disabilities</td>
<td>Direct client contact, Individual and Group supervision</td>
<td>Mid-term and Final Evaluations; Case Presentations</td>
<td>CACREP F.7.e/CACREP F.7.k/CACREP F.7.l/CACREP CMH 3.a/TEA Title 19 §239.15c7</td>
</tr>
<tr>
<td>Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders</td>
<td>Direct client contact, Individual and Group supervision</td>
<td>Mid-term and Final Evaluations; Case Presentations</td>
<td>CACREP Section 2 F.1.m</td>
</tr>
<tr>
<td>Effectively utilizes screening and assessment tools for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders</td>
<td>Direct client contact, Individual and Group supervision</td>
<td>Mid-term and Final Evaluations; Case Presentations</td>
<td>CACREP Section 2 F.5.a/TEA Title 19 §239.15c3</td>
</tr>
<tr>
<td>Practices self-care strategies appropriate to the counselor role</td>
<td>Direct client contact, Individual and Group supervision</td>
<td>Mid-term and Final Evaluations</td>
<td>CACREP Section 2 F.1.l</td>
</tr>
<tr>
<td>Demonstrate an understanding of the role of counseling supervision in the profession.</td>
<td>Direct client contact</td>
<td>Mid-term and Final Evaluations; lecture and group discussion on Supervision Models</td>
<td>CACREP Section 2 F.1.m</td>
</tr>
<tr>
<td>Application of theories and models of counseling</td>
<td>Direct client contact, Individual and Group supervision</td>
<td>Mid-term and Final Evaluations; Theories Paper</td>
<td>CACREP Section 2 F.5.a/TEA Title 19 §239.15c3</td>
</tr>
</tbody>
</table>

**COURSE REQUIREMENTS:**

**Practicum Hours:** Students are required to accrue a minimum of 100 hours of counseling practicum experience, with a minimum of 40 direct hours and 60 indirect counseling hours (CACREP 3.F and CACREP 3.G). To provide continuity of care to clients, students will be required to continue to see clients until the next transition period, which may result in excess hours. Check with faculty of record for any clarification in direct/indirect hours. Practicum hours are a requirement, but do not weigh heavily with the overall grade for practicum.

- **Direct client contact hours** largely are defined as face-to-face counseling/consulting with a client. A limited amount of counseling on the telephone may be counted toward direct hours as determined by faculty of record. Students are also required to obtain a minimum of 10 direct group facilitation hours. These hours can be obtained during practicum or internship.
- **Indirect hours** include the time students attend class (group supervision), individual supervision, time spent preparing for counseling (e.g., readings, reviewing client file/materials), completing client progress notes, and phone contacts with clients, and reviewing/critiquing tapes.

**Individual Supervision:** All counseling sessions are to be recorded for supervision. Students will receive a minimum of one hour of individual supervision per week with clinic director (CACREP 3.H). Items required for each supervision session are 2 copies of the weekly log and completion of video review with comments in the video system. The notes should be a self-evaluation of what the student felt was done well and where improvement could have been demonstrated. All *Therascribe* notes and assessments are to be up to date at the time of the weekly supervision.

**Group supervision:** Students will meet for group supervision once a week for a minimum of 1.5 hours (CACREP 3.I). For each supervision class, be prepared to present a summary of your cases. The group time will be used to process cases accompanied by video record, discuss current problems, provide peer feedback, engage in professional growth experiences, and practice/demonstrate counseling skills.
**Case Presentations (Group Supervision):** Students will bring a minimum of 5 (app. 20 minute) case videos with the corresponding Case Presentation form (see appendix) and present their segments and oral case presentation. You will be graded not on agreement or “being right” but on the effort you put in to conceptualizing client issues, recognizing counseling skills, and increasing your self-awareness. These are consistent with the Discrimination Model of Supervision by which you are being supervised in class. In addition to instructor supervision, your peers/classmates are expected to provide helpful, insightful, and sensitive feedback that will help you with your client case.

**Practicum Log & Practicum Weekly Supervision Form:** Students will keep the official Practicum log, which can be found on D2L, includes activity, duration and accrued hours. Students must also keep a detailed supervision form in which they list their activities with the following information: date, the name of the client (use client initials), and a brief statement of goals, content of the session, recommendations, demonstrated strengths and areas of improvement. Logs are to be uploaded to D2L (Brightspace).

**Weekly Review**
Students are expected to reflect on weekly cases to communicate with instructor, evaluate development, and engage in self-appraisal.

**Online Training**
You need to complete some form of crisis training during practicum. The training must be a minimum of 6 hours. You are able to complete more if you like. Here is a free training:

*Psychological First Aid* is created by John Hopkins University. This course is FREE and you do not need to purchase the certificate. When you finish the course, you will receive an e-mail stating congratulations you completed the course. This will be confirmation that the course was completed. Upload the e-mail to D2L.

*Psychological First Aid* [https://www.coursera.org/learn/psychological-first-aid](https://www.coursera.org/learn/psychological-first-aid) PFA online includes a 6-hour interactive course that puts the participant in the role of a provider in a post-disaster scene. This professionally-narrated course is for individuals new to disaster response who want to learn the core goals of PFA, as well as for seasoned practitioners who want a review. It features innovative activities, video demonstrations, and mentor tips from the nation’s trauma experts and survivors. PFA online also offers a Learning Community where participants can share about experiences using PFA in the field, receive guidance during times of disaster, and obtain additional resources and training.

**Additional Training Options:**

****This training costs $35.00****

*TF-CBT* is an evidence-based treatment for children and adolescents impacted by trauma and their parents or caregivers. It is a components-based treatment model that incorporates trauma-sensitive interventions with cognitive behavioral, family, and humanistic principles and techniques. TF-CBT has proved successful with children and adolescents (ages 3 to 18) who have significant emotional problems (e.g., symptoms of posttraumatic stress disorder, fear, anxiety, or depression) related to traumatic life events. It can be used with children and adolescents who have experienced a single trauma or multiple traumas in their lives.

Offers training on the various components of Trauma-Focused Cognitive Behavioral Therapy. This website, developed by the following NCTSN sites: National Crime Victims Research and Treatment Center of the Medical University of South Carolina, the Center for Traumatic Stress for Children and Adolescents at Allegheny General Hospital, and the Child Abuse Research Education and Service (CARES) Institute at the University of Medicine and Dentistry of New Jersey's School of Osteopathic Medicine, is a web-based training course with a fee of $35 per learner. [https://tfcbt2.musc.edu/](https://tfcbt2.musc.edu/)

There are additional trainings on The National Child Trauma Stress Network (NCTSN). You can go to their website and find a training you would like to view. Here is the following website link: [https://learn.nctsn.org/course/index.php?categoryid=78](https://learn.nctsn.org/course/index.php?categoryid=78)

Training certificates or other proof of crisis training should be uploaded to D2L (Brightspace)
Theoretical position statement: Students are expected to write a three to four-page, double spaced statement describing their theoretical counseling position. This paper must be formatted with APA 7th edition. This includes a title page, 3-5 pages of content, and a reference page. You must provide three to five peer reviewed references and/or textbooks to earn full points. Formatting of sections and content is listed in the description and rubric in syllabus. This paper should be turned in by the due date in D2L (Brightspace).

Personal reflection papers: Students will provide initial reflection paper 1-2 double spaced pages to discuss their strengths, weaknesses, biggest concerns/fears, and theoretical orientation. Students will provide a final reflection paper at the end of the semester describing their practicum experience in a 3-4 double spaced pages. This paper will discuss what they learned about self during the practicum and what they learned about the practicum experience. The final reflection paper should include an evaluation of changes and growth in comparison to first reflection paper. These papers should be turned in by their respective due dates in D2L (Brightspace).

Participation. Attendance is mandatory. You are expected to attend every class meeting. Our weekly sessions are required for successful completion of the course. You need to be present in the class to earn points. If you do need to miss a class meeting due to some emergency, please contact the instructor prior to the class session if at all possible. You are expected to participate actively in group discussions, and serve as a peer consultant and source of support for peers.

Confidentiality Statement. All students are expected to abide by ethical and legal requirements related to client confidentiality. Information about clients is not to be shared outside of structured supervisory sessions as part of the requirements of this class. Additionally, you are expected to maintain privacy about your fellow practicum students to ensure more comfort in heightened disclosure and self-awareness necessary for your professional growth. Any questions related to confidentiality and privacy should be directed to your instructor or site supervisor.

GRADING

<table>
<thead>
<tr>
<th>Hours/Documentation</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Individual and Group Supervision</td>
<td>50</td>
</tr>
<tr>
<td>Online Training Certificate</td>
<td>25</td>
</tr>
<tr>
<td>Participation in Class/Group Feedback</td>
<td>100</td>
</tr>
<tr>
<td>Theoretical statement</td>
<td>100</td>
</tr>
<tr>
<td>Intro and Final Reflection Papers</td>
<td>(50 each) 100</td>
</tr>
<tr>
<td>Case Presentations</td>
<td>(25 each) 125</td>
</tr>
</tbody>
</table>

TOTAL 700

EVALUATION

The course grade will be determined by the assessment of student, counseling, and professional behaviors. Although all areas are important, counseling behaviors and completion of full practicum experience will weigh more heavily in the final grade. Grades will be assigned according to an A, B, C, etc. format. Students must earn a minimum of a B for successful completion of the course and approval for to begin internship. Unless unusual or extenuating circumstances occur (e.g., medical, death, trauma, etc.) students are expected to complete the course requirements by the end of the semester.

Students will receive a Mid-Term and Final Evaluation (LiveText assessment). The Mid-Term Evaluation will provide formative assessment information that should be utilized for improvement prior to the end of the semester. Students have to complete the required hours, show counseling competencies, and complete assignments to successfully pass the course. The final grade for the class will be a combination of completion of hours and requirements.

Student Behaviors

➢ Attendance and punctuality
➢ Timely submission/completion of required assignments (logs, client/case documentation, etc.)
➢ Participation in individual and group supervision
➢ Case presentations and theory articulation
➢ Professional critique of counseling sessions (personal and those of classmates)
➢ Ability to give and receive feedback
➢ Discussion of assigned materials

Professional Behaviors
➢ Punctuality and attendance for all client appointments/clinic hours
➢ Appropriate hygiene and dress (no shorts, flip-flops, t-shirts with writing, excessively tight or revealing clothing, or clothing with rips or tears) when working directly with clients
➢ Professional/respectful demeanor with clients, supervisor, faculty, and clinic staff
➢ Ethical behavior (i.e. confidentiality, positive regard, mutual respect for clients and peers) consistent with Texas licensing standards for professional counselors as well as the current American Counseling Association Code of Ethics.
➢ Timely documentation of all client interactions in the electronic database in the clinic
  o Case notes
  o Contact attempts
  o Updates/changes
  o Data from outside sources

Remember that when students are assigned clients, it is their responsibility to manage the case from start to finish. Students are bound by the ACA code of ethics even if clients are not.

Counseling Behaviors
➢ Case conceptualization
➢ Psychosocial intake
➢ Assessment and diagnosis
  o DSM-5 diagnoses with codes and specifiers
  o Systemic structures/issues
➢ Treatment planning
  o Problem(s)/issue(s)/symptom(s) clearly and accurately identified
  o Achievable goals
  o Appropriate interventions
  o Periodic review of treatment progress
➢ Case closing
➢ Basic counseling skills
  o Attending
  o Active listening
  o Reframing, paraphrasing
  o Interpreting
  o Challenging
  o Summarizing
  o Ability to build, maintain, and terminate therapeutic relationship effectively
  o Ability to manage client affect appropriately
  o Ability to recognize and explore countertransference and analyze counselor/client interactions
  o Openness to and implementation of supervisory feedback
  o Ethical behaviors

Students are expected to be familiar with the evidence-based practices (empirical research) in working with clients as well as familiarity with their chosen (recognized) counseling theory(ies).

A - The grade of A is reserved for exceptional work that greatly exceeds requirements for a B.

Strengths: To receive an A, students will demonstrate a consistently high level of skill performance, as well as, thorough preparation for individual and group supervision, and will maintain professional and ethical behavior with clients, students, faculty and staff. In addition, students will demonstrate a moderate degree of confidence; flexibility; ability to identify, understand, and employ client dynamics in-session; self-awareness of feelings and reactions; familiarity with the counseling approaches and appropriate supportive empirical literature; and the ability to demonstrate a level of consistency between his/her practice and counseling models/evidence-based
treatment protocols. **Failure to complete assignments and session notes in Therascribe on a weekly basis and/or failure to complete the weekly video review will preclude a student from earning an A.**

**B - A grade of B** indicates above average performance regarding knowledge, counseling skills, and professional behavior in class and in the Clinic.

**Strengths:** Students earning a B will demonstrate effective use of the skills. These students will exhibit the ability to develop and maintain a therapeutic alliance with clients; clarify a problem, establish appropriate goals, and move toward a therapeutic end; use various challenging skills; self-awareness of feelings/reactions; and will be open to feedback in individual and group supervision.

**Deficiencies:** Students earning a B will be less consistent in employing skills such as processing client/counselor interactions and case conceptual skills; will struggle with understanding client dynamics and employing that understanding in a therapeutic manner; will experience difficulty demonstrating coherence between practice and counseling approaches/treatment protocols; and will have difficulty helping clients engage in self-exploration.

**C - A grade of C** is a passing grade but indicates sufficient deficits to prevent the student from progressing to internship without some remediation which may include but not be limited to retaking the practicum.

**Strengths:** Students earning a C will meet regularly with clients and supervisors; demonstrate a minimal ability to establish a therapeutic alliance with clients; conduct themselves in an ethical and professional manner; demonstrate professional/ethical behavior with clients and in supervision; and attempt to identify and explore relevant client problem.

**Deficiencies:** Students earning a C will demonstrate the deficiencies noted under the grade of B above; will have difficulty moving beyond basic counseling skills such as listening and reflecting; will experience difficulty in problem identification and in movement toward a therapeutic end; and will have difficulty accepting and implementing supervisory feedback.

**D - A grade of D** indicates that the student failed to meet minimal expectations outlined and will be required to retake the practicum.

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 89.5% or above</td>
<td>This course emphasizes performance of counseling skill.</td>
</tr>
<tr>
<td>B = 79.5 % to 89.4%</td>
<td>Therefore, if a student scores the equivalent of a C (less than</td>
</tr>
<tr>
<td>C = 69.5% to 79.4%</td>
<td>79.5% of points). A grade of C will require the student to</td>
</tr>
<tr>
<td>D = 59.5% to 69.4%</td>
<td>retake the course.</td>
</tr>
<tr>
<td>F = 59.4% or below</td>
<td></td>
</tr>
</tbody>
</table>

**Required Textbooks:**


**Required Supplemental Reading:**

In addition to the publications listed above, you will be required to watch a video and review several websites as described in the course calendar.

LiveText/Watermark Statement: This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-3825 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

FEM Statement:
FEM is used for field experiences, practicum, and internships in a way to document the offsite experiences.

Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

Student Ethics and Other Policy Information:
Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Two or more absences from the course will result in a one letter grade deduction of the final grade.
**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**If you plagiarize on a paper or cheat on an exam you will earn a F in the course**

**Withheld Grades: Policy 5.5**
Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.
**Student Code of Conduct: Policy 10.4**

Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at [https://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf](https://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf)

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

**Mental Health and Self-Care**

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
- SFASU Counseling Services
  
  www.sfasu.edu/counseling
- Tucker Building (Southeast corner of Raguet)
  
  936-468-2401
- SFASU Human Services Counseling Clinic
  
  www.sfasu.edu/humanservices/139.asp
  
  Human Services Room 202
  
  936-468-1041

**Off Campus**

**Crisis Resources:**
- Burke 24-hour crisis line 1(800) 392-8343
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

A complete list of mental health resources for students can be found at: [https://www.sfasu.edu/info-for/current-students/mental-health-resources](https://www.sfasu.edu/info-for/current-students/mental-health-resources)

More information about student wellness and support options can be found on the Health and Wellness Hub (https://www.sfasu.edu/thehub) and the Lumberjacks Wellness Network (https://www.sfasu.edu/lwn).

**Additional Information Specific to Educator Preparation:**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities
in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense. A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:
   - You enrolled or planning to enroll in an educator preparation program or
   - You are planning to take a certification exam for initial educator certification, and
   - You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

   In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

   For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.
Course Specifics:
Meeting the requirements as outlined is the student’s avenue for successful completion of the course. No additional assignments will be given or accepted for “extra credit.” Late work is not accepted unless arrangements are made in advance or there is a major extenuating circumstance (i.e. death in immediate the family or unexpected hospitalization.)

Classroom Etiquette
*Electronic Devices* - Out of respect for the learning environment, please turn off all electronic devices prior to entering the classroom. This does not mean place them on vibrate. Students should refrain from sending or receiving text messages during class. If someone is trying to reach you in the event of an emergency, they should contact the University Police Department. Students may use laptop computers or electronic notebooks to facilitate learning in the classroom. At no time should a student be online, checking emails, or engaged in any other activity that is unrelated to what is currently occurring in class.

*Participation* – Students are encouraged to be actively engaged in the learning activities in the class. Please refrain from talking or writing notes to classmates, even if it is related to the teaching topic, as it is distracting to others. If after being asked to refrain from doing so if a student or students continue to be disrespectful and have side bar discussions, the student or students may be asked to leave for the rest of the class period.

Course Outline/Calendar (Homework assignments will be announced in class the week before they are due)
*****All dates and assignments subject to change depending on course needs and circumstances. Notices will be provided in advance.

<table>
<thead>
<tr>
<th>DATE</th>
<th>CHAPTERS and CLASS DISCUSSION</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction/Orientation&lt;br&gt;Syllabus Review&lt;br&gt;Schedule Case Presentations&lt;br&gt;Internship Sites&lt;br&gt;Discussion of CPCE and NCE&lt;br&gt;Discussion of NWOSU Group Opportunity</td>
<td>Evidence of Liability Insurance must be provided before you are able to see any clients&lt;br&gt;&lt;br&gt;Homework: Watch video on Discrimination model of Supervision&lt;br&gt;&lt;br&gt;<a href="https://www.youtube.com/watch?v=EVMeDUVYZGQ">https://www.youtube.com/watch?v=EVMeDUVYZGQ</a>&lt;br&gt;&lt;br&gt;Complete initial reflection paper- Due 5/14/23</td>
</tr>
<tr>
<td>Week 2</td>
<td>Introduction to Counseling Profession&lt;br&gt;Three Case Presentations&lt;br&gt;Group Supervision/feedback</td>
<td>Chapter 1&lt;br&gt;Hour Logs and Supervision Logs must be submitted weekly on D2L</td>
</tr>
<tr>
<td>Week 3</td>
<td>Clinical Writing Skills: Lecture and Discussion&lt;br&gt;Three Case Presentations&lt;br&gt;Group Supervision/Feedback</td>
<td>Chapter 5&lt;br&gt;Hour Logs and Supervision Logs must be submitted weekly on D2L</td>
</tr>
<tr>
<td>Week 4</td>
<td>Models of Supervision: Lecture and Discussion&lt;br&gt;Three Case Presentations&lt;br&gt;Group Supervision/Feedback</td>
<td>Chapter 6 &amp; Video:&lt;br&gt;<a href="https://www.youtube.com/watch?v=EVMeDUVYZGQ">https://www.youtube.com/watch?v=EVMeDUVYZGQ</a>&lt;br&gt;&lt;br&gt;Hour Logs and Supervision Logs must be submitted weekly on D2L</td>
</tr>
<tr>
<td>Week 5</td>
<td>Ethics and Legal Issues: Lecture and Discussion&lt;br&gt;Three Case Presentations&lt;br&gt;Group Supervision/Feedback</td>
<td>Chapter 3&lt;br&gt;Hour Logs and Supervision Logs must be submitted weekly on D2L</td>
</tr>
</tbody>
</table>
| Week 6 | Multicultural Issues: Lecture and Discussion  
Three Case presentations  
Group Supervision/Feedback | Chapter 7  
Hour Logs and Supervision Logs must be submitted weekly on D2L |
| --- | --- |
| Week 7 | Suicide Assessments/Crisis Counseling: Lecture and Discussion  
Three Case Presentations  
Group Supervision/Feedback | Chapter 9  
Article: The context of disclosing suicidality: An exploration with attempt survivors  
Hour Logs and Supervision Logs must be submitted weekly on D2L  
*Online Crisis Certificates are Due 6/25/23* |
| Week 8 | Managing Stress During your practicum/Internship  
Counselor Burn-Out and Self-Care  
Group Supervision/Feedback: Review of Sessions- Consultations | Chapter 8  
Hour Logs and Supervision Logs must be submitted weekly on D2L  
Article: Psychological wellness and self-care: an ethical and professional imperative |
| Week 9 | IDEA, 504, Education Training when working with children. Why is this important for you all to know?  
Three Case Presentations  
Group Supervision/Feedback | Hour Logs and Supervision Logs must be submitted weekly on D2L  
Review sites: [https://sites.ed.gov/idea/about-idea/](https://sites.ed.gov/idea/about-idea/)  
[https://tea.texas.gov/academics/special-student-populations/section-504](https://tea.texas.gov/academics/special-student-populations/section-504) |
| Week 10 | Choosing your Theoretical Style: Lecture and Group Discussion  
Three case Presentations  
Group Supervision/Feedback | Hour Logs and Supervision Logs must be submitted weekly on D2L |
| Week 11 | Protecting yourself during the Practicum/Internship  
Three Case Presentations  
Group Supervision/Feedback | Chapter 10  
Hour Logs and Supervision Logs must be submitted weekly on D2L  
*Theoretical Paper is Due 7/23/23* |
| Week 12 | Addressing Trauma in Counseling Interventions  
Three Case Presentations  
Group Supervision/Feedback | Chapter 11  
Class participation  
Hour Logs and Supervision Logs must be submitted weekly on D2L  
*Final Reflection Paper Due 7/30/23* |
| Week 13 | Final Class Day (Wrap up and Group Processing)  
Makeup Case Presentations (if necessary) | Hour Logs and Supervision Logs must be submitted weekly on D2L Week 13 April 4-8 due Sunday April 17 |

**DETAILED ASSIGNMENT DESCRIPTION AND RUBRICS**

Reflection Papers: 100 points (50 points each)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
</table>
| Reflect on strengths and weaknesses, and application of theory and skills.  
50/40 points (intro and final reflection paper, respectively) | Surface level reflection that lacks personal detail, and mimics textbook responses.  
15-27 points (intro)  
10-20 (final) | Deeper reflection of personal experience and clear reflection of strengths and weaknesses related to practicum work.  
28-37 (intro)  
21-30 points (final) | Notable deep reflections that includes strengths weaknesses supported by expression of personal thoughts and feelings of practicum process.  
38-50 (intro)  
31-40 (final) |
| Assessment of growth and improvement in counseling skill and self-awareness (Final reflection only- 10 points) | Unable to communicate any growth areas or need for improvement or lacked | Demonstrated self-awareness and insight of growth and needed improvements through | Demonstrated deepened understanding of growth and needed work in counseling skills and self-awareness using |
Theoretical Paper 100 points

Paper Guidelines:

I. Brief overview of theory and fundamental concepts
II. Summary of empirical data related to both efficacy and limitations
III. Personal reflection of why this theory appeals to you and how it parallels your idea of how people change in counseling (can use first person for this section)
IV. How do you see yourself using this theory in your population of choice/interest (as you feel right now; can use first person) and how do you plan on gaining further knowledge of this theory after practicum.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of theory and information to support use of theory (i.e. efficacy and limitations) 30 Points</td>
<td>Provided basic information and showed little interest in topic. Simplistic ideas and concepts. Some points were misplaced and off topic. Lacks coherence 1-9 points</td>
<td>Displayed good knowledge of topic and was able to provide good structure of information. Ideas flowed more clearly. 10-20 points</td>
<td>Knew a variety of aspects of the topic and was able to provide information. Student appeared well read with information. 21-30 points</td>
</tr>
<tr>
<td>Level of Content and Research support 30 Points</td>
<td>Provided minimal research and did not exert much effort into the paper. 1-9 points If no references were cited within the paper and not referenced you will receive 0 points in this area.</td>
<td>Provided relevant research and was able to cite current articles within context of paper. Provided original ideas with research support. 10-20 points</td>
<td>Demonstrated proficiency and appeared well read. Explored additional research to make content more relevant. Provided original thought and synthesis of ideas. 21-30 points</td>
</tr>
<tr>
<td>APA Format and Grammar 10 Points</td>
<td>Contained grammatical errors, continued spelling problems, and poor structure. Made APA format errors within title page, content of paper, and reference page. 1-4 points</td>
<td>Occasional grammatical errors. Reader was able to follow ideas more clearly. Minimal APA formatting errors. 5-7 points</td>
<td>Minimal grammatical errors. Paper flowed well. Only 1-2 APA format errors. 8-10 points</td>
</tr>
<tr>
<td>Reflective Quality 20 Points</td>
<td>Provided surface level reflection of why theory appeals to them. Did not include personal thoughts and feelings related to identification of theory 5-10 points</td>
<td>Demonstrated why theory appeals to them with use of personal history, thoughts, feelings, or ideas but not in sufficient enough detail to demonstrate full understanding of theory. 11-15 points</td>
<td>Demonstrated why theory appeals to them using personal thought, feelings, ideas that were in enough detail to indicate knowledge of theory and insight of self. 16-20 points</td>
</tr>
<tr>
<td>References 10 Points</td>
<td>No references provided. 0 points</td>
<td>Used 1-2 relevant, peer-reviewed journals, and textbooks. 5 points</td>
<td>Used 3-5 or more relevant, peer reviewed journals and/or textbooks. 10 points</td>
</tr>
</tbody>
</table>
## Case Presentations 125 Points (50 Points Each)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of client history, issues, and current complaints. 5 points</td>
<td>Unable to discuss details related to client background, multicultural history, or why they initially sought counseling. Generally unprepared for this. 1-2 points</td>
<td>Displayed thoughtful knowledge of client background, multicultural issues, or why they initially sought counseling, but not complete in all areas. 3-4 points</td>
<td>Provided the class in detail with knowledge of client background, multicultural issues, and reasons for seeking counseling. Came prepared with notes. 5 points</td>
</tr>
<tr>
<td>Attempt at conceptualization of issues. 5 points</td>
<td>Evident that no conceptualization of client problem has been considered. 1-2 points</td>
<td>Provided detailed explanation of client theory, but no consistent with counseling process or theory (i.e. unable to discuss why they conceptualize this way) 3-4 Points</td>
<td>Provided detailed conceptualization based on theory and counseling process. Coherent line of thinking. 5 Points</td>
</tr>
<tr>
<td>Able to identify strengths, weakness of the submitted video with regard to counselor in training skill 5 points</td>
<td>Has not considered strengths and weakness 1-2points</td>
<td>Able to discuss strengths and weakness but does not use examples, or examples are inconsistent with video. 3-4 points</td>
<td>Able to discuss strengths and weaknesses using examples, or examples are consistent with video. Clear understanding of strengths and weaknesses that reflect deeper reflection. 8-10 points</td>
</tr>
<tr>
<td>Demonstrate basic understanding of client treatment goals, and planning for the future treatment of client. 5 points</td>
<td>Unable to detail treatment goals (whether client initiated or counselor’s perspective). Generally unprepared for this. 1-2 Points</td>
<td>Able to discuss treatment goals, but rationale for their development is unclear. Or does not align with conceptualization or client complaint. 3-4 Points</td>
<td>Discussed treatment goals that are consistent with conceptualization of client issues, and client complaint. Demonstrated deepened thought about treatment needs 5 Points</td>
</tr>
<tr>
<td>Able to reflect on feelings, concerns, and thoughts about working with client in selected video segment 5 points</td>
<td>Provided surface level reflection of their experience of the video segment. (i.e. no use of feelings or deep thoughts) 1-2 points</td>
<td>Able to discuss feelings about working with client and utilizing techniques, but does not go into depth. 3-4 points</td>
<td>Able to discuss feelings about working with client and utilizing techniques in depth. Shows deep reflection. 5 Points</td>
</tr>
</tbody>
</table>

### Appendix: Forms

**CASE PRESENTATION SHEET**

You are to watch one of your recorded sessions prior to your Case Presentation assignments. Before group supervision/class, identify the client recording, and a time mark that you specifically want to review in class. Be prepared to present an oral background of the client and related multicultural history, and the following:

- ➢ Perception of why this client is coming in, or why do they need help? (Conceptualization skill)
- ➢ Current treatment goals for client (Intervention Skill)
- ➢ What skills did you use (Intervention Skill)?
  - ➢ Empathy
- Reflection of content or emotion
- Questions
  - Open
  - Closed
  - Effective
  - Purposeful
- Challenging
- Paraphrasing
- Summarizing
- Homework

- What did you do well (Intervention and Personalization Skills)?
- Where were you challenged (Intervention and Personalization Skills)?
- What did you miss (Intervention, Conceptualization and Personalization Skills)
- What would you have done differently? (Intervention, Conceptualization Skills)
- Where do you need help with this client? (Intervention, Conceptualization and Personalization Skills)
- Most Importantly, what did it feel like to work with this client in this recorded moment/moments? (Personalization Skills)