



Department of Psychology and Counseling  
**COUN 5393 Practicum in Clinical Mental Health Counseling**  
**Course Syllabus: Spring 2022**  
Meeting Times: **Wednesday 5:00-8:15pm**  
**SYNCHRONOUS ONLINE – Zoom Link On Canvas**

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NOTE: Email is not a secure form of communication. Do not send emails that contain potentially identifying client information.

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### **Course Catalog Description**

COUN 5393: Practicum in Clinical Mental Health Counseling School Counseling

This practicum involves supervised application of counseling/therapy processes with clients. Includes weekly small group and individual supervision using videotaped client sessions. Students must complete at least 40 client contact hours.

### **Course Student Learning Objectives**

After successful completion of this course, the student will be able to:

1. Exhibit skills and competence in individual counseling
2. Display the necessary techniques for accurate and competent record-keeping
3. Display knowledge of practical approaches to specific counseling problems usually encountered by the novice counselor
4. Demonstrate the ability to case conceptualize
5. Demonstrate the ability to provide an accurate multi-axial diagnosis and develop a treatment plan
6. Display knowledge of appropriate assessment instruments to be used with various client concerns
7. Evaluate personal philosophical and theoretical basis for counseling
8. Discuss current issues in the field of counseling
9. Participate in frequent self-evaluation in order to be constantly aware of areas in which improvement is necessary (e.g. skills, professionalism, multicultural competence, advocacy, counselor wellness)
10. Be aware of the need to maintain confidentiality and to protect the rights of clients at all times
11. Understand the need to develop cultural self-awareness and cultural competence

### **2016 CACREP Standards Addressed:**

*CACREP Common Core Standards (3)*

**Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term.** Each student's practicum includes all of the following (3.F):

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills (3.G).
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the

supervision contract (3.H).

3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients (3.I).
5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum (3.C).

### **CACREP Core Objectives (II.H.1):**

1. Professional credentialing, including certification, licensure, and accreditation practice and standards, and the effects of public policy on these issues (II.G.1.g)
2. Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and (II.G.1.e)
3. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination (II.G.1. f)
4. An orientation to wellness and prevention as desired counseling goals; (II.G.5.a)
5. Counselor characteristics and behaviors that influence helping processes (II.G.5.b)
6. Essential interviewing and counseling skills; (II.G.5.c)
7. The importance of research in advancing the counseling profession; (II.G.8.a) 8. The use of research to inform evidence-based practice; (II.G.8.e)

### *Professional Counseling Identity*

1. 2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
2. 2.F.1.k. strategies for personal and professional self-evaluation and implications for practice
3. 2.F.1.l. self-care strategies appropriate to the counselor role
4. 2.F.1.m. the role of counseling supervision in the profession
5. 2.F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
6. 2.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior
7. 2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
8. 2.F.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
9. 2.F.5.f. counselor characteristics and behaviors that influence the counseling process
10. 2.F.5.g. essential interviewing, counseling, and case conceptualization skills
11. 2.F.5.h. developmentally relevant counseling treatment or intervention plans
12. 2.F.5.i. development of measurable outcomes for clients
13. 2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention
14. 2.F.5.k. strategies to promote client understanding of and access to a variety of community- based resources
15. 2.F.5.l. suicide prevention models and strategies
16. 2.F.5.n. processes for aiding students in developing a personal model of counseling
17. 2.F.7.d. procedures for identifying trauma and abuse and for reporting abuse

### *Clinical Mental Health Counseling Standards*

1. 5.C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
2. 5.C.2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
3. 5.C.2.g. impact of biological and neurological mechanisms on mental health
4. 5.C.2.j. cultural factors relevant to clinical mental health counseling
5. 5.C.2.l. legal and ethical considerations specific to clinical mental health counseling
6. 5.C.2.m. record keeping, third party reimbursement, and other practice and management issues in

- clinical mental health counseling
7. 5.C.3.a. CMHC Practice: intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
  8. 5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues
  9. 5.C.3.e. strategies to advocate for persons with mental health issues

## **TEXAS EXAMINATIONS OF EDUCATOR STANDARDS (TEXES) SCHOOL COUNSELOR TEST FRAMEWORK**

The student learning outcomes from this course are derived from the Texas Examinations of Educator Standards (TExES) School Counselor Test Framework and are as follows:

### **Domain I – Understanding Students:**

1. Human Development: School Counseling students will demonstrate knowledge and understanding of processes of human development and apply this knowledge to provide a comprehensive, developmental school counseling program (including counseling services) that meets the needs of all students.
2. Student Diversity: School Counseling students will demonstrate knowledge and understanding of human diversity and how to apply this knowledge to ensure that the comprehensive, developmental school counseling program is responsive to all students.
3. Factors Affecting Students: School Counseling students will demonstrate knowledge and understanding of factors that may affect students' development and school achievement and apply this knowledge to promote students' ability to achieve their potential.

### **Domain II – Planning and Implementing the Developmental School Counseling Program:**

1. School Counseling Program Management: School Counseling students will demonstrate knowledge and understanding of how to provide a comprehensive developmental school counseling program that promotes all students' personal growth and development by providing services to individuals, small groups, and families.
2. Counseling Skills: School Counseling students will demonstrate knowledge, understanding, and competence in fundamental and advanced counseling skills.
3. Assessment: School Counseling students will demonstrate knowledge and understanding of principles of assessment and are able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote student success.

### **Domain III – Collaboration, Consultation, and Professionalism:**

1. Collaboration with Others in the School and Community: School Counseling students will demonstrate knowledge and understanding of how to work collaboratively with families, faculty, and professionals in the community to promote positive change and facilitate learning.
2. Professional Ethics and Issues: School Counseling students will demonstrate knowledge and understanding of ethical, legal, and professional standards as outlined by the State of Texas and the American School Counseling Association (ASCA).

### **Teaching Strategies**

This course is designed to facilitate the practicum experience. During this semester students will engage in practical field experience where they will develop and strengthen their professional skills including counseling techniques, treatment planning, outcome evaluation, documentation, and theoretically informed and reflective practice.

Unlike purely academic courses, class meeting will entail group supervision where students will discuss their work with clients and receive constructive feedback from the instructor and their fellow classmates. Students will be expected to take an active role in class by reading the assigned readings, participating in discussion, and giving and receiving feedback concerning work with clients.

Individual supervision of students' work with clients is also a requirement for this course. Students must arrange to meet with the site supervisor for weekly individual supervision. During individual supervision the student will have a chance to review and discuss client/student cases. To facilitate this process, students will need to bring videotaped counseling sessions with them to supervision if needed.

## **Required Textbooks**

Dollarhide, C. T., & Lemberger-Truelove, M. E. (2018). *Theories of school counseling for the 21st century*. Oxford University Press.

2014 ACA Code of Ethics <https://www.counseling.org/knowledge-center/ethics>

2016 ASCA Ethical Standards for School Counselors

<https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf>

## **Recommended Text:**

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

*Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

## **LEARNING EXPERIENCES & REQUIREMENTS**

### **University and Academic Requirements:**

1. Attend all scheduled class meetings, specifically the group seminar meetings to equal 1 ½ hours per week. The class will generally meet every other week for three (3) hours of group supervision. Students should be fully present, e.g. child care should be provided for young children, other electronic distractors should be turned off, family members should not be in the room, etc.
2. Attend one (1) hour of clinical supervision with the site supervisor each week.

### **Professional Internship Experiences:**

1. Provide valid professional liability insurance approved by UT Tyler's Department of Psychology and Counseling as part of this agreement.
2. Participate in all aspects of the school's counseling program as a part-time staff member.
3. Provide counseling services to individual and group clients.
4. Participate in staff meetings, workshops, and in-service meetings.
5. Participate in and conduct various community and/or educational programs.
6. Assist in the design, data collection, and evaluation of research in areas of concern to the school.
7. Keep accurate case notes and other relevant records concerning clients.
8. Maintain client files and related paperwork of acceptable quality in a timely manner.
9. Formally meet face-to-face with the on-site supervisor for a minimum of 1 hour per week, in either a single 1-hour session or 2 30-minute sessions, for individual supervision.
10. Meet in real-time with the university supervisor for an average of 1 ½ hours per week of group supervision.
11. Accrue a minimum of 40 direct service clock-hours and 100 total clock-hours for practicum.
12. Maintain a daily log of activities for evaluation by supervisors.
13. Organize activities (individual or group counseling sessions, group guidance) for observation by the university supervisor, and on request, the on-site supervisor.
14. Participate in the required real-time observations of counseling work with the university supervisor.
15. Participate in the evaluation process at the end of the semester.
16. Complete other activities as directed by supervisors.
17. Consult with the on-site and university supervisors, as required and as needed.
18. Adhere to ethical standards.

### **Required Hours:**

You must accumulate a **minimum of 40 hours of direct client contact** and demonstrate fundamental competence as a counselor to complete this course. Additionally, **60 indirect hours must be accrued through providing indirect services** (i.e. case notes, research, paperwork, etc.) **for a total of 100 hours**. Students must also engage in weekly group (min of. 2 hours weekly) and individual/triadic (1 hour weekly) supervision.

### **Video Tapes of Counseling Sessions:**

For supervision purposes, each student must submit videotapes of counseling sessions for individual and group supervision.

Evaluation of the tapes will consist of written and/or verbal feedback from the instructor. Evaluation will occur during individual and group supervision sessions. Grades are not assigned to the tapes; however, in class case presentations will be evaluated for thoroughness and accuracy.

### **Formal Case Presentations:** 10 Points each      **Various due dates**

Each student will present at least **two case presentations** drawn from their work with a client/s in the UTT clinic. The case presentation should include a completed **Case Presentation Form (see last page of syllabus)**, which you should upload a **\*deidentified\*** copy on Canvas. You will also choose 10-15 minutes of your recorded session with your client to review with the class. You should be prepared with questions for your instructor and your classmates regarding your case.

### **Session Critiques:** 10 Points each      **Various due dates**

During the semester, each student will submit **three formal session critiques**. Please select sessions that you feel best represent your best clinical work. Each submission will consist of one entire video recorded session 20-30 minutes (start to end) and a detailed session critique, uploaded to Canvas and 3 Basic skills interactions/dialogue transcribed with analysis. See Canvas for sample formats and content expectations for this assignment.

### **Goal Paper:** 10 points

Please write a 2-page paper stating your goals for your practicum experience. Think about your strengths as well as areas your plans to grow in this semester (i.e. using reflection of feelings, dealing with termination, etc.). Make sure your goals are clear and concise so you can evaluate them at the end of the semester with the instructor.

### **Reflection Paper:** 10 Points      **Due April 20<sup>th</sup>**

“My Professional Self” – For this 2-page paper please reflect on your learning process over the course of this semester. Think about how you understand your professional identity and your professional behavior (e.g., as a therapist, a supervisee, a student, a colleague/peer, a group member and leader). Please discuss how that identity and behavior represents your strengths, growing edges, theoretical orientation, research endeavors, and multicultural competence. Please also include what you have learned this semester about counselor and client wellness. In other words, who are you today, as a professional and as a person with a present, past, and future professional career. Make this assignment meaningful to you.

### **Important Topics Presentation (Psychoeducation):** 10 Points      **Various Due Dates**

For this short 5-to-8-minute presentation, conduct a literature review (at least one primary article) pertaining to a concern you have dealt with this semester with one of your clients/students (ex: anxiety, intimate partner abuse, ADHD, substance abuse, spiritual dilemmas, stress management, etc.), or about working with a theory, or specific techniques. Try to find the most current research and/or literature pertaining to your topic. Please bring **useful** information (1–2-page handout, with references/resources) to share with the class (e.g., talking points, examples of how to perform the technique, other resources, etc.). This presentation should be engaging and meaningful for your peers, ideally you would present one individual intervention and a systemic-whole-school intervention to address the concern (psychoeducation, prevention work).

**Attendance & Participation** 10 Points

**Attendance** – Students MUST attend **all scheduled classes and supervision meetings. Please note that this is an accreditation requirement and that making up class hours is not possible.** Please plan accordingly.

Missing class or individual supervision may result in receiving an IP or NC.

- **Class Punctuality** - Students are expected to attend classes on time. Students who are consistently late, or who leave early, may be considered not present.
  - **Participation**- Participation is an essential component of this course. Students are expected to come to class fully prepared to actively participate in class activities and discussions. During class students will be provided with opportunities for dialogue, questions, and to engage in activities related to course content. To receive credit for this course, students will need to remain engaged during class time and regularly participate in class discussion and activities.
1. To ensure we are facilitating a meaningful virtual learning environment for all of you, we have the same expectations for students attending synchronous zoom classes that we would for students attending an in-person class.
    1. We expect that students will fully attend each class from the start time to the end time of class. Being in attendance for a zoom class means that a student has their camera turned on for the entire duration of class.
    2. We expect that students exhibit the same professional behaviors during class time that would be expected in an in-person class. That includes sitting up right (i.e., not laying down), being awake and alert, and participating during class.
    3. We expect that students are able to find an appropriate environment to participate in class. An appropriate environment is one that is free from distraction and has privacy from other individuals (i.e., friends, family members, children). This is essential in clinical courses and courses with large group discussion components, as confidential information is discussed that is not appropriate for others to hear.

**Assignments:**

<b>Formal Case Presentations:</b> 10 Points each, Two Cases	20 Points
<b>Session Critiques:</b> 10 Points each, Three Sessions	30 Points
<b>Goal Paper:</b> 10 points, Due: <u>January 26<sup>th</sup></u>	10 Points
<b>Reflection Paper:</b> 10 Points, Due: <u>April 20<sup>th</sup></u>	10 Points
<b>Important Topics Presentation:</b> 10 Points	10 Points
<b>Theory Reflection Paper:</b> 10 Points, Due: <u>April 13<sup>th</sup></u>	10 Points
<b>Participation:</b> 10 Points	10 Points
<b>Total: 100 Points</b>	

**Total Final Grade:** 90-100 = A; 80-89 = B; 70-79 = C; < 70 = F

**Grading:**

**Credit (CR)-** The student has shown evidence of learning and development, and has met the minimal learning required to proceed to the next sequence of clinical skill development, either a more advanced practicum or internship; There are no major concerns about the student’s learning progress and/ or advancement in the program. Concerns regarding professional and/or skill development will have been discussed during individual supervision. In order to earn CR for this course students must receive a satisfactory final evaluation from their practicum supervisor/instructor.

A satisfactory final evaluation is defined as:

1. Earning mostly 4 and/or 5 on the clinical skills portion of the evaluation. A score of 1 or 2 in any area may equate to not earning credit for practicum.
2. Earning mostly 4’s in the professional and ethical behavior portion of the evaluation. A score of 1 or 2 in any area may equate to not earning credit for practicum.



**No Credit (NC)-** Recommendation to the core clinical mental health faculty that the student be placed on a remediation plan and not be admitted to the next sequenced clinical learning experience. The expectation is that the student genuinely aspires to learn and meet the standards of best practice in counseling, which requires awareness and use of ACA policies (e.g., ACA Code of Ethics).

## Course Policies

### School Counseling Load

You must accumulate a **minimum of 40 hours of direct client contact** and demonstrate fundamental competence as a counselor to complete this course. Additionally, **60 indirect hours must be accrued through providing indirect services** (i.e. case notes, research, paperwork, etc.) for a **total of 100 hours**. When necessary, the instructor may require a student to accumulate additional counseling hours or engage in additional learning activities to achieve and demonstrate fundamental competence and/or to avoid client abandonment.

### Record Keeping

Record keeping includes the timely maintenance of client files including intake forms, assessments, treatment plans, progress notes, records, and documentation of contact with the client. Proper maintenance means that files contain clearly written records, that all documents and information are current, and all necessary documentation is in the file, and that the file is at all times located in the appropriate clinic location. Your site supervisor and/or university instructor will review your client files on a weekly basis. Please be sure to only use the specific forms indicated by the site supervisor and/or instructor. All case notes should be completed while on-site and within 24 hours. Please do not take client files or case notes outside of the clinic.

### Video Recordings of Counseling Sessions

- You must video record most of your counseling sessions, small group sessions, consultation sessions, or classroom guidance lessons.
- Recordings will be used weekly in individual and group supervision sessions.
- Counseling sessions will be recorded using an encrypted or password protected flash drive.
- At all times, the device used for practicum should be kept secure to insure client confidentiality.
- Each student must erase all recordings by the final day of the semester.

### Counseling Logs

Each student is required to keep a weekly log of direct and indirect counseling activities. **Logs are due at the beginning of each class and will be uploaded to Canvas**

## Requirements

### Insurance

Professional liability insurance is required. All students must obtain professional liability insurance, prior to commencing any counseling activity. **Proof of insurance must be provided to the instructor by the second week of class.** You may choose any insurance provider you wish for your liability coverage. As a student member of ASCA, you receive insurance through ASCA at no cost to you through their website.

### **Ethical Behavior and Professional Conduct**

Professional conduct is expected of all students in the performance of counseling and related activities. Students must adhere to the ACA and ASCA code of ethics, the laws governing counselors (LPCs) and Educators (TEA, TAC) in Texas, and the policies of the UTT psychology and counseling department. It is assumed that you have completed the ethics course prior to this class and that you know the ASCA code of ethics, understand the concept of “standard of care/practice”, and are familiar with Texas laws governing your

obligation as a mandated reporter. **If you are unfamiliar with these basics, inform the instructor during the first class session.** Required remedial activities, a grade of incomplete, a failing grade, or dismissal from the class are potential consequences for engaging in unprofessional behavior.

### **Emergencies**

**Within the first three days of beginning your site assignment, you must review the campus and district emergency policies and procedures including the suicide policy and procedures.** Students must familiarize themselves with services, available on campus and in the community, that are designed to meet the short-term and emergency needs of clients.

This must be documented in your weekly log and discussed with your site supervisor. You must document how your site supervisor wants you to notify him or her when you encounter a client emergency. We will also review in class how to evaluate client emergencies and make appropriate referrals.

Emergency procedures will include a minimum of the following:

1. Immediately contacting the site supervisor and/or the school administration.
2. Documentation every 30 minutes throughout the incident (ex: time, date, client interaction, counselor actions, directions given by site supervisor and/or school administration, interaction with student's guardians, appropriate referral sources, etc.).
3. Summary of incident including outcome, referral, etc.

### **Security of Records**

You are responsible for the CONFIDENTIALITY and security of all client records both written and electronic according to HIPAA and FERPA regulations. Students are responsible for the security of all records made in relation to a client and case. Clients' records should remain secured in their appropriate location in the School counseling clinic/office at all times. All records will comply with HIPAA and FERPA regulations. You must also comply with the school and district confidentiality policies and procedures.

**Do not e-mail any client records or other identifying information. Email is not a secure method of communication.**

### **Patriot Email**

University policy requires that all e-mail correspondence between students and instructor be done via the University email account. Check your UT Tyler and Patriot E-Mail accounts frequently. Announcements pertaining to class or departmental business will be sent to the student's account.

### **Informed Consent Statement**

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not



required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.

- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2005).
- Students often experience personal growth as they progress through the program. However, the courses are *not* meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student’s responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

### **EVALUATING STUDENT FITNESS AND PERFORMANCE**

Members of the faculty, using professional judgment, continuously evaluate each student’s fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor’s observations of course performance, evaluations of students’ performances in simulated practice situations, supervisors’ evaluations of students’ performances in practice situations, and the disciplines’ codes of ethics. Students are formally evaluated at least annually by the program faculty. Detailed information about procedures for student evaluations, progress review, retention, and for addressing concerns about student progress are available at the department website: <http://www.uttyler.edu/psychology/>.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term “unsatisfactory progress in the program” refers to an academic judgment made regarding the student’s fitness and performance. It is a determination that the student has failed to meet academic and/or professional standards.

### **Tentative Schedule and Topics**

<b>Date:</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>
<b>Week 1</b> 1/12 <b>ALL</b>	Introduction & syllabus Procedures, Hours Log, Informed consent Personal Counseling Theory Ethics <b>**Practice Essential Skills**</b>	Syllabus/Practicum Handbook ASCA Code of Ethics (2016)	Information Sheet Ethical Code Agreement Site & Supervisor Agreement
<b>Week 2</b> 1/19 <b>ALL</b>	Suicide Assessment Mandated Reporting & CPS Case Notes School Counseling Theory History School Counseling <b>*Practice Suicide Assessment*</b>	Dollarhide & LT (2018) Chapter 1 & 2	<b>Proof of Liability Insurance</b>  <b>Sign up for Case Presentations</b>  <b>Sign up for Topics Presentations</b>
<b>Week 3</b> 1/26 <b>BLUE</b>	Review of Counseling Skills Goals Group Supervision SC Professional Issues	Dollarhide & LT (2018) Chapter 3	<b>**Goal Paper Due**</b> <b>Case Presentation:</b>  <b>Topics Presentation:</b>

<b>Week 4</b> 2/2 <b>ORANGE</b>	Review of Counseling Skills Goals Group Supervision Person-centered SC	Dollarhide & LT (2018) Chapter 4	<b>Case Presentation:</b>  <b>Topics Presentation:</b>
<b>Week 5</b> 2/9 <b>BLUE</b>	Theories/Important Topics Check-In Discussion Group Supervision Adlerian SC	Dollarhide & LT (2018) Chapter 5	<b>Case Presentation:</b>  <b>Topics Presentation:</b>
<b>Week 6</b> 2/16 <b>ORANGE</b>	Theories/Important Topics Check-In Discussion Group Supervision Cognitive-behavioral therapy	Dollarhide & LT (2018) Chapter 6	<b>Case Presentation: (12)</b>  <b>Topics Presentation:</b>
<b>Week 7</b> 2/23 <b>BLUE</b>	Theories/Important Topics Check-In Discussion Group Supervision Reality Therapy	Dollarhide & LT (2018) Chapter 7	<b>Case Presentation:</b>  <b>Topics Presentation:</b>
<b>Week 8</b> 3/2 <b>ORANGE</b>	Theories/Important Topics Check-In Discussion Group Supervision Existential Perspectives	Dollarhide & LT (2018) Chapter 8	<b>Case Presentation:</b>  <b>Topics Presentation:</b>
<b>Week 9</b> 3/9	Spring Break!	No Class!	
<b>Week 10</b> 3/16 <b>BLUE</b>	Considering client uniqueness and having empathy Theories/ Important Topics Solution-Focused SC	Dollarhide & LT (2018) Chapter 9	<b>Case Presentation:</b>  <b>Topics Presentation:</b>
<b>Week 11</b> 3/23 <b>ORANGE</b>	Theories/ Important Topics Dealing with termination Strengths-based SC Theory	Dollarhide & LT (2018) Chapter 10	<b>Case Presentation:</b>  <b>Topics Presentation:</b>
<b>Week 12</b> 3/30 <b>BLUE</b>	Theories/ Important Topics Ecological SC Theory	Dollarhide & LT (2018) Chapter 11	<b>Case Presentation:</b>  <b>Topics Presentation:</b>
<b>Week 13</b> 4/6 <b>ORANGE</b>	Theories/ Important Topics ASE Theory	Dollarhide & LT (2018) Chapter 12	<b>Case Presentation:</b> <b>Topics Presentation:</b>
<b>Week 14</b> 4/13 <b>BLUE</b>	Theories/ Important Topics Wrap-up and Review		<b>Case Presentation:</b> <b>Topics Presentation:</b>  <b>Reflection Paper Due</b>
<b>Week 15</b> 4/20 <b>ORANGE</b>	Theories/ Important Topics Wrap-up and Review		<b>Case Presentation:</b> <b>Final Time Logs Due</b> <b>All Paperwork Completed</b>
<b>Week 16</b> 4/27	Individual Meetings		

*\*This is a tentative schedule of activities/assignments. Contents of the course are subject to change based on the unique characteristics of the class. Any changes will be announced in class or through CANVAS.*

## **Program and Departmental Policies**

### **Clinical Mental Health Counseling Program Mission Statement:**

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

### **UT Tyler Department of Psychology and Counseling Student Code of Conduct:**

<https://www.uttyler.edu/psychology/policies.php>

### **UT Tyler Clinical Mental Health Counseling Student Handbook:**

<https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/>

## **University Policies**

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including,

but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. “Cheating” includes, but is not limited to:
  - copying from another student’s test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

#### **UT Tyler Resources for Students**

- [UT Tyler Writing Center](mailto:writingcenter@uttyler.edu) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](tel:903.566.7254) (903.566.7254)

## Case Presentation Format

**Client:** Use a pseudonym

**Session #:**

**Age:**

**Anticipated Sessions:**

**Gender: Race:**

**Presenting Problem:** Describe why the client is seeking or referred for counseling. Briefly describe your initial assessment including client presentation (affect, mood, level of functioning, etc.), complaints, and clinical impressions. This should include symptoms (what they are, frequency, and duration). Is the client currently taking medication; if so, what is it and what is it for? Be sure and address level of intellectual functioning or alcohol and drug history if applicable.

**Family History:** Describe family of origin and family of creation (where appropriate) including current living situation. Describe client resources and support systems.

**Diagnostic Impression:** What is this client's diagnosis or what is your impression of a diagnosis that is appropriate for this client? Why is this diagnosis appropriate? If more than one diagnosis should be ruled in or out explain what they are and how you will know if the criteria are met.

**Clinical Focus:** Describe your focus of clinical attention (e.g., what have you worked on so far, what are you most concerned about, how is your rapport, specific clinical interventions done, etc.). Also described what are your treatment goals for this client.

**Professional Consultation:** Describe who you consulted with and how these consults have affected your treatment plan. What were the suggestions and why are you choosing to implement them?

**Anticipated Results:** Describe what you reasonably expect from your treatment interventions (What are you looking for to know if this client is improving?)

**Clients Strengths and Weaknesses:** Describe what you see as strengths that the client possesses, and areas that may be areas of growth for the client.

**What questions do you have regarding your work with your client?**

**Note:** Remember that you are directing this case presentation and will be evaluated on the following:

- Preparation for case study
- Presentation materials (completeness)
- Group facilitation skills



## SESSION CRITIQUE

Your Name:

Client Initials:

Session # with Client:

Date of counseling session:

### 1. Client Information (1 page)

1. Basic demographic information (age, gender, race/ethnicity...see Case Presentation)
2. Presenting concern
3. **D**ata (presenting/other issues; interventions/therapeutic responses; Mental status Exam; current symptoms)
4. **A**ssessment (strengths; progress; continuing therapeutic needs)
5. **P**lan (focus/objectives for next session; homework)

### 2. Session Critique (1-2 pages)

1. What was your primary theoretical approach?
2. What were your goals for this session? Did you achieve your goals? How or why not?
3. Discuss examples of transference and/or counter transference with this client.
4. What techniques or skills did you use most frequently?
5. What techniques or skills did you not use that could have been beneficial for this client?
6. What went well in this session and how did it come about?
7. What areas do you have for direction and improvements?

## Basic Counseling Skills Identification & Analysis

### **DIRECTIONS:**

Watch your observation video. Choose 5 interaction to use. Fill out an identification and analysis box for each interaction.

\*You can copy & paste this format into a new document.

### Example

Time in Video	2.35 mins
Client Statement (the client's last 1-3 sentences)	"He dumped a banana split on top of my head! I couldn't believe it. I was so ticked off."
Counselor Response (1-3 sentences)	"You felt angry when he did that."
Counseling Skill Used (see list)	Reflection of feeling

How was your response helpful? Why did it work?	It labeled his emotion as anger. It helped him feel heard. It communicated empathy. It encouraged him to talk more about his emotions.
What would you do differently?	I would have said it with more emotional emphasis to mirror his emotions. Ex: "Wow! You were angry when he did that!"
What other skill could you have used? (list 2-3 skills & response)	Minimal Encourager- "Wow!" Prompt & closed question- "What did you do?" Paraphrase- "He actually dumped a banana split on your head right there in Dairy Queen."
Give an example of a "coffee shop talk" response that would NOT be helpful!	"What a Jerk! You should have socked him a good one right on the mouth!"
Anything else you would like to add?	Anger is a repeated theme in his stories. I would like to explore this more and help him find ways to positively cope with his anger.

### Basic Counseling Skills

<b>(Opening)</b>	<b>(Reflecting)</b>	<b>(Challenging &amp; Goal Setting)</b>
Minimal Encourager	Paraphrase	Miracle Question
Prompts	Reflection of Feeling	Terrible Question
Closed Question	Reflection of Meaning	Scaling Question
Open Question	Summary	
	Check Out	

## Skill #1

Time in Video	
Client Statement (the client's last 1-3 sentences)	
Counselor Response (1-3 sentences)	
Counseling Skill Used (see list)	
How was your response helpful? Why did it work?	
What would you do differently?	
What other skill could you have used? (list 2-3 skills & response)	
Give an example of a "coffee shop talk" response that would NOT be helpful!	
Anything else you would like to add?	

### Basic Counseling Skills

(Opening)	(Reflecting)	(Challenging & Goal Setting)
Minimal Encourager	Paraphrase	Miracle Question
Prompts	Reflection of Feeling	Terrible Question
Closed Question	Reflection of Meaning	Scaling Question
Open Question	Summary	
	Check Out	

## Skill #2

Time in Video	
Client Statement (the client's last 1-3 sentences)	
Counselor Response (1-3 sentences)	
Counseling Skill Used (see list)	
How was your response helpful? Why did it work?	
What would you do differently?	
What other skill could you have used? (list 2-3 skills & response)	
Give an example of a "coffee shop talk" response that would NOT be helpful!	
Anything else you would like to add?	

### Basic Counseling Skills

<b>(Opening)</b>	<b>(Reflecting)</b>	<b>(Challenging &amp; Goal Setting)</b>
Minimal Encourager	Paraphrase	Miracle Question
Prompts	Reflection of Feeling	Terrible Question
Closed Question	Reflection of Meaning	Scaling Question
Open Question	Summary	
	Check Out	

### Skill #3

Time in Video	
Client Statement (the client's last 1-3 sentences)	
Counselor Response (1-3 sentences)	
Counseling Skill Used (see list)	
How was your response helpful? Why did it work?	
What would you do differently?	
What other skill could you have used? (list 2-3 skills & response)	
Give an example of a "coffee shop talk" response that would NOT be helpful!	
Anything else you would like to add?	

### Basic Counseling Skills

<b>(Opening)</b>	<b>(Reflecting)</b>	<b>(Challenging &amp; Goal Setting)</b>
Minimal Encourager	Paraphrase	Miracle Question
Prompts	Reflection of Feeling	Terrible Question
Closed Question	Reflection of Meaning	Scaling Question
Open Question	Summary	
	Check Out	

**The University of Texas at Tyler**  
**COUN 5393**  
**School Counseling Program Practicum**  
**Live Supervision Form**

This form is for use at internship sites where audio/visual recording of school counselors-in-training working with clients is not allowed. In effort to help our students grow in their counseling skills and practices, we ask that site supervisors observe and provide feedback for at least **two** one hour counseling sessions of the student intern working with a group, family, couple, or individual each semester. Please fill in the following information and return to the student intern following the live supervision session.

<b>Practicum Site:</b>
<b>Student Name:</b>
<b>Site Supervisor Name:</b>
<b>Date and Time of Live Supervision:</b>
<b>Type of Session Observed:</b> (group, family, couple, or individual)
<b>Observed Strengths of Student in Session:</b>
<b>Areas of Growth for Student:</b>
<b>Student Signature:</b>
<b>Site Supervisor Signature:</b>
<b>Would you like to talk further with the practicum instructor regarding student progress?</b>



## CLINICAL EXPERIENCES: PRACTICUM & INTERNSHIP

Obtaining a master's degree in School Counseling and a Texas professional school counselor certificate from the University of Texas at Tyler (UTT) involves completing a minimum of 3 semesters of clinical experience (one semester of practicum, and two semesters of internship). The purpose of these experiences is to provide students with opportunities to further develop and advance their clinical skills through the role of school counselor-in-training.

### **COUN 5393 Practicum:**

The School Counseling student practicum is the first formal clinical experience in the school counseling program at the UTT. Practicum provides School Counseling students with the opportunity to step into the role of school-counselor-in-training at a K-12<sup>th</sup> Grade School-based site outside of the UT Tyler graduate program. School Counseling student practicum fulfills the following requirements:

- Students complete supervised counseling practicum experiences that total a **minimum of 100 clock hours** over a full academic term (at least **40 hours must be direct service** with students/clients that contributes to the development of counseling skills).
- Practicum students must have weekly interaction with site supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum.
- Practicum students participate in an average of **90 minutes per week of group supervision** on a regular schedule throughout the practicum. Group supervision is provided through the practicum class at UT Tyler.

Practicum takes place over one semester. Students are expected to be physically/virtually present in the practicum class each time it meets throughout the semester.

### Practicum Prerequisites:

Prior to beginning Practicum (COUN 5393) School Counseling students must complete the following prerequisite and co-requisite courses (*these are a bare minimum*):

### Prerequisites:

COUN 5312 Counseling Theories and Applications

COUN 5328 Foundations & Ethics

COUN 5391 Essential Counseling Skills

COUN 5392 Helping Relationships

COUN 5324 Cultural Diversity and Advocacy

**\*\*Students must have earned credit (CR) in COUN 5392 and a B or better in COUN 5312 and COUN 5328**

## **School Counselor Certification Standards**

<http://ritter.tea.state.tx.us/sbecrules/tac/index.html>

§239.15. Standards Required for the School Counselor Certificate.

### **(a) School Counselor Certificate Standards.**

The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the School Counselor Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.25 of this title (relating to Requirements to Renew the Standard School Counselor Certificate).

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

- (1) the history and philosophy of counseling;
- (2) counseling and consultation theories and practices; (3) career development theories and practices;
- (4) the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness and postsecondary options for all students, including college admissions, college financial aid resources, application procedures, and workforce and career opportunities;
- (5) assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results;
- (6) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
- (7) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to educational, career, personal, and social development, along with comprehensive school counseling programs;
- (8) learners' developmental characteristics and needs and their relevance to educational and career choices;
- (9) legal and ethical standards, practices, and issues and the importance of commitment to and implementation of ethical principles;
- (10) the characteristics and educational needs of special populations;
- (11) techniques and behavioral interventions to assist teachers with classroom management;
- (12) the integration of a school counseling program, the Texas College and Career Readiness Standards, and academic curricula;
- (13) the roles and responsibilities of a comprehensive school counseling program that is responsive to all students;
- (14) counseling-related research techniques and practices;
- (15) developing and teaching best practices on leadership skills;
- (16) how cultural factors and group membership impact individual students;
- (17) the comprehensive school counseling program model;
- (18) how to utilize various forms of technology and how inappropriate use could be professionally and personally harmful; and
- (19) an understanding of systems, including family dynamics and school environments.

**(c) Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in The Texas Model for Comprehensive School Counseling Programs. The certified school counselor must:**

- (1) develop processes and procedures for planning, designing, implementing, and evaluating The Texas Model for Comprehensive School Counseling Programs;
- (2) provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in The Texas Model for Comprehensive School Counseling Programs;
- (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
- (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance his or her work with students;
- (5) coordinate resources, referrals, and follow-up procedures for students within the school and community;
- (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;
- (7) participate in the selection, use, and interpretation of assessments and assessment results;
- (8) use multiple sets of information and data to make decisions about students, programs, and services;
- (9) use counseling-related research techniques and evidence-based practices to address student needs;
- (10) advocate for a comprehensive school counseling program that is responsive to all students;
- (11) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;
- (12) maintain proficiency in counseling and campus-related technology; and
- (13) use varied sources of information, resources, and practices to counsel students about postsecondary opportunities and college and career readiness.

**(d) Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on The Texas Model for Comprehensive School Counseling Programs that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:**

- (1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;
- (2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;
- (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
- (4) implement effective referral procedures to facilitate the use of special programs and services;
- (5) act as a consultant to help learners achieve success inside and outside of school;
- (6) advocate for a comprehensive school counseling program and recognize the required time commitment to fully apply the program implementation cycle;

- (7) create a program mission, goal, and services in alignment with the school mission and campus improvement plan;
- (8) create and disseminate literature or newsletters to all stakeholders that describe the comprehensive school counseling program and reduce negative stigmas associated with receiving counseling services in a school-based program;
- (9) establish an advisory council or board with membership of all stakeholders (student, parent, teacher, administrator, community member, other personnel, and support specialists);
- (10) increase public relations and awareness through community outreach, such as fundraising, grant writing, donations, volunteerism, local businesses, and use of public or guest speakers;
- (11) provide school-wide professional development and parent workshops throughout the school year;
- (12) support participation in fair-share responsibilities versus non-counseling related duties;
- (13) know district, state, and federal initiatives that are to be reflected in a comprehensive school counseling program; and
- (14) develop practices to promote learners' knowledge about college and career readiness processes necessary to pursue postsecondary opportunities.

**(e) Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:**

- (1) understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
- (2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles;
- (3) facilitate learning and achievement for all students to ensure services that cover an array of exceptionalities, including special populations, by promoting a cooperative, inclusive, purposeful learning environment;
- (4) take a positive, strength-based approach that builds on commonalities versus differences in all learners;
- (5) understand how environment and behavior may impact or influence individual learners;
- (6) ensure equitable access to programs and services for all students;
- (7) understand how family values, group membership, and culture intersect;
- (8) acknowledge learners' gifts, strengths, and extracurricular talents when considering programs and services;
- (9) increase students' awareness and include their voices regarding educational and individualized plans; and
- (10) ensure equitable access and exposure to postsecondary opportunities and college and career readiness information and resources for students and parents/guardians.

**(f) Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:**

- (1) demonstrate effective communication through oral, written, and nonverbal expression;
- (2) use knowledge of group dynamics and productive group interaction;
- (3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
- (4) facilitate learners' access to community resources;
- (5) develop and implement strategies for effective internal and external communications;
- (6) facilitate parent/guardian involvement in their children's education;
- (7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning;
- (8) work effectively as a team member to promote positive change for individuals, groups, and the school community;
- (9) take a positive, strength-based approach that verbalizes commonalities versus differences in all learners;
- (10) effectively communicate his or her role and responsibility and counselor identity to all stakeholders to reduce confusion about the duties of a school counselor;
- (11) adhere to best practices connected to ethical and legal considerations around appropriate use of technology and email, documentation, record keeping, privileged communication, and informed consent process; and
- (12) facilitate access to and use of school and community information and resources related to postsecondary opportunities and college and career readiness by learners, parents/guardians, teachers, administrators, and community members.

**(g) Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.**

**The certified school counselor must:**

- (1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;
- (2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;
- (3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;
- (4) apply research-based practice to improve the school guidance and counseling program;
- (5) engage in ongoing professional development to improve the school guidance and counseling program; and
- (6) engage in continued professional development experiences to learn and apply concepts, skills, and practices related to increasing college and career readiness and promoting postsecondary opportunities and preparation for all learners.

Source: The provisions of this §239.15 adopted to be effective January 23, 2001, 26 TexReg 761; amended to be effective December 23, 2009, 34 TexReg 9201; amended to be effective December 21, 2017, 42 TexReg 7144.

<http://ritter.tea.state.tx.us/sbecrules/tac/index.html>