



TEXAS A&M UNIVERSITY
SAN ANTONIO

**College of Education and Human Development
Department of Counseling, Health, & Kinesiology
EDCG 5385 Clinical Mental Health Internship
Fall 2024**

Instructor: Isanely Guerrero Kurz, PhD, LPC

Class time & Location: Tuesdays 5:25-6:55 PM | CH 205

E-mail & Phone: ikurz@tamusa.edu | (210) 784-2593

Office Hours: Tuesdays and Thursdays 3:20-5:20 PM

Office Location: Classroom Hall 214G

Required Textbooks:

Student Practicum Handbook – found on Blackboard

American Counseling Association. (2014). *ACA code of ethics*.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Recommended Textbooks:

McHenry, B., & McHenry, J. (2021). *What therapists say and why they say it* (3rd ed.). Routledge.

Erford, B. T., Hays, D. G., Crockett, S., & Miller, E. M. (2019). *Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination* (3rd ed.). Pearson.

Course Description:

Students will complete a total of 200 clock hours of supervised counseling internship within the clinical mental health counseling setting. Students will have weekly interaction with site supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship. Students will also participate in an average of 1.5 hours per week of group supervision on a regular schedule throughout the internship. Prerequisite: EDCG 5360.

Student Learning Outcomes:

- a. Students will be able to demonstrate understanding and the ability to implement basic counseling skills including reflection of feelings, paraphrasing, summarization, and the use of open ended questions.
- b. Students will be able to demonstrate the ability to implement counseling techniques and/or theories when working with clients.
- c. Students will demonstrate the ability to manage a group setting.



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- d. Students will demonstrate the ability to adhere to ethical and legal standards when working with clients in either individual or group settings.

CACREP Standards addressed in the course:

Section 2.F.: Professional Counseling Identity

Counseling Curriculum

1. Professional Counseling Orientation and Ethical Practice
 - i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
2. Social and Cultural Diversity
 - b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
 - c. Multicultural counseling competencies
 - d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
 - e. The effects of power and privilege for counselors and clients
 - h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
5. Counseling and Helping Relationships
 - a. Theories and models of counseling
 - b. A systems approach to conceptualizing clients
 - c. Theories, models, and strategies for understanding and practicing consultation
 - d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology assisted relationships
 - e. The impact of technology on the counseling process
 - f. Counselor characteristics and behaviors that influence the counseling process
 - g. Essential interviewing, counseling, and case conceptualization skills
 - h. Developmentally relevant counseling treatment or intervention plans
 - i. Development of measurable outcomes for clients
 - j. Evidence-based counseling strategies and techniques for prevention and intervention



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- k. Strategies to promote client understanding of and access to a variety of community-based resources
 - l. Suicide prevention models and strategies
 - m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First aid
 - n. Processes for aiding students in developing a personal model of counseling
6. Group Counseling and Group Work
- a. Theoretical foundations of group counseling and group work
 - b. Dynamics associated with group process and development
 - c. therapeutic factors and how they contribute to group effectiveness
 - d. characteristics and functions of effective group leaders

CACREP CORE OR SPECIALTY AREA(S): Professional Counseling Orientation and Ethical Practice & Social and Cultural Diversity

The Individual Counseling Session Summary is used to determine the level of student knowledge and skills related to the following CACREP Standards:

- 2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
- 2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- 2.F.2.c. multicultural counseling competencies
- 2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- 2.F.2.e. the effects of power and privilege for counselors and clients
- 2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

2nd KEY PERFORMANCE INDICATOR:

Students will complete the Individual Counseling Session Summary. The outline for the session summary and all questions to be addressed can be found on the Individual Counseling Session Summary form.



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| Criteria Individual Counseling Summary | Total | | | |
|--|-------------------------------------|--|---|--|
| | 0 points | 1 point | 2 points | |
| Student is able to demonstrate an ability to understand the client’s goals for treatment both overall and for this particular session. | Inability to demonstrate the skill. | Ability to demonstrate the skill marginally and/or inconsistently. | Ability to demonstrate the skill competently and consistently | |
| Student is able to understand issues of social and cultural diversity by articulating cultural differences between self and client, issues of power and privilege, and interpersonal dynamics that may have occurred in this session. | Inability to demonstrate the skill. | Ability to demonstrate the skill marginally and/or inconsistently. | Ability to demonstrate the skill competently and consistently. | |
| Student is able to demonstrate and understanding of ethical/legal standards by articulating how such standards may have applied to this session. | Inability to demonstrate the skill. | Ability to demonstrate the skill marginally and/or inconsistently. | Ability to demonstrate the skill competently and consistently. | |
| Student is able to completely and thoroughly address each question on the Individual Counseling Session Summary. | Inability to demonstrate the skill. | Ability to demonstrate the skill marginally and/or inconsistently. | Ability to demonstrate the skill competently and consistently with no hesitation. | |

EVALUATION PROCESS:

The professor will complete the following rubric to assess Individual Session Summary Assignment. Points correspond to the rating scale.



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| Points | Overall Rating | Rating Scale | Description |
|--------|----------------|--------------|---|
| 8 | Mastery | 4 | Able to perform at a high level without supervision on a consistent basis |
| 6-7 | Proficient | 3 | Able to perform without supervision on a consistent basis |
| 4-5 | Developing | 2 | Able to perform with supervision on a consistent basis |
| 2-3 | Beginning | 1 | Able to perform with supervision on an inconsistent basis |
| 0-1 | Inadequate | 0 | Unable to perform with supervision |

KEY PERFORMANCE INDICATOR SCORE: _____

CACREP CORE OR SPECIALTY AREA(S): Group Counseling and Groupwork

The Group Counseling Session Summary is used to determine the level of student knowledge and skills related to the following CACREP Standards:

- 2.F.6.a. Theoretical foundations of group counseling and group work
- 2.F.6.b. Dynamics associated with group process
- 2.F.6.d. Characteristics and functions of effective group leaders

2nd KEY PERFORMANCE INDICATOR:

Students will complete the Group Counseling Session Summary. The outline for the session summary and all questions to be addressed can be found on the Group Counseling Session Summary form.

GRADING RUBRIC:

| Criteria | Total | | |
|--|-------------------------------------|---|--|
| | 0 points | 1 point | 2 points |
| Group Counseling Summary | | | |
| Student is able to demonstrate an ability to understand the group goals for treatment both overall and for this particular session. | Inability to demonstrate the skill. | Ability to demonstrate the skill marginally | Ability to demonstrate the skill competently |



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|---|-------------------------------------|--|---|--|
| | | and/or inconsistently. | and consistently | |
| Student is able to understand the various stages of group process. | Inability to demonstrate the skill. | Ability to demonstrate the skill marginally and/or inconsistently. | Ability to demonstrate the skill competently and consistently. | |
| Student is able to demonstrate and understanding group leadership styles and is able to articulate a preferred group leadership style and specific group theory and/or techniques used during session. | Inability to demonstrate the skill. | Ability to demonstrate the skill marginally and/or inconsistently. | Ability to demonstrate the skill competently and consistently. | |
| Student is able to conceptualize group process by articulating plans/goals for future group sessions based on the outcome of the current group session. | Inability to demonstrate the skill. | Ability to demonstrate the skill marginally and/or inconsistently. | Ability to demonstrate the skill competently and consistently with no hesitation. | |

EVALUATION PROCESS:

The professor will complete the following rubric to assess the Counseling Group Session Summary Assignment. Points correspond to the rating scale.

| Points | Overall Rating | Rating Scale | Description |
|---------------|-----------------------|---------------------|---|
| 8 | Mastery | 4 | Able to perform at a high level without supervision on a consistent basis |



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|-----|------------|---|---|
| 6-7 | Proficient | 3 | Able to perform without supervision on a consistent basis |
| 4-5 | Developing | 2 | Able to perform with supervision on a consistent basis |
| 2-3 | Beginning | 1 | Able to perform with supervision on an inconsistent basis |
| 0-1 | Inadequate | 0 | Unable to perform with supervision |

KEY PERFORMANCE INDICATOR SCORE: _____

CACREP CORE OR SPECIALTY AREA: Counseling and Helping Relationships

The Tapescript and Counseling Skills Scale is used to determine the level of student knowledge and skills related to the following CACREP standards:

- 2.F.5.a. Theories and models of Counseling
- 2.F.5.b. A systems approach to conceptualizing clients
- 2.F.5.j. Evidence-based counseling strategies and techniques for prevention and intervention
- 2.F.5.n. Processes for aiding students in developing a personal model of counseling.

2nd KEY PERFORMANCE INDICATOR

Students will complete Tapescript assignment. The outline for the tapescript and all questions to be addressed can be found in the Student Practicum/Internship Manual.

GRADING RUBRIC:

| Counseling Skills Rating Scale | | |
|---|---|--|
| -0 Points- | -1 Point- | -2 Points- |
| Inability to demonstrate the skill. | Able to demonstrate the skill marginally and/or inconsistently. | Able to demonstrate the skill consistently & adequately. |
| Criteria | | |
| Student uses open questions that invite client to elaborate on information, elicit examples of specific behavior, focus client's attention on feelings, as well as highlight patterns of thought, feeling, and behavior. Student does not overuse open questions. | | |
| Student uses reflections appropriately to connect with the client. Student also uses reflections appropriately to address client's deeper emotions. | | |



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|--|--|
| Student demonstrates an appropriate use of paraphrasing to express empathy and attentiveness. Student also paraphrases to help client elaborate on information. Paraphrasing is concise and nonjudgmental. Student avoids parroting. | |
| The use of non-verbal expressions and gestures are used to facilitate communication. Non-verbal encouragers are not distracting or used in excess. | |
| Student demonstrates a poised, calm, and collected demeanor in session. | |
| Student demonstrates the use of a theory or theories during session. Student appropriately integrates theoretical techniques during session. | |
| Student uses verbal minimal encouragers (e.g., uh-huh, I see) appropriately to demonstrate empathy and active listening, and to help client elaborate on information. | |
| Student demonstrates an appropriate level of comfort with silence, which effectively allows client and counselor to collect their thoughts. | |
| Students uses closed questions sparingly and reasons for use are justified (e.g., to fill in important gaps or details) | |
| Student avoids the use of why questions, advice giving, interpretation masked as paraphrasing, and judgmental responses. | |
| Total | |

EVALUATION PROCESS:

The professor will complete the following rubric to assess [enter assessment topic here]. Points correspond to the rating scale.

| Points | Overall Rating | Rating Scale | Description |
|---------|----------------|--------------|---|
| 18-20 | Mastery | 4 | Able to perform at a high level without supervision on a consistent basis |
| 14-17 | Proficient | 3 | Able to perform without supervision on a consistent basis |
| 11-13 | Developing | 2 | Able to perform with supervision on a consistent basis |
| 7-10 | Beginning | 1 | Able to perform with supervision on an inconsistent basis |
| Below 6 | Inadequate | 0 | Unable to perform with supervision |

KEY PERFORMANCE INDICATOR SCORE: _____

CACREP CORE OR SPECIALTY AREA: Clinical Mental Health Counseling



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The Treatment Plan is used to determine the level of student knowledge and skills related to the following CACREP Standards:

5.C.1.c. Principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning.

2ND KEY PERFORMANCE INDICATOR:

Students will complete the Treatment Plan assignment. The grading rubric is included below.

GRADING RUBRIC:

| Treatment Plan | Total | | | |
|---|-------------------------------------|--|--|--|
| | 0 points | 1 point | 2 points | |
| Client demonstrates ability to present and review consent form with client(s). | Inability to demonstrate the skill. | Ability to demonstrate the skill marginally and/or inconsistently. | Ability to demonstrate the skill competently and consistently | |
| Student is able to demonstrate ability to effectively prepare for and conduct and initial intake assessment. | Inability to demonstrate the skill. | Ability to demonstrate the skill marginally and/or inconsistently. | Ability to demonstrate the skill competently and consistently. | |
| Student is able to demonstrate ability to gather identifying information such as client age, occupation, grade, and referral source. | Inability to demonstrate the skill. | Ability to demonstrate the skill marginally and/or inconsistently. | Ability to demonstrate the skill competently and consistently. | |
| Student appropriately identifies presenting client concerns. | Inability to demonstrate the skill. | Ability to demonstrate the skill marginally | Ability to demonstrate the skill competently | |



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| | | and/or inconsistently. | and consistently. | |
|--|-------------------------------------|--|---|--|
| Student thoroughly describes clients' mental health history, bio psychological history and presenting concerns. | Inability to demonstrate the skill. | Ability to demonstrate the skill marginally and/or inconsistently. | Ability to demonstrate the skill competently and consistently with no hesitation. | |
| Student demonstrates ability to gather information related to client's history of abuse, neglect, and abandonment concerns. | Inability to demonstrate the skill. | Ability to demonstrate the skill marginally and/or inconsistently. | Ability to demonstrate the skill competently and consistently with no hesitation. | |
| Student demonstrates ability to understand client's history of mood related concerns, academic concerns, and family concerns. | Inability to demonstrate the skill. | Ability to demonstrate the skill marginally and/or inconsistently. | Ability to demonstrate the skill competently and consistently with no hesitation. | |
| Student is able to effectively complete treatment plan with client using measureable goals. | Inability to demonstrate the skill. | Ability to demonstrate the skill marginally and/or inconsistently. | Ability to demonstrate the skill competently and consistently with no hesitation. | |



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|---|-------------------------------------|--|---|--|
| Student completes all aspect of assignment and turns in consent form, treatment plan and paper in a timely fashion | Inability to demonstrate the skill. | Ability to demonstrate the skill marginally and/or inconsistently. | Ability to demonstrate the skill competently and consistently with no hesitation. | |
| Student turns in work that is free of errors including typos, grammatical errors or other edits. | Inability to demonstrate the skill. | Ability to demonstrate the skill marginally and/or inconsistently. | Ability to demonstrate the skill competently and consistently with no hesitation. | |

EVALUATION PROCESS:

The professor will complete the following rubric to assess **Treatment Plan**. Points correspond to the rating scale.

| Points | Overall Rating | Rating Scale | Description |
|---------------|-----------------------|---------------------|---|
| 18-20 | Mastery | 4 | Able to perform at a high level without supervision on a consistent basis |
| 15-17 | Proficient | 3 | Able to perform without supervision on a consistent basis |
| 10-14 | Developing | 2 | Able to perform with supervision on a consistent basis |
| 6-9 | Beginning | 1 | Able to perform with supervision on an inconsistent basis |
| 0-5 | Inadequate | 0 | Unable to perform with supervision |

KEY PERFORMANCE INDICATOR SCORE: _____



Students who fail a summative assignment [receive a rating scale of 2 or below] will meet with the issuing faculty with the option of discussing beginning a FTP evaluation.

Class Attendance

A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.

It is imperative that you are there for all class meetings to interact and share your expertise with your classmates. On your 2nd absence (regardless of reason) 5 points will be deducted from your attendance grade. From that point on, any additional absences after the 2nd will also result in the deduction of 5 points from your attendance grade (regardless of the reason) and you may be dropped from the course. Many of you will be coming to class directly from work. Nevertheless, you will need to schedule to be on time. Arriving to class late twice (more than 15 minutes) will be considered an absence (and may result in a 5-point deduction to the course grade).

Incompletes

The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1. 70% of the class has been completed and student is passing with a "C" or better 2. The circumstance for which the "I" is requested is supported with documentation 3. Student has been attending class on a regular basis Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an "I", should occur near the end of the semester. Incompletes are not granted for incomplete clinical experience hours. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

Dropping a Course

Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for "dropping" a student from



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a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

Grading Policy

90-100 total points = A

80-89 total points = B

70-79 total points = C

60-69 total points = D

59 – below total points = F

Course Requirements

You are required to be at your site as per your agreement with the site supervisor. You must provide adequate notice, as directed by your site supervisor, if you will not be present. Students must follow the site's process of informing the site supervisor of any unexpected absences. Frequent absences, tardiness, or early departures from your site will impact your final evaluation and could jeopardize completion of practicum hours. Site supervisors are not required to provide additional opportunities to make-up missed hours when a student is absent. Because the counseling practicum experience is a developmental process, students are expected to be at their site for the entire semester, not just until they complete the required number of hours.

Students who do not complete all the required course assignments may receive a failing grade. All assignments must be completed within the course semester. Assignments from previous semesters will not be accepted. Recording dates of TapeScript 1 and 2 must be sequential to indicate skill development and growth.

Site Requirements and Attendance

You are required to be at your site as per your agreement with the site supervisor. Sites may have additional hour or training requirements than indicated by TAMU-SA . You must provide adequate notice, as directed by your site supervisor, if you will not be present. Students must follow the site's process of informing the site supervisor of any unexpected absences. Frequent absences, tardiness, or early departures from your site will impact your final evaluation and could jeopardize completion of practicum hours. Incomplete hours will result in a grade of "F" for failure to complete the course requirements. Site supervisors are not required to provide additional opportunities to make-up missed hours when a student is absent. Because the counseling practicum experience is a developmental process, students are expected to be at their site for the entire semester, not just until they complete the required number of hours.



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Many practicum sites are open and provide services to clients on days that are considered holidays by TAMU-SA. These days provide opportunities for students to get additional hours at their sites. If students are regularly scheduled to be at their sites on a day that is a TAMU-SA holiday, they are expected to be at their site as per their agreement with the site supervisor. It is the student's responsibility to share TAMU-SAs academic calendar with the site supervisor early in the semester when developing the student schedule.

Time and Experience Requirements

Students must complete supervised practicum experiences that total a minimum of 200 hours over a semester academic term. This practicum experience must include:

- Students must be actively engaged with their practicum site for a minimum of 80% of the weeks in the semester (i.e., 13 weeks of a 16 week fall/spring semester or 8 weeks of a summer 10 week session).
- The internship experience should be broken down with a minimum of 40% (80 hrs.) being in the form of direct client contact.
- Weekly interaction that averages one hour per week of individual supervision from the site supervisor.
- An average of 1.5 hours per week of group supervision which occurs during the practicum class meetings.
- The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e. g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings) at the practicum site.
- The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
- Evaluation of the student's counseling performance throughout the practicum, including documentation of a midterm formal evaluation and final formal evaluation after the student completes the practicum

Between Semester Hours

Liability insurance only covers students from the first day until the last day of the semester students are taking practicum. Students are not covered by their liability insurance outside of the semester. Therefore, students are not allowed to accrue practicum hours between semesters. Students must be receiving university supervision through their enrollment in a Practicum course in order to apply their hours to their coursework.

Some sites may require students to volunteer indirect hours between semesters. These sites must understand that:



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- Students do not represent A&M-SA between semesters
- A&M-SA is not responsible for any student liability between semesters
- Student liability insurance does not cover students between semesters
- The site assumes all liability risks associated with students between semesters
- Students cannot provide direct counseling services between semesters
- Whether or not a student volunteers between semesters has no impact on their final grade in the course
- Students cannot count between semester hours as their practicum or internship hours

Tevera

Tevera is utilized to manage all practicum and internship related documents. You will be required to upload and update all forms in Tevera, including liability insurance, supervisor agreement form, crisis management form, time logs, midterm evaluation, final evaluation, and evaluation of site supervisor.

Late Work

Due dates are non-negotiable unless an extension is provided to the entire class. All written assignments are due by 11:59 p.m. on the day they are due. All late assignments will be subject to a one-point deduction from the total points available for the assignment for each day assignment has been turned in late (including weekends).

| CACREP Standards | Assignment | Due Date | Percentage |
|---|--|-----------------|-------------------|
| .F.1.k., 2.F.1.l., 2.F.2.c., 2.F.3.h., 2.F.5.d., 2.F.5.f, 2.F.5.g., 2.F.5.h., 2.F.5.n. | Mid-Term Site Supervisor Evaluation | 10/22 | 8 |
| .F.1.k., 2.F.1.l., 2.F.2.c., 2.F.3.h., 2.F.5.d., 2.F.5.f, 2.F.5.g., 2.F.5.h., 2.F.5.n. | Final Site Supervisor Evaluation | 12/6 | 8 |
| 2.F.5.a., 2.F.5.b., 2.F.j., 2.F.5.n. | Tapescript #1 Quality of Analysis | 10/1 | 15 5 |



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| 2.F.5.a., 2.F.5.b., 2.F.j., 2.F.5.n., | Tapescript #2 Quality of Analysis | 11/19 | 15 5 |
| 2.F.1.i., 2.F.2.b., 2.F.2.c., 2.F.2.d. | Individual Session Summary | 9/17 | 8 |
| 2.F.6.a., 2.F.6.b., 2.F.6.d. | Group Session Summary | 11/12 | 8 |
| 5.C.1.c. | Treatment Plan | 10/29 | 20 |
| | Tevera Forms, including weekly time logs and evaluations | ongoing | 8 |
| | Total | | 100% |

Schedule of Course Activities

| Date | CACREP Standards | Topics Discussed | Assignments Due |
|-------------|-------------------------------------|--|--|
| 8/27 | 2.F.1.i.; 2.F.5.b, 2.F.5.e., | Syllabus and general course review, ethics, informed consent, telehealth training information | Read ACA <i>Code of Ethics</i> Liability Insurance due Weekly time log |
| 9/3 | 2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n. | Individual skills review Case conceptualization | Supervisor Agreement Form Crisis Management Form Weekly time log |
| 9/10 | 2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n. | Group skills review Case conceptualization | Weekly time log |
| 9/17 | | Work on Individual Summary & Tapescript No class | Weekly time log |
| 9/24 | 2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n. | Individual Session Summary Presentations Case conceptualization | Individual Session Summary Due Tapescript 1 Due Weekly time log |
| 10/1 | 2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n. | Individual Session Summary Presentations Case conceptualization | Weekly time log |



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| 10/8 | 2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n. | Theory implementation Case conceptualization | Weekly time log |
| 10/15 | 2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n. | Treatment planning Case conceptualization | Weekly time log |
| 10/22 | 2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n. | Tapescript 1 Review | Weekly time log Midterm Evaluation Due |
| 10/29 | 2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n. | Treatment Plan Discussion Case conceptualization | Treatment Plan Due Weekly time log |
| 11/5 | 2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n., 2.F.6.a.-d. | Self-Care Case conceptualization | Weekly time log |
| 11/12 | 2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n. | Case conceptualization | Group Session Summary Due Weekly time log |
| 11/19 | 2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n. | Termination/Closure Case conceptualization | Weekly time log Tapescript 2 Due |
| 11/26 | 2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n. | Case conceptualization | Weekly time log |
| 12/3 | 2.F.2.b-e, 2.F.2.h., 2.F.5.a.-n. | Tapescript 2 Review | Weekly time log |
| 12/6 | | Final forms due in Tevera: <ul style="list-style-type: none">• Time log• Final evaluation from Site Supervisor• Evaluation of Site Supervisor | Final forms due in Tevera |

IMPORTANT POLICIES AND PROCEDURES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic



health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

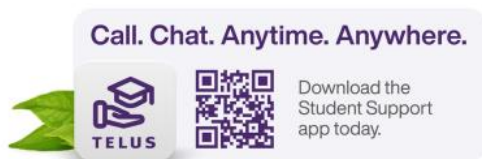
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email



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with instructions and updates. To register or update your information visit:

<https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor



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if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.



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Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child



younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.



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We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

Use of Generative AI: We recognize that there are a variety of AI programs available to assist writers. AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop over time to develop your own individual voice as a writer. However, within limited circumstances, and with proper attribution, AI programs may be used as a tool.

Treatment Plan Assignment

Please write up a thorough intake assessment of your client. This paper should be written in paragraph form and should be approximately 4-5 pages in length. In addition to including information related to the topics below, you are responsible for turning in a copy of your consent form and a treatment plan (see template below) along with the intake assessment.

I. Identifying Information

- a. Session Date
- b. Clients initials or pseudonym
- c. Age
- d. Grade (if applicable)
- e. Occupation (if applicable)
- f. How was the client referred for services?



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II. Presenting Concerns

- a. What is the presenting concern?
- b. When did they first become aware of concern?
- c. Why is the client seeking out services at this time?
- d. Approximately how long has the client had these concerns?
- e. In what ways has the client attempted to cope with the presenting concerns already?
- f. Are the presenting concerns getting better, getting worse, or staying consistent?

III. History

- a. Does client have any history related to abuse?
 - i. Physical, sexual, emotional abuse or neglect
 - ii. History of abandonment
 - iii. Suspected child abuse
- b. Does client have any mood related concerns?
 - i. Disturbing memories
 - ii. Difficulty sleeping
 - iii. Nightmares
 - iv. Irritability
 - v. Feelings of guilt/shame/
 - vi. Excessive worrying
 - vii. Low self-esteem, shyness, problem making friends
 - viii. Feeling down, blue, irritable, low energy
- c. Does client have any academic/school issues?
 - i. Learning difficulties
 - ii. Problems with peers
 - iii. Problems with teachers
 - iv. Failing grades
- d. Does client have any family concerns?
 - i. Adjusting to family changes
 - ii. Discipline concerns
 - iii. Sibling concerns
 - iv. Marital problems
- e. Does client have any other concerns
 - i. Sexual identity concerns
 - ii. Overeating/refusal to eat
 - iii. Impulsivity



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- iv.* Lying
- v.* Self-injurious concerns
- vi.* Stress management concerns
- vii.* Financial problems
- viii.* Legal problems
- ix.* Work related stress

IV. General Overview

- a.** Has client been involved with counseling previously?
- b.** What are client's current living arrangements?
- c. Marital history
- d. Currently on probation/parole?
- e. Does client have any current or past suicidal/homicidal ideation?
- f. Is client currently taking any medications?



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TREATMENT PLAN

Client Initials or Pseudonym: _____

Plan for treatment should have measurable goals, objectives and specific strategies:

Problem 1:

Rating (1 = Worst, 10 = Resolved):

Goal 1:

Objective 1.1:

Objective 1.2:

Strategies 1.1.1:

Strategy: 1.2.1:

Problem 2:

Rating (1 = Worst, 10 = Resolved):

Goal 2:

Objective 2.1:

Objective 2.2:

Strategy 2.1.1:

Strategy 2.2.1:



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INDIVIDUAL COUNSELING SESSION SUMMARY

Student Counselor's Name

Date:

Client's Initials or Pseudonym:

Session Number:

Client's Age:

Presenting Problem:

1. What were the mutually agreed upon counseling goals for this session?
2. Did anything happen during the session that caused you to reconsider your goals? How did you resolve this?
3. What was the major theme of this session? Describe any major important content.
4. Describe the interpersonal dynamics between you and the client during the session. Specifically **address your reactions** to the client and why.
5. What multi-cultural differences exist between you and your client? (None is not an appropriate answer.)
6. How did you demonstrate multi-cultural sensitivity for your client during this session?
7. Review the AMCD Multicultural Competencies. List the multi-cultural competency(ies) that could apply in this session.
8. What theory and techniques were predominant in this session and why? How do you know you did use these?
9. What ethical questions, concerns, issues or dilemmas are raised during this session? (None is not an appropriate answer.) How do you resolve those?
10. Review the ACA Code of Ethics. List the specific ethical code(s) that apply in this session.
11. How successful was the session? How do you know?



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12. What did you learn about yourself as a counselor from this session?

13. What did you learn about the counseling process from this session?

14. What are your plans/goals for the next session?

15. What specific questions do you have for your site-supervisor regarding this and /or future sessions?

16. What questions do you have to bring to class for discussion regarding this case and/or future sessions?



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COUNSELING GROUP SESSION SUMMARY

Student Counselor's Name: _____ Date: _____

Session Number: _____ Number of participants: _____

Presenting Topic: _____

1. What were your goals for this group session?
2. Did anything happen during the group session that caused you to reconsider your goals? How did you resolve this?
3. What stage of the group process is evident in this session? What evidence do you have to support this?
4. As group leader, what style did you use (e.g., democratic, authoritarian)? Explain how you implemented this leadership style AND how group members seemed to react to you as the group leader.
5. What was the major theme of this session? Describe any major important content.
6. Describe the group dynamics. Include observations about specific group member roles (e.g., silent members, monopolize behaviors) and about the overall group dynamics (e.g., sub- grouping, conflict).
7. What theory and techniques were predominant in this session and why?
8. What ethical questions, concerns, issues or dilemmas are raised during this session? If there were no specific concerns raised, which ethical/legal standards may be worth



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taking into consideration based on your client and the information learned in this session? (None is not an appropriate answer.)?

9. How successful was the session? How do you know?

10. What did you learn about the group process from this session?

11. What are your plans/goals for the next group session?

12. What specific questions do you have for your supervisor regarding this and /or future group sessions?



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Guidelines for Transcript Selection

1. Transcribe the entire tape.
2. Choose a section of your tape that includes a minimum of 10 consecutive counselor responses. **Responses such as yes, hmm, I see, etc. do not count as a counted counselor response**; a counted counselor response needs to be more substantial. The transcribed tape, including the 10 counselor and client responses, **must be verbatim and consecutive in time sequence**. The 10 analyzed responses can occur within the transcription of the tape.
3. For those 10 consecutive responses, follow the criteria for evaluation of counselor response, including:
 - a. What was the intent of your (student counselor's) response?
 - b. What happened following your response?
 - c. What could have been an alternative response? (Usually response identifies client's feelings, thoughts, and/or behaviors; refer to "What Therapists Say and Why They Say It" for examples).
4. At the top of the transcript, include the initials of the client, age, date, session number, theoretical model, and techniques employed.

Sample Transcript Evaluation

Student Counselor: Karen Caring
Age: 32

Client: BK
Date of Session: January 5, 2009

Session Number: 2
Centered Techniques: Active Listening

Theoretical Model: Person

Transcript

CO: So, how have you been doing lately? CL: OK

CO: Last time you were talking about transitioning to your new job. I'm wondering how that is going for you now.

CL: I've been having a little trouble with my new job. I'm not getting along well with the people there.

Response 1

CO: You're feeling some concern about that.

- a. Intent: To show that I care.



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- b. What happened: Client continued on the issue of concern.
- c. Alternate: "You're upset about not getting along with your co-workers."

The following is not a counted response because it is a minimal encourager. It needs to be included in the transcript, but not evaluated.

CL: Yes. It does concern

me. CO: Hmm hmm.

CL: I was hoping to make some friends, but the two girls in my office don't get along and

Response 2

CO: Are there people at work with whom you do get along?

- a. Intent: To gather information about the setting.
- b. What happened: I didn't realize it at the time, but now I see that I interrupted the client as he was speaking. I directed him away from what he was saying.
- c. Alternate: A better approach would have been to wait until he was finished.

CL: Yes, there are some other people at work I get along with.

Response 3

CO: You feel good about these.

- a. Intent: To point out positive support.
- b. What happened: He agreed that he had this support.
- c. Alternate: Tell me about the people you get along with.

CL: Yes, I do feel good about that. The problem is two girls in my office don't like each other, and they want me to take sides.

Response 4

CO: You feel caught in the middle sometimes?

- a. Intent: To clarify his concern and its impact on him.
- b. What happened: Client enthusiastically agreed.
- c. Alternate: You believe they try to pull you into their conflicts?

CL: Yes it's so frustrating!

Response 5

CO: Whose side would you take?

- a. Intent: I don't know what I was trying to do here. I think I was trying to



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- gather more information, but I really missed the mark with this question.
- b. What happened: Client seemed frustrated and confused. I really disrupted his thought process here.
 - c. Alternate: This really seems to bother you!

Start the analysis anywhere you want as long as you continue until you have 10 consecutive responses analyzed. You do not have to analyze the rest of the transcript.