



**College of Education and Human Development
Department of Counseling, Health, & Kinesiology
EDCG 5360 Clinical Mental Health Practicum
Fall 2026**

Instructor: Amanda M. Nevarez, PhD, LPC-S

Class time and Location: Thursdays 7pm – 8:30pm | Zoom

Email: anevarez@tamusa.edu

Office Hours: Available upon request

Office Location: N/A

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:

Course is supervised practice in the application of counseling strategies and techniques in environmental settings appropriate to the professional interests of the counselor trainee (clinical setting). Students will be expected to complete 100 hours of practicum experience. These hours are a combination of direct service/contact, supervision, and administrative responsibilities.

Prerequisites: EDCG 5317 and EDCG 5328

Outcomes, Standards, and Key Performance Indicators

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.
- 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

3.A.10.	Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas
3.B.3.	The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors
3.C.12.	The influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan
3.D.5	Strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development
3.E.2.	Critical thinking and reasoning strategies for clinical judgment in the counseling process
3.E.3.	Case conceptualization skills using a variety of models and approaches
3.E.4.	Consultation models and strategies
3.E.5.	Application of technology related to counseling
3.E.7.	Culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities
3.E.8.	Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships
3.E.9.	Interviewing, attending, and listening skills in the counseling process
3.E.10.	Counseling strategies and techniques used to facilitate the client change process
3.E.12.	Goal consensus and collaborative decision-making in the counseling process
3.E.20.	Crisis intervention, trauma-informed, community-based, and disaster mental health strategies



3.F.3.	Therapeutic factors of group work and how they contribute to group effectiveness
3.F.8.	Culturally sustaining and developmentally responsive strategies for designing and facilitating groups
3.F.9.	Ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities
3.G.7.	Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes
3.G.9.	Use of assessments in academic/educational, career, personal, and social development
3.G.15.	Procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders

TEA School Counseling Standards

Domain III – The Professional Counselor

Competency 009 – Professional Practice

Understands the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards for practice in school counseling

Key Performance Indicator

CACREP Core or Specialty Area: Counseling Practice and Relationships

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

3.E.7.	Culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities
3.E.8.	Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships
3.E.9.	Interviewing, attending, and listening skills in the counseling process
3.E.10.	Counseling strategies and techniques used to facilitate the client change process
3.E.12.	Goal consensus and collaborative decision-making in the counseling process
3.E.20.	Crisis intervention, trauma-informed, community-based, and disaster mental health strategies

Grading Rubric:



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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.		
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 the tapescript. 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



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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: Assessment and Diagnostic Processes and Clinical Mental Health Counseling

The Case Conceptualization Paper is used to determine the level of student knowledge and skills related to the following CACREP Standards:

3.G.7.	Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes
3.G.9.	Use of assessments in academic/educational, career, personal, and social development
3.G.15.	Procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders
5.C.4	Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

Grading Rubric:

Criteria	Total			
	0 points	1 point	2 points	
Case Conceptualization and Consultation Assignment				
Student is able to list identifying data for counselor and for client and describe client's relevant background data (i.e., family, work, and medical information).	Inability to demonstrate the skill.	Ability to demonstrate the skill marginally and/or inconsistently.	Ability to demonstrate the skill competently and consistently	



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Student is able to clearly describe client's personal/emotional, social, and career status.	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 thoroughly articulate case conceptualization (i.e., theory, assessment, and diagnosis) and statement of the problem (i.e., client's presenting, actual, and treated problem).	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 identify client's and counselor's goals for client change and the theoretical based used in the counseling process.	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 briefly describe each counseling session (i.e., session content, counseling strategies, and client/counselor relationship), as well as outcome and follow-up plan.	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 instructor will complete the following rubric to assess the Case Conceptualization assignment. Points correspond to the rating scale.

Points	Overall Rating	Rating Scale	Description
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9-10	Mastery	4	Able to perform at a high level without supervision on a consistent basis
7-8	Proficient	3	Able to perform without supervision on a consistent basis
5-6	Developing	2	Able to perform with supervision on a consistent basis
3-4	Beginning	1	Able to perform with supervision on an inconsistent basis
0-2	Inadequate	0	Unable to perform with supervision

KEY PERFORMANCE INDICATOR SCORE: _____

CACREP Core or Specialty Area: Career Development

The Career Assessment Evaluation & Summary is used to determine the level of student knowledge and skills related to the following CACREP Standards:

3.D.5	Strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development
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Grading Rubric:

Career Assessment Evaluation& Summary	Total			
	0 points	1 point	2 points	
Student is able to demonstrate an ability to understand theories of career development, counseling and decision making.	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 strategies for assessing abilities, interests, values, personality and other factors	Inability to demonstrate the skill.	Ability to demonstrate the skill marginally	Ability to demonstrate the skill competently	



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SAN ANTONIO

contributing to career development.		and/or inconsistently.	and consistently.	
Student is able to demonstrate and understanding strategies for working with diverse client populations and strategies for advocating for diverse clients' educational and career development.	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 Career Assessment Evaluation & Summary form..	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 instructor will complete the following rubric to assess the Career Assessment Evaluation and Summary form.

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: _____

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.

University Policies, Procedures, and Resources

Academic Accommodations for Persons 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 may also contact us via phone at (210) 784-1335, visit us at <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 and 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 <https://www.tamusa.edu/studentcounseling>. *Crisis support is available 24/7 by calling the SCC at (210) 784-1331 (select option "2" after hours).*

Additionally, the TELUS Student Support App provides a variety of mental health resources 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 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://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 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.

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 and 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.

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



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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.

Research on Human Subjects: Any research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects at A&M-San Antonio prior to any data collection. Specific forms, instructions, and additional information are provided online:
<http://www.tamusa.edu/graduatestudiesandresearch/irb/irbforms.html>

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. 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 a course. Please be aware that if you do not formally drop a



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course and fail to fulfill the academic requirements, the professor will submit the earned grade.

Course Requirements

CACREP Standards	Assignment	Due Date	Percent
3.A.11., 3.B.1., 3.E.13., 3.E.16.,3.E.21.,3.H.9.	Midterm Site Supervisor Evaluation	10/08	15%
3.A.11., 3.B.1., 3.E.13., 3.E.16.,3.E.21.,3.H.9.	Final Site Supervisor Evaluation	12/03	15%
3.E.7., 3.E.8., 3.E.9, 3.E.10., 3.E.12., 3.E.20.	Tapescript #1 Quality	10/08	15% recording 5% documentation
3.E.7., 3.E.8., 3.E.9, 3.E.10., 3.E.12., 3.E.20.	Tapescript #2	11/12	15% recording 5% documentation
	Tevera Forms and Documentation	Ongoing	10%
3.D.5	Career Assessment Evaluation & Summary	9/24	10%
3.G.7, 3.G.9., 3.E.15.	Case Conceptualization Paper	9/10	10%
	Total		100

Tapescript Assignments 1 & 2

You will record two client counseling sessions using the template at the end of the syllabus. The recording should be at least 20 minutes in length. You are strongly encouraged to review your recording before submitting it to be graded. Recordings will be graded according to the rubric provided under the Key Performance Indicator section of this syllabus. The documentation will be graded according to the rubric below.



Tapescript Documentation Rubric		
0 Points	0.5 Points	1 Point
Does not meet criteria	Meets criteria marginally or inconsistently	Meets criteria adequately and consistently
Criteria		
Student provides an accurate and thoughtful analysis of their overall strengths and areas for growth. Student describes their plan to further develop and address the above		
Student completes the tapescript assignment following the guidelines and instructions.		
Student correctly identifies basic invitational skills.		
Student correctly identifies advanced reflecting skills.		
Student completes insightful assessments of the skills identified in their counselor responses.		
Total		___ of 5

Tevera Forms and Documentation

You are required to complete weekly forms documenting practicum/internship activities and hours. These forms, including midterm and final evaluations from site supervisors, must be submitted on time to receive full credit. Failure to submit weekly forms may result in loss of points and could affect successful completion of the course.

Career Assessment Evaluation & Summary

You will complete a brief evaluation of a client that applies career development theories, interprets assessment strategies, considers diversity factors, and reflects on the



counseling process and supervision needs. Use the template at the end syllabus to complete the assignment.

Case Conceptualization Paper

You will select a client case and develop a case conceptualization including the following information: background information, presenting problems, relevant biopsychosocial factors, and the client's strengths and challenges. Apply a chosen counseling theory to explain the client's issues, identify goals for treatment, and outline potential interventions. The 3-5 page paper should demonstrate your ability to integrate theory, ethical considerations, and cultural awareness into clinical practice. Include all information on the template at the end of the syllabus and be sure to edit your papers for typos and grammatical errors prior to submitting.

Course Policies and Procedures

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. 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 due to group supervision requirements. 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).

Late Work

The due dates and times below are generally not negotiable, as they allow me adequate but limited time to review your assignment and provide detailed feedback. Any late submissions will be subject to a deduction of 10% of the total points available for the assignment for each day the assignment is turned in late, including weekends. Please



let me know as soon as possible if there is an extenuating circumstance that might impact your ability to submit your assignment(s) in a timely manner.

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.

Grading Policy

- A:** 90+ total points or percent
- B:** 80-89 total points or percent
- C:** 70-79 total points or percent
- D:** 60-69 total points or percent
- F:** 59 and below total points or percent

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.

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 100 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 practicum experience requires a minimum of 40% (40 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:

- 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. You are required to submit weekly time logs in Tevera, in addition to your final hours report.

Schedule of Course Activities

Date	CACREP standards	Topics Discussed	Assignments Due
08/27	3.A.10., 3.B.3., 3.C.12., 3.E.2., 3.E.3., 3.E.4., 3.E.5.	Syllabus and general course review Ethics, informed consent review Telehealth Training Information	Read ACA Code of Ethics Liability Insurance Weekly Time Form
09/03	3.E.2., 3.E.3., 3.E.4., 3.E.5., 3.E.7., 3.E.8., 3.E.9.	Skills review Case conceptualization	Site Supervisor Agreement, Crisis Management Form Weekly Time Form
09/10	3.F.3., 3.F.8., 3.F.9.	Group counseling skills review Case conceptualization	Case Conceptualization Weekly Time Form
09/17	3.E.20., 3.G.7., 3.G.9., 3.G.15.	Crisis assessment Case conceptualization	Weekly Time Form
09/24	3.E.7., 3.E.8., 3.E.9., 3.E.10.	Trauma-Informed skills Case conceptualization	Career Assessment Weekly Time Form
10/01	3.E.2., 3.E.3., 3.E.7., 3.E.8., 3.E.9., 3.E.10.	Case Conceptualization	Weekly Time Form
10/08	3.E.2., 3.E.3., 3.E.7., 3.E.8., 3.E.9., 3.E.10.	Case Conceptualization	Midterm Evaluation Tapescript 1 Weekly Time Form
10/15	3.E.7., 3.E.8., 3.E.9.	Individual Meetings Tapescript 1	Weekly Time Form
10/22	3.E.2., 3.E.3., 3.E.7., 3.E.8., 3.E.9., 3.E.10.	Case Conceptualization	Weekly Time Form



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10/29	3.E.2., 3.E.3., 3.E.7., 3.E.8., 3.E.9., 3.E.10.	Case Conceptualization	Weekly Time Form
11/05	3.E.2., 3.E.3., 3.E.7., 3.E.8., 3.E.9., 3.E.10.	Case Conceptualization	Weekly Time Form
11/12	3.E.2., 3.E.3., 3.E.7., 3.E.8., 3.E.9., 3.E.10.	Client closure Case Conceptualization	Tapescript 2 Weekly Time Form
11/19	3.E.2., 3.E.3., 3.E.7., 3.E.8., 3.E.9., 3.E.10.	Individual Meetings Tapescript 2	Weekly Time Form
11/26		No Class – Thanksgiving Holiday	
12/03	3.E.2., 3.E.3., 3.E.7., 3.E.8., 3.E.9., 3.E.10.	Turn in final forms in Tevera: • Final Total Hours Semester Report • Final evaluation from site supervisor • Student evaluation of site supervisor	Final Forms

TRANSCRIPTION ASSIGNMENT

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 skill and 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.



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.

Sample Tapescript Documentation

Student Counselor: Karen Caring

Client: BK

Age: 32

Date of Session: January 5, 2024

Session Number: 2

Time of Selected Portion: __:__ to __:__

Theoretical Model: Person Centered

Techniques: Active Listening, Reflections of Content/Paraphrasing, Open Questions

CO: So, how have you been sleeping lately?

CL: Not very well. I wake up a lot during the night.

Response 1

CO: You've been having a hard time getting restful sleep.

- a. Skill & Intent: Reflection of content– to validate the client's concern.
- b. What happened: Client expanded on their sleep difficulties.
- c. Alternate: (Reflection of feeling) It sounds exhausting to be waking up so much at night.

CL: Yes, I feel tired all the time.

Response 2

CO: Have you tried cutting back on coffee?

- a. Skill & Intent: Closed Question-Attempt to problem-solve but premature advice-giving.
- b. What happened: Client seemed a little shut down and didn't expand much.
- c. Alternate: (Door opener) Tell me more about what your nights usually look like.

CL: Well, I do drink coffee, but that's not the whole issue.

Response 3

CO: So there's more going on than just the coffee.

- a. Skill & Intent: Reflection of content – to encourage elaboration.
- b. What happened: Client agreed and gave more detail.
- c. Alternate: (Open question) What else do you notice happening at night when you



wake up?

CL: Sometimes I wake up worrying about work.

Response 4

CO: You lie awake thinking about work stress.

- a. Skill & Intent: Reflection of content-Clarify the connection between stress and sleep.
- b. What happened: Client strongly agreed and described specific worries.
- c. Alternate: (Reflection of content) It sounds like your mind keeps going back to work even at night.

CL: Exactly. I can't shut it off.

Response 5

CO: Why can't you just stop thinking about it?

- a. Skill & Intent: Open Q/Misstep – came across as judgmental rather than supportive.
- b. What happened: Client looked discouraged and stopped sharing openly.
- c. Alternate: (Reflection of content) It seems really difficult to quiet your thoughts once they get going.



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CASE CONCEPTUALIZATION PAPER

- I. Identifying data**
 - A. Counselor
 1. Name & Dates of Case
 2. Institution (e.g., Agency, School)
 3. Referral source
 - B. Client
 1. Disguised name
 2. DOB or age
 3. Job or Grade level
- II. Relevant background data**
 - A. Family Information: background, culture, history, dynamics
 - B. Work-related Information: School, employment
 - C. Medical Information: history, general health, specific problems
- III. Client's Current Status**
 - A. Personal/Emotional
 - B. Social
 - C. Career
- IV. Your Conceptualization of the Case**
 - A. Theory used
 - B. Assessment & "Diagnosis"/Hypothesis
 - C. Statement of the Problem (e.g., affective, cognitive, behavioral)
 1. Presented
 2. Actual
 3. Treated
- V. Goal(s)/Target(s) for Client Change**
 - A. Client's
 - B. Yours
- VI. Counseling process**
 - A. Theoretical Base Used
 - B. Brief Description of Each Session
 1. Content Covered
 2. Counseling Strategy/Techniques Used
 3. Counseling Relationship development
 - Counseling Process Flow
 - Progress of Issue Definition and Resolution process
 - C. Outcome
 - D. Follow-up (real/planned)



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CAREER ASSESSMENT EVALUATION & SUMMARY

Student Counselor's Name _____ Date: _____

Client's Initials or Pseudonym: _____ Client's Age: _____

Presenting Problem: _____

1. Approximately how long did you meet with this client (how many sessions)?
2. What were the client's goals for counseling?
3. How might theories or models of career development apply to this client's current situation?
4. What, if any, strategies or interventions might you consider or apply to assess the abilities, interests, values, or other factors that may be contributing to this client's current situation? (Please list all that may apply)
5. Which strategies might you use to facilitate this client's skill development for career, educational, and life-work planning and management?
6. Describe any issues related to diversity that may affect how you work with this client related to career and educational development.
7. What did you learn about the helping process and implementing career development theories while working with this client?
8. What specific questions do you have for your supervisor regarding how career development theories may be helpful in conceptualizing this client's concerns?