



TEXAS A&M UNIVERSITY
SAN ANTONIO

**College of Education and Human Development
Department of Counseling, Health, & Kinesiology
EDCG 5360 Clinical Mental Health Practicum
Spring 2025**

Instructor: Sabina de Vries, PhD, LPC, NCC

Class time and Location: Thursdays 7:00-8:30p.m. | Online Synchronous

Email & Phone: sabina.devries@tamusa.edu | (210) 784-2513

Office Hours: By appointment; zoom office hours also available

Office Location: Classroom Hall 214L

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.

Online Course Offerings

Our courses are designed for everyone to participate, and we believe every student makes valuable contributions to the learning environment. We want to assure students are receiving the highest quality education in a safe and positive environment. In order to establish this type of environment in an online course offering we have set the following guidelines to help students get the most out of classes. We require students to prepare themselves for an online class by following the guidelines below:

Before Class Begins:

- Be sure to identify a space where you are able to concentrate without distractions.
- Respect the privacy and confidentiality of your peers as well as clients. This is an interactive course and it is likely we will be having clinical conversations with each other about client



concerns. Be sure the space you have chosen is confidential (i.e., away from friends, family members, roommates, etc.)

- Make sure you have access to reliable and stable internet connection.
- Be sure the device you are using to participate in class is equipped with a functional camera and microphone.

During Class:

- Be attentive and present during all class meetings. This means having your camera on and being visible during class times.
- As a safety measure, avoid driving or operating any vehicles while in class.
- Please contact your instructor if you have any additional questions.

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

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
3. Human Growth and Development



- i. Ethical and culturally relevant strategies for understanding and practicing consultation
- 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
 - 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

Key Performance Indicators:

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:

Section 2.F.: Professional Counseling Identity
Counseling Curriculum

- 5. Counseling and Helping Relationships
 - a. Theories and models of counseling



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- b. A systems approach to conceptualizing clients
- j. Evidence-based counseling strategies and techniques for prevention and intervention
- 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 last section of the syllabus.

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.		
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)		



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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
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 Testing

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

Section 2.F.: Professional Counseling Identity
Counseling Curriculum

7. Assessment and Testing

- b. Methods of effectively preparing for and conducting initial assessments
- c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- e. Use of assessments for diagnostic and intervention planning purposes
- i. Use of assessments relevant to academic/educational, career, personal and social development
- j. Use of environmental assessments and systemic behavior observations
- k. Use of symptom checklists, and personality and psychological testing
- l. Use of assessment results to diagnose developmental, behavioral and mental disorders



- m. Ethical and culturally relevant strategies for selecting administering and interpreting assessment and test results

Section 5: Entry-Level Specialty Areas

C. Clinical Mental Health Counseling

3. Professional Practice

- a. Intake interview, mental status evaluation, bio psychological history, mental health history and psychological assessment for treatment planning and caseload management.

2nd Key Performance Indicator: Students will describe, in depth, a client or student they are counseling. The outline for the *Case Conceptualization Paper* is provided in the last section of the syllabus

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	
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	Inability to demonstrate the skill.	Ability to demonstrate the skill marginally	Ability to demonstrate the skill competently	



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presenting, actual, and treated problem).		and/or inconsistently.	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
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 Scale: _____

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:

Section 2.F.: Professional Counseling Identity
Counseling Curriculum

4. Career Development

- a. Theories and models of career development, counseling, and decision making.
- e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. Strategies for career development program planning, organization, implementation, administration, and evaluation
- g. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.
- h. Strategies for facilitating client skill development for career, educational, and life-work planning and management.
- i. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making.

2nd Key Performance Indicator: Students will complete the Career Assessment Evaluation & Summary. The outline for this session summary and all questions to be addressed can be found in the last section of the syllabus.

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	



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Student is able to understand strategies for assessing abilities, interests, values, personality and other factors contributing to 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 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



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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: _____

Graduate Class Policies

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

Cheating and Plagiarism

Students are expected to do their own course work. Simple cases of first offense cheating or plagiarism by an individual student may be handled by the instructor after consultation with the department chair. For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft and selling of examination questions, a report should be made by the instructor via the department chair and college dean to the provost and vice president for Academic Affairs for disciplinary action. Expulsion from the University is a normal penalty for such offenses.

Plagiarism is a serious violation of academic integrity, and students who engage in plagiarism are subject to disciplinary action. The type of disciplinary action will depend on the severity of the plagiarism but may ultimately lead to the student's expulsion from the program and/or revocation of a student's degree, if the student has already graduated. Please review the Student Handbook for a complete description of the process.

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. 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).

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 not be given for incomplete direct or indirect hours. 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 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

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.

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).



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Course Requirements

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 Tape Script 1 and 2 must be sequential to indicate skill development and growth.

CACREP Standards	Assignment	Due Date	Percent
2.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.	Midterm Site Supervisor Evaluation	3/20	15%
2.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	5/8	15%
2.F.5.a., 2.F.5.b., 2.F.5.j., 2.F.5.n.	TapeScript #1 Quality	3/20	15% 5%
2.F.5.a., 2.F.5.b., 2.F.5.j., 2.F.5.n.	TapeScript #2 Quality	4/24	15% 5%
	Attendance & Participation	Ongoing	10%
2..F.4.a, 2.F.4.e., 2.F.4.f., 2.F.4.g., 2.F.4.h., 2.F.4.j.	Career Assessment Evaluation & Summary	5/1	10%
5.3.a.	Case Conceptualization Paper	4/10	10%
	Total		100

Course Schedule

Date	CACREP standards	Topics Discussed	Assignments Due
1. 1/23	2.F.1.i.; 2.F.5.b, 2.F.5.e.,	Syllabus and general course review, ethics, informed consent review, Telehealth Training Information	Read ACA Code of Ethics Liability Insurance Weekly Time Form



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2. 1/30	2.F.1.i.; 2.F.2.b-e, 2.F.2.h., 2.F.3.i., 2.F.5.a-n.	Skills review Case conceptualization	Site Supervisor Agreement, Crisis Management Form Weekly Time Form
3. 2/6	2.F.2.b-e, 2.F.2.h., 2.F.3.i., 2.F.5.a-n., 2.F.6.a-d.	Group counseling skills review Case conceptualization	Weekly Time Form
4. 2/13	2.F.2.b-e, 2.F.2.h., 2.F.3.i., 2.F.5.a-n.,	Case conceptualization	Weekly Time Form
5. 2/20	2.F.2.b-e, 2.F.2.h., 2.F.3.i., 2.F.5.a-n.	Case conceptualization	Weekly Time Form
6. 2/27	2.F.2.b-e, 2.F.2.h., 2.F.3.i., 2.F.5.a-n.	Case conceptualization	Weekly Time Form
7. 3/6	2.F.2.b-e, 2.F.2.h., 2.F.3.i., 2.F.5.a-n.	Case conceptualization	Weekly Time Form
		SPRING BREAK 3/10 – 3/15	
8. 3/20	2.F.2.b-e, 2.F.2.h., 2.F.3.i., 2.F.5.a-n.	Tape Presentations	TAPE 1 DUE! Weekly Time Form Midterm Evaluation
9. 3/27	2.F.2.b-e, 2.F.2.h., 2.F.3.i., 2.F.5.a-n.	TAPESCRIPT 1 DISCUSSIONS. INDIVIDUAL MEETINGS AS NEEDED.	Weekly Time Form
10. 4/3	2.F.2.b-e, 2.F.2.h., 2.F.3.i., 2.F.5.a-n.	TAPESCRIPT 1 DISCUSSIONS. INDIVIDUAL MEETINGS AS NEEDED.	Weekly Time Form
11. 4/10	2.F.2.b-e, 2.F.2.h., 2.F.3.i., 2.F.5.a-n.	Case conceptualization	Case Conceptualization Paper Due Weekly Time Form
12. 4/17	2.F.2.b-e, 2.F.2.h., 2.F.3.i., 2.F.5.a-n.	Termination Case conceptualization	Weekly Time Form



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13. 4/24	2.F.2.b-e, 2.F.2.h., 2.F.3.i., 2.F.5.a.-n.	Tape Presentations	TAPE 2 DUE! Weekly Time Form
14. 5/1	2.F.2.b-e, 2.F.2.h., 2.F.3.i., 2.F.5.a.-n.	TAPESCRIPT 2 DISCUSSIONS. INDIVIDUAL MEETINGS AS NEEDED.	Career Assessment Evaluation & Summary Due Weekly Time Form
5/8	Finals Week: End of the semester No Class	Turn in final forms in Tevera: <ul style="list-style-type: none">• Final Total Hours Semester Report• Final evaluation from site supervisor• Student evaluation of site supervisor	Last day to see clients: 5/1, 2025

IMPORTANT POLICIES AND PROCEDURES

Academic Accommodations for Persons with Disabilities

The Americans with Disabilities Act of 1990, as amended, and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for individuals with disabilities. Title II of the ADA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a disability that may require accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dss@tamusa.edu. Students may access additional information on the [Disability Support Services webpage](#).

Academic Learning Center

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment-based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.

Counseling Resources

As a college student, there may be times when personal stress interferes with your



academic performance and/or negatively impacts your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM, Monday – Friday. After-hours crisis support is available by calling 210-784-1331 (select option “2”). Please contact UPD at 911 if harm to self or harm to others is imminent. For more information, please visit the [Student Counseling webpage](#).

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 and/or phone call with instructions and updates. To register or update your information visit: [JagE Alert Webpage](#) . More information about Emergency Preparedness and the Emergency Response Guide can be found here: [A&M-SA Police Department Webpage](#)

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.

Meeting Basic Needs

If you face challenges securing food, housing or other basic needs, you are not alone, and A&M- San Antonio can help during this time of crisis. We invite you to learn about the many resources available to support you by visiting the [Dean of Student’s website](#) or by reaching out via dos@tamusa.edu. Additionally, it is not unusual for students to encounter temporary illness or injuries that may interfere with your academic success. Students may request temporary illness/disability assistance by reaching out to the [Dean of Student’s Office](#) (210) 784-1354. If you are comfortable doing so, please notify the professor of any issues so that they may provide additional resources.



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Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and in special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person 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 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.

Respect for Diversity

We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

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, equality of 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, diversity, pluralism, 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, or gender expression. 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 helping create 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 has staff members trained to support survivors 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 university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers) 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. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

Students' Rights and Responsibilities

The purpose of the following statement is to enumerate the essential provisions for the student freedom and responsibility to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the [A&M-San Antonio Student Code of Conduct](#).
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 procedure 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, genetic information, veteran status, gender identity, or gender expression 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 the 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, University Catalog and students must comply with them and the laws of the land.
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 an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.
6. 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. Behaviors that infringe on the rights of another individual will not be tolerated.

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 [WLDCC Webpage](#).



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 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.
- 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!



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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 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.



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CASE CONCEPTUALIZATION PAPER

The Case Conceptualization paper should include all of the elements indicated below and should be 3-5 pages in length. Please be sure to edit your papers for typos and grammatical errors prior to submitting them.

- 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?