



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

**College of Education and Human Development**  
**Department of Counseling, Health & Kinesiology**  
**EDCG 5362: Internship for School Counselors**  
**For TEA School Counselor Certification**  
**Spring 2025**

**Instructor:** Carla Smith, Ph.D., LPC-S  
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**Class Meetings:** **Monday 5:25 – 6:55; Classroom Hall 309**  
**Student Hours:** Monday 2:00 – 5:00; Tuesday 2:00 – 5:00; W – F by appointment (in person or zoom)  
**Office Location:** Classroom Hall 214J

**Required Text:**

- Texas Education Agency. (2018) *The Texas Model for Comprehensive School Counseling Programs, 5<sup>th</sup> ed.* The Texas Counseling Association. [PDF Free Version - Texas Model \(5th ed.\)](#)
- American Counseling Association. (2014). *2014 Code of Ethics*. Retrieve from [www.counseling.org](http://www.counseling.org)
- American School Counselor Association. (2022). *Ethical Standards for School Counselors*. Retrieve from [www.schoolcounselor.org](http://www.schoolcounselor.org)

**RECOMMENDED TEXT:**

- Practicum and Internship Manual (found on Blackboard and program website)

**COURSE DESCRIPTION: EDCG 5362 School Counseling Internship**

Students will complete a total of 200 hours OR 300 hours of supervised counseling internship within a School Counseling or clinical mental health setting. Students will have weekly interaction with site supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship. Students will also participate in 1.5 hours per week of group supervision on a regular schedule throughout the internship.

**STUDENT LEARNING OUTCOMES:**

Upon successful completion of this course, the student will know how to integrate and apply knowledge and skills gained in the counselor training program by:

1. Students will identify how to work in a field-based setting compatible to their career goal.
2. Students will demonstrate how to observe, participate in and conduct professionally appropriate activities performed by regularly employed professional school counselors.

3. Students will identify and demonstrate individual counseling, group counseling, guidance skills, and other professional skills required of school counselors.
4. Students will demonstrate a commitment of professional school counselors.
5. Students will exhibit an increased understanding of individual students and other clients.
6. Students will demonstrate and understanding and apply the ethical and other professional standards to which school counselors adhere appropriately; and
7. Students will articulate and apply a cogent, relevant personal theory of counseling.

## **2024 CACREP STANDARDS:**

### **Section 3: Foundational Counseling Curriculum**

#### **A. Professional Counseling Orientation and Ethical Practice**

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

#### **B. Social and Cultural Identities and Experiences**

1. Theories and models of multicultural counseling, social justice, and advocacy
2. The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews
3. The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors
4. The effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally
5. The effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients
6. The effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness
7. Disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities
8. Principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship
9. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
10. Guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities

#### **E. Counseling Practices and Relationships**

6. Ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities
7. Culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities
11. Strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences
15. Evidence-based counseling strategies and techniques for prevention and intervention
17. Principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources
19. Suicide prevention and response models and strategies
20. Crisis intervention, trauma-informed, community-based, and disaster mental health strategies

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## **F. Group Counseling and Group Work**

1. Theoretical foundations of group counseling and group work
2. Dynamics associated with group process and development
4. Characteristics and functions of effective group leaders

### **Section 4: Professional Practice**

- B. Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.
- C. Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.
- E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.
- F. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- G. Programs provide a fieldwork handbook to all students and fieldwork site supervisors, for all program delivery types, detailing requirements, expectations, policies, and procedures, including:
1. CACREP standards and definitions related to supervised practicum and internship;
  2. supervision agreement;
  3. evaluation procedures and requirements; and
  4. policy for student retention, remediation, and dismissal from the program.
- H. Written supervision agreements:
1. define the roles and responsibilities of the faculty supervisor, field experience site supervisor, and student during practicum and internship;
  2. include emergency procedures; and
  3. detail the format and frequency of consultation between the counselor education program and the site to monitor student learning
- L. Students have opportunities to evaluate their experience with the practicum and internship placement process.
- M. Students have regular, systematic opportunities to evaluate practicum and internship fieldwork sites and site supervisors.

### **Section 5: Entry – Level Specialty Practice**

#### **H. School Counseling**

1. Models of school counseling programs
3. Models of school-based collaboration and consultation
4. Development of school counseling program mission statements and objectives
5. Design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies
6. School counselor roles as leaders, advocates, and systems change agents in PK-12 schools
9. School counselor roles and responsibilities in relation to the school crisis and management plans
13. Strategies for implementing and coordinating school-based interventions
15. Evidence-based and culturally sustaining interventions to promote academic development
16. Approaches to increase promotion and graduation rates

#### **School Counselor Certificate Standards (TAC §239.15):**

The following school counselor certification standards are addressed in this class.

Standard I. Learner-Centered Knowledge:

The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

- (1) the history and philosophy of counseling;
- (6) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
- (7) environmental, social, and cultural factors that affect learners' development and the relevance of those factor to educational, career, personal, and social development, along with comprehensive school counseling programs;
- (9) legal and ethical standards, practices, and issues and the importance of commitment to and implementation of ethical principles;
- (12) the integration of a school counseling program, the Texas College and Career Readiness Standards, and academic curricula;
- (13) the roles and responsibilities of a comprehensive school counseling program that is responsive to all students;
- (14) counseling-related research techniques and practices; and
- (17) the comprehensive school counseling program model

#### Standard II. Learner-Centered Skills:

The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in *The Texas Model for Comprehensive School Counseling Programs*. The certified school counselor must:

- (1) develop processes and procedures for planning, designing, implementing, and evaluating *The Texas Model for Comprehensive School Counseling Programs*;
- (2) provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in *The Texas Model for Comprehensive School Counseling Programs*;
- (5) coordinate resources, referrals, and follow-up procedures for students within the school and community;
- (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process; and
- (10) advocate for a comprehensive school counseling program that is responsive to all students.

#### Standard III. Learner-Centered Process:

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

- (1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;
- (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
- (4) implement effective referral procedures to facilitate the use of special programs and services.

#### Standard IV. Learner-Centered Equity and Excellence for All Learners:

The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

- (1) understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles;
- (2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles; and
- (3) facilitate learning and achievement for all students to ensure services that cover an array of exceptionalities, including special population, by promoting a cooperative, inclusive, purposeful learning environment.

#### Standard V. Learner-Centered Communications:

The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

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- (1) demonstrate effective communication through oral, written, and nonverbal expression;
- (4) facilitate learners' access to community resources;
- (8) work effectively as a team member to promote positive change for individuals, groups, and the school community.

**Standard VI. Learner-Centered Professional Development:**

The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

- (4) facilitate learners' access to community resources;
- (10) effectively communicate his or her role and responsibility and counselor identity to all stakeholders to reduce confusion about the duties of a school counselor; and
- (11) adhere to best practices connected to ethical and legal considerations around appropriate use of technology and email, documentation, record keeping, privileged communication, and informed consent process.

**19 TAC §228.30**

(c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:

- (1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics), which include:
  - (A) professional ethical conduct, practices, and performance;
  - (B) ethical conduct toward professional colleagues; and
  - (C) ethical conduct toward students;
- (3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044 (c-1). Instruction acquired from the list of recommended best practice-based programs or from an accredited institution of higher education or an alternative certification program as part of a degree plan shall be implemented as required by the provider of the best practice-based program or research-based practice;
- (6) the framework in this state for teacher and principal evaluation;

**Texas Education Code (TEC)**

**Subchapter A: School Counselors and Counseling Programs**

**TEC §33.005:**

- a. A school counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate a comprehensive school counseling program that conforms to the most recent edition of the Texas Model for Comprehensive School Counseling Programs developed by the Texas Counseling Association.
- b. The school counselor shall design the program to include:
  - 1. a guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
  - 2. a responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
  - 3. an individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
  - 4. system support to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

**TEC §33.006:**

- a. The primary responsibility of a school counselor is to counsel students to fully develop each student's academic, career, personal, and social abilities.

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- b. In addition to a school counselor's responsibility under Subsection (a), the school counselor shall:
1. participate in planning, implementing, and evaluating a comprehensive developmental guidance program to serve all students and to address the special needs of students.
  4. coordinate people and resources in the school, home, and community; and
  5. deliver classroom guidance activities or serve as a consultant to teachers conducting lesson based on the school's guidance curriculum.

TEC §33.007:

- a. Each school counselor at an elementary, middle, or junior high school, including an open-enrollment charter school offering those grades, shall advise students and their parents or guardians regarding the importance of postsecondary education, coursework designed to prepare students for postsecondary education, and financial aid availability and requirements.

**TEA School Counseling Standards for the TExES 252 Exam:**

**Domain I – Knowledge of Learners**

**Competency 001 – Human Development and Learning**

The school counselor understands theories and processes of human development and learning as well as factors that influence development and learning.

**Domain I – Knowledge of Learners**

**Competency 002 – Diversity and Cultural Competence**

The school counselor understands diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students.

**Domain II – The Comprehensive School Counseling Program**

**Competency 003 – Guidance**

The school counselor understands instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in *The Texas Model for Comprehensive School Counseling Programs*.

**Domain II – The Comprehensive School Counseling Program**

**Competency 004 – Responsive Services**

The school counselor understands techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.

**Domain II – The Comprehensive School Counseling Program**

**Competency 005 – Individual Planning**

The school counselor understands techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.

**Domain II – The Comprehensive School Counseling Program**

**Competency 006 – System Support**

The school counselor understands procedures, processes, and strategies for providing systems support.

**Domain II – The Comprehensive School Counseling Program**

**Competency 007 – Program Management**

The school counselor understands the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.

### **Domain III – The Professional School Counselor**

#### **Competency 008 – Communication, Consultation, and Collaboration**

The school counselor understands practices and strategies for effective communication, consultation, and collaboration within the school and community.

### **Domain III – The Professional School Counselor**

#### **Competency 009 – Professional Practice**

The school counselor understands the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.

### **Domain IV – Analysis and Response**

#### **Competency 010 – Analysis and Response**

In a written response, the school counselor will analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention.

## **Site Description Assignment**

### **KEY PERFORMANCE INDICATOR**

Site Description\* (aligns to the Comprehensive Guidance and Counseling Program Framework)

Through the site description, students will complete an overview of their campus counseling program with attention to the Texas Model for Comprehensive School Counseling Programs. Using the outline provided, students will apply their learnings to create a site overview and framework. Assignment rubric will be completed through Tevera software. Through the site description, students will:

1. Define the school counseling structural components.
2. Provide the school counselor position definition and ratio.
3. Define and describe the school counseling service delivery components; and
4. Evaluate the comprehensive school counseling program and school counselor.

The School Guidance and Counseling Site Description is used to determine the level of student knowledge and skills related to the following CACREP Standards:

- 3H-1 Models of school counseling programs
- 3H-4 Development of school counseling program mission statements and objectives
- 3H-5 Design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies
- 3H-6 School counselor roles as leaders, advocates, and systems change agents in P-12 schools

Students who fail a summative assignment (receive a rating scale of 2 or below) will meet with the issuing faculty and schedule a Fitness to Practice Committee meeting. The CCS-R will be completed for each student enrolled in the internship class through Tevera software. The Fitness to Practice Committee meeting will result in the student being placed on a developmental plan or dismissed from the program.

**GRADING RUBRIC:**

Established Criteria and Standards	3 Points	2 Points	1 Points	Total
<b>Structural Components</b>	<p>All School Counseling Structural Components are evident, <u>fully</u> descriptive, and address:</p> <ul style="list-style-type: none"> <li>• Vision and Mission</li> <li>• Definition</li> <li>• Community context</li> <li>• Program Goals</li> <li>• Clients Served</li> </ul>	<p>The <u>majority</u> of School Counseling Structural Components are evident, descriptive, and addressed.</p>	<p>School Counseling Structural Components are <u>minimally</u> evident, descriptive, and addressed.</p>	
<b>Counselor Position Guide</b>	<p>All School counselor position guide are evident, <u>fully</u> descriptive, and address:</p> <ul style="list-style-type: none"> <li>• School counselor job description</li> <li>• Counselor to Student ratio</li> <li>• Campus and district organizational relationships</li> <li>• (org chart)</li> </ul>	<p>The <u>majority</u> of the School Counselor position guide are evident, descriptive, and addressed.</p>	<p>The School Counselor position guide are <u>minimally</u> evident, descriptive, and addressed.</p>	
<b>Delivery Systems Components</b>	<p>The <u>four</u>-school counselor service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, System Support) are evident, <u>fully</u> descriptive, and address:</p> <ul style="list-style-type: none"> <li>• Definition &amp; how it is</li> </ul>	<p>The <u>majority</u> of the four-school counselor service delivery components are evident, descriptive, and</p>	<p>The four-school counselor service delivery components are <u>minimally</u> evident, descriptive, and</p>	



	<p>delivered</p> <ul style="list-style-type: none"> <li>• Clients served</li> <li>• Topics addressed; priorities</li> <li>• Counselor(s)' role (s)</li> <li>• Administrator(s)' role(s)</li> <li>• Teachers' roles</li> <li>• Parent Involvement</li> </ul>	addressed.	addressed.	
<b>Implementation Examples</b>	<p>All School counselor implementation examples are evident, <u>fully</u> descriptive, and provide examples of:</p> <ul style="list-style-type: none"> <li>• Guidance Program Improvement Plan</li> <li>• Counselor professional development plan</li> </ul>	The <u>majority</u> of School Counselor implementation examples are evident, descriptive, and addressed.	The School Counselor implementation examples are <u>minimally</u> evident, descriptive, and addressed.	
<b>Other Professional Standards</b>	<p>All School counselor professional standards are evident:</p> <ul style="list-style-type: none"> <li>• Graduate writing standard</li> <li>• On time</li> <li>• Cover Page</li> <li>• Ethical Considerations (ACA and ASCA)</li> <li>• References (APA)</li> <li>• Direct quotations meet APA standard</li> </ul>	The <u>majority</u> of School Counselor professional standards are evident, descriptive, and addressed.	The School Counselor professional standards are <u>minimally</u> evident, descriptive, and addressed.	

### EVALUATION PROCESS:

The professor will complete the following rubric to assess School Counseling Leadership and Advocacy. Points correspond to the rating scale.

Points	Overall Rating	Rating Scale	Description
14-15 (10 points)	Mastery	4	Able to perform at a high level without supervision on a consistent basis
11-13 (8 points)	Proficient	3	Able to perform without supervision on a consistent basis
8-10 (6 points)	Developing	2	Able to perform with supervision on a consistent basis
6-7 (4 points)	Beginning	1	Able to perform with supervision on an inconsistent basis
0-5 (2 points)	Inadequate	0	Unable to perform with supervision

**KEY PERFORMANCE INDICATOR SCORE:** \_\_\_\_\_

Students who score 0-2 (rating scale score) on a key performance indicator assignment will meet with the instructor to discuss remediation with the possibility of a Fitness to Practice referral.

**METHODS OF INSTRUCTION/LEARNING:**

This course is a seminar based on field experiences. The blend of outside experiences and assignments and in-class discussion is designed to support maximum application of students' prior learnings in addition to continued professionalism development.

**\*\*\*Additionally**, the Texas Education Agency expects that students will receive **three formal observations** during their fieldwork. During the internship, students will be observed in an assigned and scheduled activity addressing **the guidance, counseling, or consultation domains** of the **Texas Evaluation Model for Professional School Counselors (TEMPSC)**. The **observation will be for a minimum of 45 minutes** and will be conducted by a field supervisor designated by the TAMUSA Department of Guidance and Counseling (Texas Administrative Code [TAC]228.35(c)). If any of your observations do not meet the 45 minutes required, an additional observation will be conducted JOINTLY with your instructor and site supervisor in person to meet the time requirement.

**The Texas Model for Comprehensive School Counseling Programs, 5<sup>th</sup> Edition**

**As part of the school counseling internship requirements, students will begin work on a developmental guidance and counseling program emphasizing the 4 components to address a wide variety of student concerns such as those listed below:**

1. Guidance Curriculum
  - a. Interpersonal Effectiveness
  - b. Intrapersonal Effectiveness
  - c. Post-secondary Planning and Career Awareness
  - d. Personal Health and Safety
2. Responsive Services
  - a. Prevention
  - b. Remediation
  - c. Crisis (including)
    - i. Academic; School Related; Relationship concerns
    - ii. Physical, sexual, and emotional abuse as described
3. Individual Planning
  - a. Educational
  - b. Career
  - c. Personal
  - d. Social
4. System Support
  - a. Program management, development, and evaluation
    - i. School improvement planning
    - ii. Counselor's professional development
    - iii. Research and publishing
    - iv. System-wide wellness
    - v. Campus crisis plan
  - b. Consultation

- i. Parent education
  - ii. Teacher and administrator consultation
  - iii. Staff development for educators
  - iv. Community outreach
  - v. Public relations
- c. Data Analysis and Accountability

The relative emphasis of each component will vary from district to district, perhaps from campus to campus, depending on the developmental and special needs of the students served.

**ATTENDANCE POLICY:**

**Class Meetings (Group Supervision)**

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 grade. From that point on, any additional absences after the 2nd will also result in the deduction of 5 points from your grade (regardless of the reason) and you may be dropped from the course. Many of you will be coming to class directly from work. Nevertheless, you will need to schedule to be on time. Arriving to class late twice (more than 15 minutes) will be considered an absence and will result in a 5-point deduction to the course grade. Attendance is a CACREP and TEA requirement.**

**Site Attendance:** You must be at your site as per your agreement with it. You MUST provide adequate notice if you will not be present.

**OTHER INSTRUCTIONS FOR THE CLASS: (phone, food, etc.)**

**Cell Phones and Eating:** PLEASE TURN OFF CELL PHONES during class. Beverages are acceptable in class; however, please clean up when leaving. LIMIT TEXTING OR E-MAILING DURING CLASS. DOING SO WILL AFFECT YOUR PARTICIPATION GRADE IN CLASS.

*\*Rarely will you need your laptop for work during supervision – there is an expectation that you will have it if needed, but it will NOT be open, and you will NOT be working on assignments during supervision.*

**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.

**Student Rights and Responsibilities:** As members of the University community, all enrolled students assume full responsibility for adhering to the university's values and goals. Students are held responsible for staying abreast of their rights as students and for being cognizant of what is deemed proper conduct as outlined in the Student Handbook. The Student Handbook is available through the Student Rights and Responsibilities webpage: <https://www.tamusa.edu/student-rights-and-responsibilities/documents/studenthandbook2021-2022.pdf>

**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.

**Absences for Religious Holidays:** The university will allow students who are absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, that student has notified the instructor of each class to be missed. The instructor may appropriately respond if a student fails to complete the assignment or examination within a reasonable time after the absence.

**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: [Institutional Review Board \(IRB\) \(tamusa.edu\)](http://tamusa.edu/IRB)

**Message for pregnant and parenting students:** Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. 1681 et seq., protects students in all the academic, educational, extracurricular, athletic, and other programs or activities of universities. This includes prohibiting discrimination against pregnant and parenting students. A student who is pregnant or parenting is entitled to special services. Texas A&M University-San Antonio is committed to implementing all provisions of Title IX. For availing of special services available to students whose curricular and co-curricular work is impacted by pregnancy and parenting related issues contact Kimele Carter, Director of Disability Services ([Kimele.Carter@tamusa.edu](mailto:Kimele.Carter@tamusa.edu)).

**Nonacademic misconduct:** The University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual Misconduct:** Sexual harassment of students and employees at Texas A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Americans with Disabilities Act:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities.

Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation for their disability. Disability Support Services (DSS) provides services, auxiliary aids and accommodations for students at Texas A&M University-San Antonio (A&M-SA) who have self-identified, registered, and provided DSS with documentation supporting their disability. Students may access additional information on the Disability Support Services webpage: [Disability Support Services \(tamusa.edu\)](http://www.tamusa.edu/disability-support-services)

**Counseling Resources:** As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact 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 (available 24/7). All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student’s academic or university record. SCC provides brief individual, couples, and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit: <https://www.tamusa.edu/student-counseling/>

In a crisis, please walk into the Student Counseling Center (SCC) any time between 8:00AM and 5:00PM to be seen by a licensed clinician. After hours, please contact UPD at 911, call 210-784-1331, or text “HOME” to 741-741 24/7/365 to connect with a trained crisis counselor. The National Suicide Prevention hotline also offers a 24/7/365 hotline at 1-800-273-8255.

**Incompletes:** Incompletes are not awarded in the Internship class due to the importance of continuous experiences at the internship site. Incompletes cannot be used to remedy excessive missed classes or non-completion of required hours. If it becomes clear you will not be able to complete your required experience hours this semester, you will need to drop the course and re-enroll for a subsequent semester.

**Dropping the course:** Each student is responsible for knowing the drop dates 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**

**All assignments must be submitted to receive a passing grade. Assignments must be submitted “on time” to receive full credit. Late assignments will only be eligible for partial credit. Please see syllabus for due dates.**

**Specific instructions will be added if social isolation/online instruction is needed.**

CACREP/TAC/ TEC/TEA Standards	Assignment/Activity	PTS	Due
CACREP: 5H – 1, 4, 6, 9, 15  TAC: 239.15 – I: 1, 7,9,12,13,14,17	Site Description	10	1/26

TEC: 33.005 – a, b (1),(2),(3),(4)			
TEA: 007			
CACREP: 4G – 1, 2 TEA: 009	Internship Agreement Forms – (Admin Permission Form [BB] and Site Supervisor’s Supervisory Agreement [Tevera])	<b>10</b>	<b>1/26</b>
CACREP: 4B	Liability Insurance Documentation	<b>5</b>	<b>1/26</b>
	Weekly Schedule	<b>5</b>	<b>2/02</b>
	Internship Log Summary Page	<b>5</b>	<b>5/13</b>
TEA: 009	Internship Logs (16)-Tevera-based & Attendance (1/2 point for each weekly starting week 2)	<b>15</b>	<b>Weekly</b>
CACREP: 4F TAC TEC TEA: 001-009	Site Supervisor Observation # 1	<b>10</b>	<b>2/23</b>
CACREP: 4F TAC TEC TEA: 001-009	Site Supervisor Observation # 2	<b>10</b>	<b>4/06</b>
CACREP: 4F TAC TEC TEA: 001-009	University Supervisor Observation #1	<b>10</b>	<b>Week of: 2/10 or 2/17</b>
CACREP: 4F TAC TEC TEA: 001-009	University Supervisor Observation #2	<b>10</b>	<b>Week of: 3/10 or 3/31</b>
CACREP: 4F TAC TEC TEA: 001-009	University Supervisor Observation #3	<b>10</b>	<b>Week of: 4/14 or 4/21</b>
CACREP: 4J TAC TEC TEA: 001-009	Mid Term (Interim) Evaluation – Site	<b>5</b>	<b>3/09</b>
CACREP: 4L	Final Evaluation – Self	<b>10</b>	<b>5/11</b>
CACREP: 4J TAC: 228.30 (c) (6) TEC TEA: 001-009	Final Evaluation – Site Supervisor	<b>5</b>	<b>5/11</b>
CACREP: 4M TAC TEC TEA: 001-009	Site Supervisor Evaluation – by Student	<b>10</b>	<b>5/11</b>
CACREP: 4C TAC TEC TEA: 003-004	Tape Transcript #1 with Counseling Skills Scale	<b>50</b>	<b>3/02</b>
CACREP: 4C TAC TEC TEA: 003-004	Tape Transcript #2 with Counseling Skills Scale	<b>50</b>	<b>4/13</b>
CACREP: H5,16,17, 18,19	Guidance Curriculum Lesson Plan (1)	<b>10</b>	<b>2/09</b>

TAC TEC TEA: 010			
CACREP: 4H-5, 16,17, 18,19  TAC TEC TEA: 010	Group Counseling Lesson Plan (1 unit = 6-8 sessions)	<b>40</b>	<b>2/23</b>
CACREP: 3B – 1,2, 3,9; 3E-15; 4H-14 TAC TEC TEA: 010	Individual Counseling Session Summaries (10) *If you have completed the YMHFA training, complete 2 summaries*	<b>100 (or 20)</b>	<b>2/02 2/16 3/02 4/06 4/20</b>
CACREP: 3F – 1,2, 4; 4E; 5H13; TAC TEC TEA: 004	Group Counseling Session Summaries (5) *If you have completed the YMHFA training, complete 3 summaries*	<b>50 (or 30)</b>	<b>3/30</b>
CACREP: 3A,B,E TAC TEC TEA: 010	Case Conceptualization/Presentation	<b>10</b>	<b>3/31 4/7</b>
TAC TEC TEA: 010 TEA: 001-009	Professional Development Experience Notes – Reflection from time spent at differing counseling levels (5 points) and your professional development activity (5 points) Digital Professional Portfolio	<b>10 50</b>	<b>4/27 5/11</b>
CACREP: 3E-19,20; 5H-12  TAC: 228.30 (c) (3)  TEC:  TEA: 004,008,009	Youth Mental Health First Aid Training Certificate (will replace 2 group session summaries and 8 individual session summaries)	<b>(100)</b>	<b>5/11</b>
	<b>TOTAL</b>	<b>500</b>	

<b>Assignment/Activity</b>	<b>Due</b>
Internship Agreement Forms – (Admin, Site Supervisor, Student)	<b>1/26</b>
Liability Insurance Documentation	<b>1/26</b>
Site Description	<b>1/26</b>
Individual Counseling Session Summaries (2)	<b>2/02</b>
Weekly Schedule	<b>2/02</b>
Guidance Curriculum Lesson Plan (1)	<b>2/09</b>
Group Counseling Lesson Plan (1 unit = 6-8 sessions)	<b>2/23</b>
University Supervisor Observation #1	<b>2/23</b>
Individual Counseling Session Summaries (2)	<b>2/16</b>
Site Supervisor Observation # 1	<b>2/23</b>
Tape Transcript #1 with Counseling Skills Scale	<b>3/02</b>
Individual Counseling Session Summaries (2)	<b>3/02</b>
Mid Term (Interim) Evaluation – Site	<b>3/09</b>
University Supervisor Observation #2	<b>4/04</b>
Individual Counseling Session Summaries (2)	<b>4/06</b>
Group Counseling Session Summaries (5)	<b>3/30</b>
Individual Counseling Session Summaries (2)	<b>4/20</b>
Site Supervisor Observation # 2	<b>4/6</b>
Tape Transcript #2 with Counseling Skills Scale	<b>4/15</b>
Case Conceptualization/Presentation	<b>3/31 (Due)</b> <b>4/07</b> <b>(Present)</b>
University Supervisor Observation #3	<b>4/25</b>
Professional Development Experience Notes – Reflection from time spent at differing counseling levels	<b>4/27</b>
Final Evaluation – Self	<b>5/10</b>
Final Evaluation – Site Supervisor	<b>5/10</b>
Digital Professional Portfolio	<b>5/10</b>
Internship Log Summary Page	<b>5/13</b>
Internship Logs (16)-Tevera-based	<b>Weekly</b>

**\*Youth Mental Health First Aide Training at TAMUSA:**

If you completed the module for the Youth Mental Health First Aid Training provided by TAMUSA, you will receive 100 points credit. This credit can **ONLY** be used in the TEA Internship 5362 course and will replace certain assignments (as noted above in the syllabus). Please upload your certificate to Blackboard in order to receive your credit. *Any additional work will NOT result in additional (extra credit) points or replace the training if you have not completed it prior to enrollment in the course.*

The final grade also includes the Professor's judgment regarding the student's growth during internship experiences, and such items as quality of participation in supervision,



development of collaboration at the Field Site, timeliness in completing assignments, attendance and punctuality at the site and in class meetings, professional attitude and demeanor, fitness to practice, and potential for success in the school counseling profession.

**Tevera software** lists internship class assignments, which students will use to upload major assignments and time logs. Time logs are submitted weekly in addition to the Key Performance Indicator. The above documents will be submitted through alternative means, either in person or electronically through Blackboard. Instructor will notify class if hard copy of portfolio is required.

### **GRADING CRITERIA:**

A = 450-500  
B = 400-449  
C = 350-399  
D/F = below 349 and/or failure to turn in all assignments and/or attend all class meetings

In order to receive an “A,” all assignments must be completed, submitted, and well done. A “B” grade symbolizes above average knowledge and entry-level appropriate application of school guidance and counseling competence and commitment. A “C” grade symbolizes a need to exert more effort to achieve success in actual counseling practice. A final grade of “F” may be assigned in cases where the student violates any of the policies cited above, commits an ethical violation, has poor attendance, OR a failure to complete any of the required assignments (i.e., tapes, tape scripts, case study, session plans, required internship hours, evaluations, etc.) or failure to attend the required supervision meetings.

### **Late Written Assignments**

**One point will be deducted off your total (assignment) grade for each day one of the written assignments is turned in late. E-mail me an explanation about late work so that it is documented. Otherwise, I will **NOT** accept your late assignment. *All assignments must be completed in a timely fashion for a final grade to be assigned.* \*Due to the nature of this course and the workload, I will **NOT** accept any late assignments after 3 days. Any missing assignment will be an automatic “0” beginning on day 4.**

### **Course Policies and Expectations**

**INSURANCE:** It is required that you have professional liability insurance coverage and that you have cleared a criminal background check. Current employment by a school district will satisfy the criminal background check requirement. Verification of liability insurance is due and downloaded to Tevera by first class meeting. **You may not begin accumulating direct hours until all permission forms have been signed and the proof of liability has been submitted.**

There are several options for professional liability insurance:

1. Texas Counseling Association\* – <https://www.txca.org/>
  2. American Counseling Association\* – <http://www.counseling.org/>
  3. Healthcare Providers Service Organization – <http://www.hpsso.com/>
  4. American School Counselor Association\* – <http://www.schoolcounselor.org/>
- \* *Membership in these professional organizations may provide coverage as a benefit of membership.*

### **INTERNSHIP TIME & EXPERIENCE REQUIREMENTS (Site Visits):**

**Minimum** of 200 clock hours during which time the student performs the legally appropriate work of a school counselor and is being supervised. **Eighty (80) of these hours must be in direct services to students/clients with the majority (at least 40) consisting of individual counseling and group counseling. Students must lead a minimum of 1 group (consisting of 6-8 sessions) per semester for their field experience.** The remaining 120 hours include such legally appropriate, client focused experiences as educational and career guidance, assessment interpretation, referral & coordination, program management, and such professional responsibilities as record keeping, and supervision. These hours may also include such appropriate administrative tasks as client/counseling associated paperwork, staffing's, treatment planning, training, school counseling related professional development activities. You are expected to comply with legal, ethical and professional standards relevant to your internship work setting, and to relate to others (*e.g.*, clients, staff, and classmates) in a professional manner.

*\*Students choosing the 300-clock-hour Internship option must meet the same requirements, but direct hours will account for 120 hours, and indirect hours will account for 180 hours.*

**INTERNSHIP LOG:** Using the forms provided on assignments in Tevera software, document the hours spent in your internship activities. Follow the internship and log guidelines provided in this syllabus and in the assignment sheet. Hours must be evenly accrued over the course of the semester.

**Observations** of counselors at the other two school levels for a minimum of 1/2 day each are required. Sites and dates of these observations are recorded on the Internship Log Summary Page. Individual supervision sessions with your site supervisors, as well as university Internship class meetings, may be counted toward your indirect hours. Non-internship TAMUSA classes, as well as teacher workshops, may not be counted in your internship log.

Return the completed Field Site Contract by the 2<sup>nd</sup> class meeting, and coordinate a meeting of yourself, your Internship Site Supervisor, and your University Field Supervisor at your Field Site before the 3<sup>rd</sup> class meeting.

**CLASS PARTICIPATION** entails not only attendance at class meetings but also active participation in class discussions, using the reading materials to support understanding of

effective practice of professional counseling and the school counseling clients.

**ASSIGNMENT DETAILS:** You will receive separate handouts in a timely manner that provide detail for the internship log, description of the field site counseling program, counseling session summaries, group counseling plan, other guidance program activities (lesson plan, small group counseling, referral), written progress report and evaluations by your Site Supervisor, tapes and tape scripts, reflection paper, case study, and case write-up.

**Reflections** are to be included as part of your log. These notes reflect your internship experiences and learnings on such topics as what counseling is, the counseling process and relationship, your theory of choice-at-the-moment, how you conceptualize client issues, what you learn from your clients, ethical applications you become aware of and issues you are experiencing, techniques you find yourself re-using, insights regarding the purpose and value of professional supervision, assessment of your own levels of professionalism (i.e., your competence in the various roles to be fulfilled, and your commitment to your chosen counseling specialty), or anything else you want that is relevant to your development as a professional counselor.

**Professional Development Experience:** At a minimum, this experience may be attendance at 5 hours of professional school counseling relevant workshop(s) or the reading of one complete, recent professional counseling journal (i.e., ASCA's Professional School Counseling, ACA's Journal of Counseling and Development, a TCA Journal, or a journal of another relevant ACA Division.) Your submitted notes should capture not only what you learned from this experience but also your reflections afterward as to whether and how it applies to your plans for practicing counseling.

**University Supervision:** Three on-site or online visits, which entail live observations and supervision meetings, will be conducted with the University (Field Supervisor) and the Site Supervisor. This mutually agreed upon time commitment should be respected as well. Cancellations of meetings are discouraged due to the timeline. The purpose of the individual session is for you to receive feedback from a resource in addition to your site supervisor. If the internship is not conducted for TEA accreditation purposes, on-site observations will be amended to follow the EDCG 5385 syllabus.

**EMERGENCIES:** Clients may present in emergency situations. To that end, the counselor trainee will *first* consult with the site supervisor. The counselor trainee may then contact the university instructor. Always follow the guidelines set forth at your site. *Consult, consult, consult!*

## **RESPONSIBILITIES**

### **Responsibilities of the Internship Student**

1. Maintain high ethical standards. Breaches of these Standards may be grounds for dismissal from TAMU-SA's counseling program.

2. Provide a copy of this Syllabus to your Field Site Supervisor.
3. Perform counseling tasks/assignments as directed by your Field Site Supervisor and refrain from “freelancing” counseling.
4. Participate actively in supervision with your Field Site Supervisor at least one hour per week.
5. Improve performance in response to feedback from either the site or field supervisor.
6. Be consistent with customs in the school or agency in regard to work ethics, *e.g.* professional demeanor, grooming, punctuality, attendance, dependability, etc.
7. Complete specified assignments and documentation according to the time schedule on this Syllabus. All documentation should be legible and written in a professional and thoughtful manner.
8. Demonstrate professional entry-level competence in counseling and some or all of the additional professional counseling roles.
9. Attend all university class meetings. When another internship section exists, a student will be allowed to make up one class meeting absence by attending the other section during the same week as the necessary absence. Prior permission (24 hours) must be obtained from the instructor in order to attend another internship section.
10. Demonstrate professional and respectful behavior during all university class meetings and all internship experiences.
11. All parties agree to adhere to the TEA Code of Ethics

#### Responsibilities of the Site Supervisor

1. Produce/provide a resume/vita
2. Hold a master's degree, the certification/licensure required of your job assignment, and three years of counseling experience.
3. Provide orientation to work setting, personnel, and counseling and guidance program.
4. Review the course syllabus with the internship student.
5. Involve the student in all aspects of the professional counseling position.
6. Assign clients/students for counseling experiences appropriate to the professional role and to the entry-level training of the internship student.
7. Cooperate with the student to ensure accrual of as many legitimate hours in professional counseling activities as feasible and completion of course assignments.
8. Conduct 1 scheduled hour of individual supervision each week with the student to facilitate their professional growth and internship progress and to sign off on the hours logged for the week.
9. Encourage the student to join and participate in professional associations.
10. Consult with the University-based Field Supervisor during the three site visits.
11. Complete and discuss with the student Interim and Final Evaluations that reflect data-based analysis of the student's strengths and weaknesses. A minimum of two live observations are required. Submit the completed observation and evaluation forms to the University supervisor (via the student is acceptable).

12. Consult with the university-based field supervisor as needed regarding student's progress, especially if deficiencies are observed, feedback has been provided, and resultant improvement has not occurred.
13. Suggest a letter grade that summarizes the student's performance at the internship site.
14. All parties agree to adhere to the TEA Code of Ethics

Responsibilities of the University Professor/Field Supervisor

1. Consult with the site supervisor on student placement and progress.
2. Provide an internship orientation for the site supervisor. Provide on-site supervisor with all pertinent information related to the expectations for the student's internship experience.
3. Conduct on-site observations a minimum of three times per semester, and more as needed.
4. Consult with the student.
5. Meet with the student in group and in individual supervision sessions as scheduled.
6. Assign a grade at the completion of the internship experience.
7. All parties agree to adhere to the TEA Code of Ethics

**School Counseling Internship CLASS SCHEDULE**

**\*\*All dates and content are tentative; the professor reserves the right to make changes as needed\*\***

<b>CLASS MEETINGS Date</b>	<b>CACREP, TAC, TEC, TEA Standards</b>	<b>TOPIC(S)</b>	<b>READINGS</b>	<b>ASSIGNMENTS</b>
1 1/21 or before	CACREP TAC TEC TEA: 007	<b>*Video Module BB*</b> <b><u>No In-Person Class</u></b>  EXPERIENCING THE INTERNSHIP GETTING STARTED  THE TEXAS MODEL  CLICK ON TEVERA LINK TO CLASS UNDER SYLLABUS ON BB	Syllabus    Legal Standards	<b>Given (see BB):</b>  Site Supervisor Agreement  Administrative Permission Form  Insurance Information  Site Description Assignment  *Go over Tevera*
2 1/27	CACREP: 3A-10 5H – 1, 4, 6, 9, 15  TAC: 228.30c (1)	SUBMIT FORMS,  DISCUSS OBSERVATIONS,  SCHEDULE VISITS,		<b>Due:</b>  Liability Insurance Assurance  Internship Agreement Forms

	<p>239.15: SI-12,13 SII-2,5,6,10 SIII-1,3,4 SIV-1,2,3 SV-1,4,8 SVI-4,10,11</p> <p>TEC: 33.005a, b(1)(2)(3)(4) 33.006 a,b(1) (4)(5) 33.007a</p> <p>TEA: 007,009</p>	<p>BASIC SKILLS, ETHICS AND INFORMED CONSENT</p>		<p>Administrative Permission Site Supervisor Credential Verification Site Description <b>Given:</b> Counseling Session Summaries Guidance Cur. Lesson Plan Observation Forms</p>
3 2/03	<p>CACREP: 3E- 1,6,7,8,9,10, 11,12,13,16,20 5H- 11,12,14,17,18, 19</p> <p>TAC: 228.30c (1) 239.15: SI-12,13 SII-2,5,6,10 SIII-1,3,4 SIV-1,2,3 SV-1,4,8 SVI-4,10,11</p> <p>TEC: 33.005a, b(1)(2)(3)(4) 33.006 a,b(1) (4)(5) 33.007a</p> <p>TEA: 004</p>	<p>COUNSELOR DEVELOPMENT, THEORY IMPLEMENTATION, DOMAINS &amp; STANDARDS</p>	<p>TEMPSC- III; TEXAS MODEL</p>	<p><b>Due:</b> 2 Counseling Session Summaries <b>Given:</b> Weekly Schedule</p>
4 2/10	<p>CACREP: 3E- 1,6,7,8,9,10, 11,12,13,16,20 5H- 2,3,10,11,12,14 ,17,18, 19</p> <p>TAC: 228.30c (1) 239.15: SI-12,13 SII-2,5,6,10 SIII-1,3,4</p>	<p>GUIDANCE PROGRAM DISTRICT CRISIS PLAN GROUP SKILLS STUDENT REFERRALS – DISCUSS APPROPRIATE REFERRALS FOR INTERNSHIP</p> <ul style="list-style-type: none"> <li>• At-risk</li> <li>• Behavioral issues</li> <li>• Truancy</li> <li>• Mental health disorders</li> <li>• Students returning from</li> </ul>	<p>TEXAS MODEL</p>	<p><b>Due:</b> Weekly Schedule District Crisis Plan Guidance Cur. Lesson Plan <b>Given:</b> Tape and Tapescripts</p>

	SIV-1,2,3 SV-1,4,8 SVI-4,10,11  TEC: 33.005a, b(1)(2)(3)(4) 33.006 a,b(1) (4)(5) 33.007a  TEA: 003,004, 005,006	behavioral health centers (Discussion in class)		
5  2/17	CACREP: 3E- 1,6,7,8,9,10, 11,12,13,16,20 5H- 11,12,14,17,18, 19  TAC: 33.005a, b(1)(2)(3)(4) 33.006 a,b(1) (4)(5) 33.007a  TEC:  TEA: 009	JOB DESCRIPTION,  SELF-CARE		<b>Due:</b>  Site Visit #1 Complete  2 Counseling Session Summaries  <b>Given:</b>  Schedule Site Visit #2
6  2/24	CACREP:  TAC:  TEC:  TEA: 008,009, 010	<b>GUEST SPEAKER – THE INTERNSHIP EXPERIENCE</b>  *Preparation for the TExES 252 Exam*	TEMPSC-III  TEXAS MODEL  LOCAL ISD'S	<b>Due:</b>  1st Tape and Tapescript  <b>Given:</b> Interim Evaluation  Group Counseling Plan
7  3/03	CACREP: 3E- 1,6,7,8,9,10, 11,12,13,16,20 5H- 11,12,14,17,18, 19  TAC: 228.30c (1) 239.15: SI-12,13 SII-2,5,6,10 SIII-1,3,4 SIV-1,2,3 SV-1,4,8	CERTIFICATION  ETHICAL APPLICATIONS  CRISIS RESPONSES  TREATMENT PLANNING	ACA & ASCA Ethical Standards	<b>Due:</b>  Site Supervisor Observation #1  2 Counseling Session Summaries  Group Counseling Lesson Plan (19 <sup>th</sup> )  <b>Given:</b>  Case Conceptualization

	SVI-4,10,11  TEC: 33.005a, b(1)(2)(3)(4) 33.006 a,b(1) (4)(5) 33.007a  TEA: 004, 008, 009			
8  3/17	CACREP: 3E- 1,6,7,8,9,10, 11,12,13,16,20 5H- 11,12,14,17,18, 19  TAC: 228.30c (1) 239.15: SI-12,13 SII-2,5,6,10 SIII-1,3,4 SIV-1,2,3 SV-1,4,8 SVI-4,10,11  TEC: 33.005a, b(1)(2)(3)(4) 33.006 a,b(1) (4)(5) 33.007a  TEA: 004	COUNSELING PROCESS  COUNSELING RELATIONSHIP  TAPESCRIP T FEEDBACK		<b>Due:</b>  Mid-Term Site Evaluation  <b>Given:</b>  Self-Evaluation  Site-Supervisor Evaluation
9  3/24		<b>GUEST SPEAKER – MOCK INTERVIEWS</b>	TEXAS MODEL	<b>Due:</b>  Site-Visit #2 Complete
10  3/31	CACREP: 3E- 1,6,7,8,9,10, 11,12,13,16,20 5H- 11,12,14,17,18, 19  TAC: 228.30c (1)	THEORY APPLICATIONS  TECHNIQUE SELECTION  CLIENT CONCEPTUALIZATION  TREATMENT PLANNING		<b>Due:</b>  2 Counseling Session Summaries



	<p>239.15: SI-12,13 SII-2,5,6,10 SIII-1,3,4 SIV-1,2,3 SV-1,4,8 SVI-4,10,11</p> <p>TEC: 33.005a, b(1)(2)(3)(4)</p> <p>33.006 a,b(1) (4)(5) 33.007a</p> <p>TEA: 004</p>			
11 4/07	<p>CACREP: 3E- 1,6,7,8,9,10, 11,12,13,16,20 5H- 11,12,14,17,18, 19</p> <p>TAC: 228.30c (1) 239.15: SI-12,13 SII-2,5,6,10 SIII-1,3,4 SIV-1,2,3 SV-1,4,8 SVI-4,10,11</p> <p>TEC: 33.005a, b(1)(2)(3)(4) 33.006 a,b(1) (4)(5) 33.007a</p> <p>TEA: 004</p>	(CONTINUE/FINISH)  CASE CONCEPTUALIZATION  TREATMENT PLANNING		<p><b>Due:</b></p> <p>5 Group Counseling Summaries</p> <p><b>Bring to Class to Share:</b></p> <p>1. A theory-based technique to use with individuals 2. A theory-based technique to use with small groups</p>
12 4/14	<p>CACREP: 3E- 1,6,7,8,9,10, 11,12,13,16,20 5H- 11,12,14,17,18, 19</p> <p>TAC: 228.30c (1) 239.15: SI-12,13 SII-2,5,6,10 SIII-1,3,4</p>	(CONTINUE/FINISH)  CASE CONCEPTUALIZATION  TREATMENT PLANNING		<p><b>Due:</b></p> <p>2 Counseling Session Summaries</p> <p>Site-Supervisor Observation #2</p> <p><b>Given:</b></p> <p>Self-Evaluation</p> <p>Site-Supervisor Evaluation</p>

	<p>SIV-1,2,3 SV-1,4,8 SVI-4,10,11</p> <p>TEC: 33.005a, b(1)(2)(3)(4) 33.006 a,b(1) (4)(5) 33.007a</p> <p>TEA: 004</p>			
13 4/21	<p>CACREP: 3E- 1,6,7,8,9,10, 11,12,13,16,20 5H- 11,12,14,17,18, 19</p> <p>TAC: 228.30c (1) 239.15: SI-12,13 SII-2,5,6,10 SIII-1,3,4 SIV-1,2,3 SV-1,4,8 SVI-4,10,11</p> <p>TEC: 33.005a, b(1)(2)(3)(4) 33.006 a,b(1) (4)(5) 33.007a</p> <p>TEA: 004</p>	<p>(CONTINUE/FINISH) TERMINATION</p>		<p><b>Due:</b> 2nd Tape and Tapescript Case Conceptualization</p>
14 4/28	<p>CACREP: TAC: 228.30c (1) 239.15: SI-12,13 SII-2,5,6,10 SIII-1,3,4 SIV-1,2,3 SV-1,4,8 SVI-4,10,11</p> <p>TEC: 33.005a, b(1)(2)(3)(4) 33.006 a,b(1) (4)(5) 33.007a</p>	<p>PERFORMANCE EVALUATION PROFESSIONALISM SUPERVISION JOB SEEKING</p>		<p><b>Due:</b> <b>*Presentations*</b> Professional Development Experience Notes/Reflection</p>

	TEA: 009			
15 5/05	CACREP: TAC: 228.30c (1) 239.15: SI-12,13 SII-2,5,6,10 SIII-1,3,4 SIV-1,2,3 SV-1,4,8 SVI-4,10,11  TEC: 33.005a, b(1)(2)(3)(4) 33.006 a,b(1) (4)(5) 33.007a  TEA: 009	(CONTINUE/FINISH) PERFORMANCE EVALUATION PROFESSIONALISM SUPERVISION JOB SEEKING		<b>Due:</b> Site-Visit #3 Professional Development Notes
16 5/12		LAST CLASS		<b>Due: 5/10/2024</b> Site Supervisor Evaluation Self-Evaluation Final Portfolio <b>Due: 5/13 by 5:00 pm</b> <b>Internship Logs (16) – TEVERA</b> <b>Log Summary</b> <b>Failure to complete ALL Tevera Logs by 5/10 will result in a grade of “F” for the semester. Repeating the course will be required for any grade deemed a “C” or below.</b>

Site Observations: 1<sup>st</sup> before class #6; 2<sup>nd</sup> before class # 11; 3<sup>rd</sup> before class #14

\*\*\*\* Students enrolled in EDCG 5362 completing an internship in clinical mental health setting or non- TEA certification school setting will comply with the EDCG 5362 non-TEA syllabus. For further information, please consult the instructor.