



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

Instructor: Isanely G Kurz, PhD, LPC

Class time & Location: Mondays 5:25-6:55pm Classroom Hall 209

E-mail & Phone: ikurz@tamus.edu

Office Hours: Tuesdays 10am-2pm

Office Location: Classroom Hall 214G

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.

Rationale

This course is designed to provide a supportive, structured learning environment for acquiring clinical experience and on-the-job training. Practicum and internship is a time to build a framework of new professional counseling skills on a foundation of the material learned in the program courses, life experiences, and personal values. It is a time to develop and enhance professional competencies.

Instructional Methods

Practicum is field experience. The in-class work is group supervision, which will include the presentation of audio and visual recordings, case presentations, and discussion. As dictated by the needs of the supervision group, some demonstrations and training videos may be used in addition to the presentation of didactic material.

Learning Objectives



This course is designed to meet 2024 CACREP professional counseling identity standards (Section 3) for all entry-level programs. The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

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



3.F.3.	Therapeutic factors of group work and how they contribute to group effectiveness
3.F.8.	Culturally sustaining and developmentally responsive strategies for designing and facilitating groups
3.F.9.	Ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities
3.G.7.	Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes
3.G.9.	Use of assessments in academic/educational, career, personal, and social development
3.G.15.	Procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders
5.C.4	Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

State Adopted Proficiencies for School Counselors

School Counselor Standard I: Learner-Centered Knowledge

The professional school counselor must have a broad knowledge base.

School Counselor 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.

School Counselor 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.

School Counselor Standard IV: Learner-Centered Equity and Excellence for All Learners



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

School Counselor Standard V: Learner-Centered Communications

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

School Counselor Standard VI: Learner-Centered Professional Development

The professional school counselor pursues continuous professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

TExES Competencies (COE)

Competency 001 (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

Competency 002 (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students): The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, which promotes all students' success.

Competency 005 (Developmental Guidance Program): The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.



Competency 007 (Assessment): The school counselor understands principles of assessment and can use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families): The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community): The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Major Course Requirements

1) Practicum Hours

- Students must complete 100 hours for each practicum class with a minimum of 40 hours of direct counseling services. Students pursuing the school counseling program may complete their practicum in a school setting or clinical setting. During practicum, school counseling students must complete their experience in a school that provides the opportunity to participate in a developmental school counseling program.
- Students are 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) on-site.

2) Recording and Case Presentations

- Students must complete at least two case presentations, including video recordings of counseling work, utilizing the format described herein. The camera must be positioned so that only the clinician is visible. The second recording must be accompanied by a transcript and **Recording Rating Scale**, using the format provided in this syllabus or, alternatively, provided by the instructor. Having someone else or a transcription service complete this assignment is grounds for failure of the course. If the skills are not sufficiently shown in either tapescript, a student may be required to submit a



third passing (grade B or better) tapescript before continuing to another practicum.

- Students must get signed consent to record their clients. Students are expected to get consents at the very beginning of the semester, get consents from multiple clients, and record multiple clients in case a client cancels before a case presentation and for their own feedback purposes. Having a client cancel before scheduled to present is not an excuse to miss an assigned presentation day and will result in a late penalty. Further, having multiple tapes allows viewing for the site supervisor and the student's self-analysis skills.
- While students are only showing parts of their taped session during the presentation, students are required to tape the entire session and upload them to Blackboard. The instructor reserves the right to request additional footage of the tape or may request to see the entire duration of the taped session.
- Your first case presentation must include the **Practicum Student Self Evaluation**. Students must provide an encrypted/password-protected flash drive with their entire session for the instructor to review outside of class or send through an encrypted Outbox submission <https://outbox.tamusa.edu/>

3) Supervision

- Time in practicum class will count as university group supervision and should be recorded in students' weekly time logs.
- Each student will attend 1 hour of weekly individual supervision as scheduled by their site supervisor. Regular site supervision must be conducted by the site supervisor who is named and has signed as such on the site supervision form in Lumivero. If the site supervisor must be changed (even if the student remains at the same site), students must complete, have signed, and submit a new site supervision form to their instructor via Lumivero. Failure to do so may result in loss of any hours accrued under the new supervisor. Students need to notify their instructor immediately if there are times when supervision will be conducted by another individual (e.g., vacation of the site supervisor) to ensure standards are followed.

4) End of Semester Reflective Paper

- This paper should be 2-3 pages in length and provide a thoughtful and comprehensive reflection on the student's practicum experience. The purpose of this assignment is to encourage critical evaluation of growth and development as a counselor, reflect on the challenges and successes experienced, and articulate the lessons learned throughout the practicum.



The reflection should be honest and introspective and demonstrate a deep engagement with practicum experience. The paper must be formatted in APA style. Refer to the rubric for specific instructions and a description of how credit will be awarded.

5) Site Supervisor Interview and Reflection

- During the orientation and training at the student's clinical site, the student will need to ask and learn about: (a) what specific model(s) of supervision are used on site with supervisees (b) relevant tenets of the model(s) discussed (c) how ethical, multicultural, and diversity issues are identified within supervision. Students may NOT ask their site supervisor to answer these questions in writing. It is the student's responsibility to learn this information through interactions with site supervisors. Students will write a few sentences describing (a), (b), and (c) above and submit them in Tevera under student evaluation of site supervisor-Supervision Model Reflection.

6) Forms and Evaluations

- Complete all required forms, including mid- and final evaluations from site supervisors, via Lumivero. Forms must be signed and submitted when required. Chronic late submission of forms, including logs, will be addressed in student evaluations, including the Professional Issues and Behavior Evaluation.
- Every semester, students must complete an practicum/internship application via Lumivero. Students must ensure their Site Commitment Form is completed and signed by their site supervisor by the priority deadline.
- For School Counseling Students, the Texas Education Agency (TEA) requires Informal and Formal Observations during field-based experience. School counseling students are required to have three (3) Informal Observations during each semester of practicum and internship. Informal Observations must be at least 15 minutes in duration and must consist of individual or small group counseling, consultation, or classroom guidance. Formal Observations must be a minimum of 45 minutes each to total the TEA requirement of 135 minutes. Students must contact Dr. Flores with a list of available times for her to conduct observations on classroom guidance lessons, small group counseling, or individual counseling. danelle.flores@tamusa.edu

7) Ethics and Professional Behavior

- Students must abide by the guidelines and policies described in the Practicum and Internship Manual and departmental Handbook, as well as by appropriate ethical standards as cited in the ACA, ASCA, TEA, TSBEPC, and/or TSBEMFT Codes of Ethics as appropriate. See below the notes for more specific language regarding professional behavior.



Point Allocation

Case Presentations (2 @ 25 points each)	50 points
Transcript and Rating Scale	10 points
Self-Evaluation of Session	10 points
End of Semester Reflection Paper	10 points
Site Supervisor Interview & Reflection	5 points
Group Supervision Participation	10 points
On-time submission of all forms and evaluations	5 points
Total	100 points

Grading scale

90-100 points = A

80-89 points = B

70-79 points = C

60-69 points = D

59 points and below

The final grade reflects student performance in all components of the course, as well as their professionalism and effectiveness at the practicum site throughout the semester. Students must be aware that practicum grades lower than a B do not count toward the degree. If a student earns a C or below, they will be required to repeat the practicum course.

In addition to submitting all assignments on time and demonstrating competent use of counseling skills, students are expected to maintain professional behavior both in class and at their practicum sites. Professional conduct is evaluated continuously throughout the semester by the site supervisor and the faculty instructor. Sites may require additional hours or training than indicated by TAMUSA . Students must provide adequate notice to their supervisor if they will not be present on site. Students must follow the site's process of informing the site supervisor of any unexpected absences.



Frequent absences, tardiness, or early departures from site will impact the student's 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.

At the end of the term, faculty will complete a final assessment of each student's clinical skills and professional behavior. Even if a student has earned enough points to pass the course and has received satisfactory to strong ratings in clinical skills, repeated or significant concerns on the Professional Issues and Behavior Rating Scale may result in a failing grade.

Students who are dismissed from a practicum site due to unethical or unprofessional behavior may also receive a failing grade and may be required to repeat specific courses and/or pursue personal counseling. Any student who earns a failing grade in an practicum must retake the course.

Required or Recommended Readings

Required readings

Hodges, S. (2024). *The Counseling Practicum and Internship Manual: A resource for graduate counseling students in a dynamic, global era* (4th ed.). Springer Publishing Company.

The Practicum/Internship Handbook and the Multicultural and Social Justice Counseling Competencies (available via BB). Additionally, students are also required to purchase the software system called Lumivero as the method of documentation. The fee for Lumivero is \$220. This software system will be utilized throughout practicum and all internships, and students will have lifetime access to their materials.

Recommended or supplemental readings

American Association for Marriage and Family Therapy (2015). *Code of ethics*.
https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx



American Counseling Association (2014). *2014 ACA Code of Ethics*.

<https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>

American School Counselor Association. (2022). *ASCA ethical standards for school counselors*. <https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

Texas Education Agency (2018). *The Texas model for comprehensive school counseling programs* (5th ed.). <https://tea.texas.gov/>

Course Policies

Lumivero and Logs

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

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 as well as meet the CACREP requirement for group and individual supervision. On your 3rd absence (regardless of reason) 10 points will be deducted from your attendance grade. Any additional absences after the 3rd will also result in the deduction of 5 points from your attendance grade. 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 your grade.) The only excused absences will be illness with a doctor's note, or death in the family with copy of an obituary.

Group Supervision and Confidentiality

Participating in group activities involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. If you wish to share with others outside the class, discuss only your own reactions or experience, and in no event discuss client information or personal information provided by your peers. This is an ethical issue and will be treated as such.

Communication

Each TAMUSA student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response from me within 48 hours (excluding weekends and university-recognized holidays).

Cell Phone/Electronic Device Usage

Cell phones and laptops are not permitted in class unless specifically instructed by the instructor. If cell phones or laptops are used during class without explicit instruction from the instructor, participation points will be deducted. There will be no courtesy warning.

Extra Credit

As a rule, extra credit opportunities will not be extended within this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points or to assign alternative/additional work for credit will be denied.



Late Assignments

The due dates and times below are generally not negotiable, as they allow me adequate but limited time to review your assignment and provide detailed feedback. Any late submissions will be subject to a deduction of 10% of the total points available for the assignment for each day the assignment is turned in late, including weekends. After one week late, assignments will not be accepted, and you will receive a zero for the assignment. Please let me know as soon as possible if there is an extenuating circumstance that might impact your ability to submit your assignment(s) in a timely manner.

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

Between Semester Hours

Liability insurance only covers students from the first day until the last day of the semester that students are enrolled in 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

University Policies, Procedures, and Resources



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

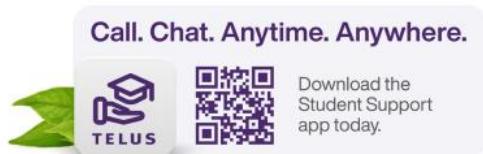
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the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

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

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

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

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



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information, visit <https://tamusa.bbcportal.com/>.

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

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

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

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your



appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

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

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

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

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

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and



actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

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

Pregnant and Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled



tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamus.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

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

Students' Rights

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

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.



3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

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

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

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

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

Incompletes: The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances:



1. 70% of the class has been completed and student is passing with a "C" or better.
2. The circumstance for which the "I" is requested is supported with documentation.
3. Student has been attending class on a regular basis. Incompletes are not to be used to remedy excessive absences.

Unforeseen circumstances precipitating the request for an "I" should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

Dropping a Course: Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for "dropping" a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.



Schedule of Course Activities

Date	Topics Discussed	Assignments Due
1/19	MLK Day No class	
1/27	Review Syllabus/Assignments/ Requirements Sign up for case presentations	Read ACA <i>Code of Ethics</i> Liability Insurance Due Weekly time log
2/2	Review Case Presentation Examples Group Supervision	Supervisor Agreement Form Due Crisis Management Form Due Weekly time log
2/9	Case Presentations Group Supervision	Weekly time log
2/17	Case Presentations Group Supervision	Weekly time log
2/23	Case Presentations Group Supervision	Weekly time log
3/2	Case Presentations Group Supervision	Weekly time log
3/9	Spring Break: No Class	Weekly time log
3/17	Case Presentations Group Supervision	Weekly time log Midterm Evaluation Due
3/23	Case Presentations Group Supervision	Weekly time log
3/30	Case Presentations Group Supervision	Weekly time log
4/7	Case Presentations Group Supervision	Weekly time log
4/13	Case Presentations Group Supervision	Weekly time log
4/19	Case Presentations Group Supervision	Weekly time log
4/27	Case Presentations Group Supervision	Weekly time log Reflection Paper Due
5/4	CSSR Review	Final evaluation from Site Supervisor Due Evaluation of Site Supervisor Due Site Supervisor Reflection Due



Case Presentation Format

Students will receive a PowerPoint template for case presentations which will be posted in Blackboard. Each case presentation is approximately 30-40 minutes long (i.e., 10 minutes to present content, 10-15 minutes of clips, and 10-15 minutes for feedback/discussion) and is worth 25 points. Presentation must include the following:

1. Intern name, site name, and date of presentation
2. Background information including age, biological sex, gender, ethnicity, race, support systems/strengths/protective factors, challenges/barriers the client faces, previous treatment, assessments completed, other significant information/contextual factors (i.e., SES, social and cultural issues, abilities status, legal and/or ethical issues, and relevant personal history etc.), and presenting problems. Do not include identifying information.
3. Diagnostic impression including DSM-5 diagnosis or Z code and mental status exam
4. Theoretical Foundation & Hypothesis: Discuss your theory-based and/or evidenced based, culturally appropriate counseling approach with this client. Please demonstrate a clear understanding and application of your approach and state your hypotheses (based in theory) about what is going on with your client(s).
5. Case conceptualization: Discuss how your theory-based and/or evidenced-based, culturally appropriate counseling approach conceptualizes and/or explains the causes of your client(s) presenting concerns.
6. Treatment goals: Include at least 2 goals and relevant objectives and interventions.
7. Community resources
8. Multicultural and Social Justice Counseling Competencies (MSJCC): how have you applied the MSJCC to this case?
9. Counseling session segment: Identify the goals for present session and briefly describe what is happening during the clip or audio you will play, ask 2 specific questions to solicit feedback from your peers and instructor, and play your clip or audio. Do not upload your presentation with the clip inserted!
10. Demonstration of counseling skills: Show brief clips (up to 15 minutes) of what you did well and/or are proud of (i.e., clips that demonstrate basic and advanced counseling skills/techniques you used in this session)



11. Future direction: where will you be going from this point with your client and with your own growth, learning, and development as a counselor? What basic and advanced counseling skills/techniques do you plan to use with your client in the future? Also, briefly discuss how you are or will be evaluating your work/progress with this client

12. References



Case Presentation Rubric

Criteria	Excellent	Acceptable	Unacceptable
Demonstration of Basic Counseling Skills (50%)	Consistently uses open questions, paraphrasing, reflections of feeling and meaning effectively	Uses basic counseling skills with occasional lapses	Rarely uses basic counseling skills
Avoidance of Detracting Behaviors (25%)	Consistently avoids advice giving and excessive questioning	Mostly avoids distracting behaviors with occasional lapses	Frequently engages in detracting behaviors.
Treatment Plan, Diagnosis, and Interventions (15%)	Goals and interventions are clearly tailored to the client's needs and diagnosis.	Goals and interventions are mostly appropriate, with minor areas for improvement.	Goals and interventions show significant misalignment with the client's needs and diagnosis.
Personal Reflection, Grammar, Mechanics (10%)	Demonstrates deep and thorough personal reflection on growth and development as a counselor. Presentation is free from grammatical errors and spelling problems, with information communicated	Shows adequate personal reflection, though depth may be lacking in some areas. Few grammatical or spelling errors that do not impede understanding, and mostly clear communication.	Limited or superficial personal reflection on counseling growth and development. Several grammatical errors that affect clarity, unclear communication.



Transcript Rubric and Format

Your **second recording** will be accompanied by a transcript of a ten-minute section of your recording presentation. Do not include any identifying information.

Does Not Meet Expectations (0-3 point)	Meets Expectations (4-7 points)	Exceeds Expectations (8-10 points)
Transcript assignment is incomplete and/or appears hurried with little thought or consideration to the assignment. One or more of the required elements is missing. Inadequate or superficial completion of transcript components (i.e., lacks thoughtful consideration and in-depth reflection on clinical skills & performance, etc.); significant issues with spelling/grammar/formatting; presentation does not meet time requirement.	Transcript appears well-prepared and includes all required components; adequate completion of transcript components (i.e., shows some thoughtful consideration and reflection on clinical skills and performance, etc.); minimal issues with spelling/grammar/formatting; presentation meets time requirement.	Transcript appears well-prepared and includes all required components; transcript reflects thoughtful and thorough consideration of components (i.e., shows in-depth consideration and reflection on clinical skills and performance, etc.); no errors in spelling/grammar/formatting; presentation meets time requirement. Includes recording rating scale.

Identify and transcribe ten exchanges with your client(s). **Minimal encouragers such as yes, hmm, I see, etc. do not count as a counted counselor response. They must be verbatim and consecutive in time sequence.** Provide your intent/skill used with each of your statements within the exchange, describe what happened, and provide an alternate response. The alternate response may have the same intent as your original response or may provide a different direction you could have taken. Individual instructors may provide alternative instructions about the transcript. The format below is provided as an example.



Student Name:	Session #	Theoretical Model:	Time of Selected Portion: _:_ to _:_
Exchange:	Intent & Skill:	What Happened:	Alternative response:

Template Format Example:

Student Name: Sasha Coleman	Session # 3	Theoretical Model: CBT and Person-Centered	Time of Selected Portion: 9:15 to 19:15
Exchange: Client: I always fall apart. Counselor: I think you're very well put together.	Intent & Skill: No skill. This was my honest reaction. This client has dealt with and is dealing with a lot in her life and I wished to validate her.	What Happened: The client is being a little self-deprecating or she does not believe me. Offering my own opinion was not validating, rather it may have been best to honor and reflect the client's own feelings about the situation.	Alternative response: "It like things have been difficult, tell me more about that". I still would have validated her but I also would have opened it up for her to go deeper.
Exchange: Client: Well I wasn't a little while ago. Counselor: *silence* You feel despondent. Tell me more about that feeling behind	Intent/Skill: Reflection of feeling and door opener. I wanted the client to know I understood the feeling of her discouragement.	What Happened: The client responded better in that she went on to describe the feeling and how it impacted her daily living.	Alternative response: "You feel hopeless in how you cannot seem to get a grip on things lately." I would have used a different reflection of feeling without a



always falling apart.			question to allow for some pause.
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Self-Evaluation of Session

You are expected to evaluate your performance as a counselor for the ***first recording*** you present in class. This evaluation is intended to assist you in improving your effectiveness as a counselor. Note that this self-evaluation focuses primarily on the ability to form a therapeutic alliance with your client. This evaluation must be turned in the day the recording is presented in class, must be in APA format, and 2-3 pages long. Each self-evaluation should include the following sections:

1. How did you prepare for the session?
2. How do you feel and what do you think about the session?
3. What did you learn about yourself in this session?
4. Reflect on your developing skills, your strengths, and areas for continued work.

Criteria	Excellent (2 points)	Acceptable (1.5 points)	Unacceptable (1 point)
Preparation for the Session	Thorough and detailed description of how you prepared for the session.	Adequate description of preparation but lacks some details.	Minimal or no description of preparation for the session.
Self-Reflection	Comprehensive and insightful reflection on feelings and thoughts about the session.	Reflects on feelings and thoughts but lacks depth or detail.	Superficial or missing reflection on feelings and thoughts about the session.
Self-Discovery	Clear and profound insights into what was learned about oneself during the	Some insights into self-discovery but lacks depth or specificity.	Little to no insights into self-discovery.



	session.		
Developing Skills	Detailed reflection on developing skills, including specific strengths and areas for continued improvement.	General reflection on skills, with some mention of strengths and areas for improvement.	Limited or no reflection on developing skills, strengths, and areas for improvement.
Grammar/Format	Reflection is free from grammatical errors and spelling problems, the required length, and APA format	Few grammatical, spelling, and/or APA errors.	Several grammatical, spelling, and APA errors, paper is not the required length

End of Semester Reflection Paper Rubric

The purpose of this assignment is to encourage you to critically evaluate your growth and development as a counselor, reflect on the challenges and successes you experienced, and articulate the lessons learned throughout the practicum. Your reflection should be honest, introspective, and demonstrate a deep engagement with your practicum experience. The paper should be 2-3 pages (not including cover page) and must be formatted in APA style. Reflect on the following areas:

- a) personal growth: Discuss how you have grown personally and professionally over the course of the practicum
- b) skills development: Reflect on the counseling skills you have developed or improved
- c) challenges and learning: Describe the challenges you faced and the lessons learned
- d) supervision and feedback: Evaluate the impact of supervision and feedback on your practice
- e) future goals: Articulate your goals for future development as a counselor.



Criteria	Excellent	Good	Satisfactory	Needs Improvement
Content Depth (5 points)	Provides a thorough, insightful reflection on all required areas. Demonstrates deep personal and professional introspection.	Addresses all required areas with good detail and reflection. Some insights provided.	Covers most required areas but lacks depth in reflection. Some areas may be underdeveloped.	Addresses few required areas with minimal reflection and insight. Lacks depth.
Reflection on Supervision and Feedback (2 points)	Thoroughly evaluates the impact of supervision and feedback on practice. Provides specific examples.	Evaluates the impact of supervision and feedback with some detail and examples.	Reflects on supervision and feedback but lacks specific examples or depth.	Minimal reflection on supervision and feedback. Few or no examples provided.
Future Goals (2 points)	Clearly articulates specific, realistic future goals for professional development.	Articulates future goals for professional development with some specificity.	Mentions future goals but lacks specificity or realism.	Future goals are vague and not well thought out.
Grammar, Mechanics, and APA Style (1 point)	No grammatical, mechanical, or APA style errors. Professional and polished writing.	Few grammatical, mechanical, or APA style errors. Clear and professional writing.	Some grammatical, mechanical, or APA style errors, but they do not detract significantly from the paper.	Numerous grammatical, mechanical, or APA style errors that detract from the quality of the paper.



Recording Rating Scale

Attach this form to your written reflection & transcript for case presentations.

Now, listen to your recording, and use the rating scale to rate each item from 1 (unskilled) to 4 (extremely skilled). Use N/A if the skill was not demonstrated on the recording because it was not appropriate to do so, and "X" if the skill was not demonstrated on the recording but should have been.

Student's Name: _____ Session Date: _____

- Opening of Session (student welcomes client, reviews confidentiality, etc.)
- Rapport (student works to establish rapport)
- Acceptance (student communicates acceptance of client stories, emotions, and thoughts)
- Assessment (student works to understand client presenting problem)
- Attending behavior (student uses behaviors and communication skills to attend to and stay fully present with the client, rather than being overly self-focused)
- Open Questioning (student uses questions only when appropriate, and when s/he does, they are open-ended questions)
- Absence of "why" questions
- Absence of "grilling" or "bombardment" questions
- Immediacy (when appropriate, student comments on here-and-now behaviors)
- Encouraging/supportive responses (student uses minimal encouragers or other means to make the client feel listened to and supported)
- Paraphrasing
- Summarizing
- Silences
- Absence of advice-giving/ 'fixing.'
- Absence of 'band-aiding'
- Reflection of verbalized feelings
- Reflection of implied feelings
- Reflection of verbalized thoughts
- Reflection of implied thoughts
- Verbalizing Empathetic Understanding
- Clarifying
- Exploring Behaviors
- Defining the Problem/and or Goal
- Intentional use of theoretical orientation
- Reflection of Meaning
- Confrontation



Tips for Weekly Logs

- Our time in class together should be logged under '**University Supervision-Group**'.
- Time with your university supervisor/professor should be logged under '**University Supervision-Individual**'.

Direct hours refer to any activities where students are directly working with clients and/or working with another professional about clients. These activities include:

- Face-to-face, virtual, or phone counseling with an actual client
- Intake and psychosocial assessment
- Lethality assessment and crisis counseling
- Consultation with another professional (e.g., teacher, psychiatrist) about an actual client
- Classroom guidance (for school counseling students)

University supervision hours do not count towards other indirect practicum hours