



**COUN 6376.02: Supervised Practice in Counseling**  
**Fall 2017**

*COUN 6376 is a required course for Professional School Counselor Certification, and to meet academic requirements for the Professional Counselor (LPC Intern), and Marriage & Family Therapist (LMFT-Associate) licenses.*

This course has received the **A.C.E. (Academic Civic Engagement) designation**

**College of Education**  
**Department of Counseling**

Wednesday 4:30-9:20

Professor: David Lawson, Ph.D.

Phones- cell: 936-615-4008

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Email: lawsondm@shsu.edu; dml3466@aol.com (preferred)

**Course Format:**

- This course includes group supervision/consultation, individual supervision; direct service to clients seeking mental health services; mini-lectures; discussions; intake, record keeping, and referral procedures; testing and interpretation; individual and group critiques (written and oral); case presentations; and observation of colleagues' counseling sessions.
- Three and one-half hours of class are devoted to individual or group counseling, couples or family therapy, play therapy, assessment, supervision, and case management activities. One and one half hours are devoted to group supervision for case presentation, consultation, feedback, and discussion of counseling issues, viewing and listening to recordings, checking progress notes.
- Each M.A. CMHC student and each M.Ed. school counseling student will receive one hour of individual (triadic) supervision from a designated doctoral student. Supervisors must sign a weekly log for documenting supervision (CACREP requirement). All practicum students will also receive individual supervision with the designated course instructor (Lawson).
- Effective counselor training constitutes a progression of knowledge and skills acquisition as well as personal and professional development on the part of the student. These components are assumed to be interrelated and in the process of becoming integrated into an individual counseling style through varied methodology and content. As this integrative process approaches completion, in relation to the training components, the student should have a realistic appraisal of her or his level(s) of command and functioning across these several categories. Therefore, the student will have the opportunity to check, improve, synthesize, and evaluate her or his counseling skills, theory and knowledge, and personal style of counseling through actual counseling experiences. This is to be done in a setting wherein the supervisor(s) can assist the student in evaluating his or her strengths and weaknesses and in confirming the strengths and improving the weaknesses as they are evidenced across several relevant categories (including but not limited to reactions to stressful situations).

\* (CACREP Standards)

**Course Description:**

This laboratory course is designed to prepare the student in the practical application and integration of the principles and methods of counseling. Prerequisite: Admission to candidacy and COUN 6374. Credit 3. In addition to gaining practical experience as a counselor, you are expected to demonstrate a thorough grasp of legal and ethical issues and demonstrate an ability to work with diverse clients in your work with clients (*Section II 2. c.*).

Regular, weekly attendance is required for both group and individual supervision sessions. I expect everyone to attend weekly supervision. **Missing more than one weekly supervision session will result in a minimum of a letter grade reduction.** Habitual absences and/or lateness will result in an unacceptable grade in the course. Your weekly attendance is critical for your own personal growth and development as well as your contribution to the growth and development of your peers in the practicum.

In addition, **you are expected to be on time for all of your counseling sessions**, whether or not your client is timely. I expect you to be present for all of your sessions with clients unless there is some dire, unforeseen circumstance, in which case you must first discuss the situation with me before canceling a session. This does not apply to circumstances in which you and the client mutually agree on changing a session time or date prior to the scheduled session. Remember, as a professional counselor in training, your clients must be treated with the utmost respect and professionalism, which includes timeliness, competent services, and appropriate non-possessive caring and warmth. Your clients may not always act in a manner that seems deserving of such professional behavior.

### **Required Readings**

You will be given weekly readings on such topics as the goal setting, therapeutic alliance, counseling process, abuse, PTSD, and child/family issues. Most of these will be posted on **Blackboard (BB)**.

**TK20 Account required for class!** Students must complete the TK20 assessment for this class by the last class night.

### **IDEA Evaluation Objectives:**

In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

*Essential:* Gaining factual knowledge (terminology, classifications, methods, trends)

*Essential:* Developing skills in expressing oneself orally or in writing

**Course Objectives:** see page 13

- **A.C.E. (Academic Civic Engagement) designation**

Civic Engagement: In this course, you will not only learn knowledge and skills, but also actively use them to make a difference in our community to improve the quality of life. This experience, it is hoped, will help you see yourself as a positive force in this world and deepen your understanding of your role as a citizen.

A.C.E. minimum requirement: For every 1 credit hour, each student complete at least 3 hours of community engagement. In other words, for this 3-credit course, students will complete a minimum of 9 hours of service in the community.

### **2009 CACREP Standards: Section III Professional Practice – Practicum**

Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 15 week academic term. Each student's practicum includes all of the following:

1. At least 40 hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student's supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of 1 ½ hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member in accordance with the supervision contract.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's counseling performance through the practicum, including documentation of a formal evaluation after the student completes the practicum.

### ***Course Requirements***

#### **1. Practicum Hours**

Students are required to accrue a minimum of **100 hours** of practicum experience, **40** of which are direct client contact hours and **60** indirect hours. (*Section III G.; G. 1.*)

**Direct client contact hours** largely are defined as face-to-face counseling/consulting with a client for 45 minutes.

**Indirect hours** include the time you attend class (group supervision), individual supervision, time spent preparing for counseling (e.g., readings, reviewing client file/materials), completing client progress notes, phone contacts with clients, feedback to other students, assessments, and reviewing/critiquing tapes.

You must keep a **weekly log (Practicum Activity Report and Practicum Hour Log Sheet; see Forms, BB)** that shows the date, time of day and number of minutes, the name of the client (use client initials), a brief statement of your goals for the contact and the content of the session. **The log is due no later than December 6.**

**Hours toward LPC.** Students who plan to be licensed as professional counselors must have a total of 300 clock hours of practicum/internship which are normally obtained in one practica and part of the 6 hour internship. Hours beyond, but not to exceed 400, of the 300 hours required practicum/internship experience will automatically be counted toward the post degree 3000 clock hour experience requirement for licensure.

#### **2. Individual Supervision**

Students will receive a minimum of one hour of individual supervision per week. **All counseling sessions are to be recorded.** Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student's supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract. (*Section III G. 2*)

I will expect you to bring a CD for at least one case to each individual supervision session, and be prepared to discuss the session or sessions. It will be necessary for you to have reviewed the recorded session(s) before you meet for individual supervision to have a context for our supervision session. Also, bring your counseling log and client folders.

**The CDs will be stored in the Community Counseling Clinic and MUST NOT leave the building. Once you have viewed the CD (supervision or individual review) they will be returned to the Clinic. Securing client recorded sessions falls under the ethical rubric of client confidentiality.**

### 3. Group supervision

We will meet for group supervision once a week for a minimum of 1.5 hours. The group time will be used to process cases accompanied by video recorded sessions (see **Case Presentations** below), discuss current problems, discuss readings, provide peer feedback, engage in personal growth experiences, and to practice/demonstrate counseling skills. (*Section III G. 3*)

We will also address issues pertinent to counseling and case management during this time. Supervision will also involve weekly discussion of various ethical and legal issues facing practicing counselors. You will be required to articulate and demonstrate a clear understanding of the **ACA code of ethics** (may be obtained from ACA website [www.counseling.org](http://www.counseling.org)) as it pertains to your practice as counselors. In addition, students are expected to come prepared to discuss assigned readings regarding counseling theory, practice, diagnosis, assessment, and legal and ethical issues.

### 4. Practicum Activities.

During the practicum hours when a student is not counseling, she or he should be participating in receiving feedback from the instructor; serving as a "reflecting team" member, or observing a counseling session and completing written feedback for the fellow counselor; role-playing with other practicum student(s); or, becoming familiar with specified assessment instruments. In addition to these activities you are required to:

- a. Disclose to each client that this is an Academic Civic Engagement designated course and that feedback from the clients regarding the felt impact of A.C.E. on the client will be collected after the third and final sessions of the Practicum.
- b. Write a 1 page paper reflecting on the impact felt by the student as a result of A.C.E. activities. Due last night of class. Students failing to meet this requirement will receive one course grade letter deduction (e.g. from A to B).
- c. Each practicum student is responsible for the following written papers as well as any others which may be assigned, as deemed necessary, by the supervisor:
  1. signed client consent form for new clients;
  2. a session summary for each client session;
  3. intake, mental status, background history, and treatment plans for each client; a termination/transfer summary for each client (even if seen only one session) upon termination; and,

4. the treatment plan for every client, couple, or family should be ready in rough draft form prior to the 3<sup>rd</sup> session and both completed and approved by your supervisor by the start of the 4<sup>th</sup> session. A DSM-5 diagnostic impression is required. This treatment plan is an educational exercise and is NOT to be shared with the client unless approved by the instructor.

## 5. Professional behavior

I will expect professional behavior in your treatment of clients, practicum students, me, and clinic staff. Professional behaviors include but are not limited to:

- maintaining proper confidentiality about all client cases,
- appropriate dress when meeting clients,
- a professional/respectful demeanor with clients, supervisor, and clinic staff,
- being punctual for supervision and client sessions, and
- being timely in completion of case logs and client case materials.

**In particular, remember that when you are assigned a client, it is your responsibility from start to finish to manage the case.** The Clinic staff and I will be happy to help you in this process, but the responsibility to follow through is yours. You are expected to be on time for sessions and to follow through with your commitments whether or not your client does. Remember, you are bound by the ACA code of ethics, but your client is not.

**Confidentiality** is a critical issue regarding your clients. Your cases should not be discussed outside of the supervision group unless additional outside input is sought through your supervision. Always be mindful of this issue when dealing with client files and in discussing cases with other students.

Another element of professional behavior is a willingness to address relevant problematic issues with me, other practicum students, or Clinic staff in a timely fashion. Failure to appropriately address problematic issues can adversely affect class and program atmosphere as well as your ability to provide appropriate services to your clients.

## 6. Case presentations

Each student will be required to present client cases one or more times over the course of the semester during the group supervision time using the CD recordings of their sessions. Use the **Case Presentation/Treatment Report Form** (see Forms, **BB**) in providing the group with information about your case including any assessment data you may have collected such as daily rating forms, Target Complaint forms, or other formal assessment measures. It will be important to relate your perceptions of the client, the client's perceptions, and testing data to the counseling process.

Class case presentations **must** be accompanied by recorded sessions. Other students will be expected to provide helpful feedback to the presenter concerning their client case.

## 7. Weekly Readings

In addition to weekly case presentations in group supervision, you will be provided with weekly readings either posted on BB or sent to you by email. I expect everyone to come prepared to discuss the readings. Your participation in these discussions are an important part of your final grade.

## 8. Two Recorded Sessions and Evaluation

In addition to viewing weekly client sessions, you will be required to provide a minimum of three recorded demonstrations of your counseling behaviors. These will include examples of (1) an initial interview and a middle phase session. (*Section III G. 4*)

You must critique both of these tapes. These critiques (**Tape Critique Form** see Forms, **BB**) must be turned in with the CD of the session. I will critique the tapes and return them to you.

### 9. Final client presentation

Present a client case that you have worked with over a period of time, preferably at least 6-8 sessions. This case presentation will be different from the weekly cases in that you will focus on the overall counseling process from the first to the final session. This presentation will emphasize a cumulative overview across the four counseling phases not just one session. This will include providing evidence of effectiveness. You may also consider daily rating scales (see the *Evaluating Counseling Effectiveness* section and *Time Series Graph* materials for instructions and examples on client self-evaluation and graph design on BB). As well, include the client's and your views on what interventions and theories worked and did not work in achieving the goals.

Please note you will need to collect this data on several clients in order to insure you end up with one complete case at the end of the semester. Please provide a 2-3 page summary of this presentation for the class members and myself. Use the four stage model form to organize your paper. Each student will have 20 minutes for the presentation on the last day of class in May. You do **not** need to provide a CD demonstration with this presentation.

### 10. Personal Growth

In addition to the above behaviors, I will expect you to be aware of and to appropriately deal with any personal issues that may interfere with your counseling and/or your interaction with clients, students, and/or supervisor (me). If such issues arise, I will be available and supportive in helping you pursue an appropriate course of action. Failure to address such issues could have some bearing on your progression through the program.

### 11. Clinic Paper Work

Session notes are to be completed soon after the session ends. Do not wait until several weeks after the session complete the session notes, as much will be lost. Accurate and professionally written case notes are a critical element in overseeing your client case. Any attempted contact, contact with client, or receipt of information about the client, are to be recorded in the client's folder.

### 12. Demonstration of counseling skills/presence

It is critical that you are able to demonstrate skills in establishing and maintaining an appropriate counseling relationship with your clients. The client relationship is one of the most important elements in successful counseling, thus, your ability to demonstrate this skill critical to successfully completing the practicum.

In addition, you are expected to demonstrate some degree of effectiveness with your clients and to utilize effective counseling methods and techniques toward some therapeutic end. This includes a knowledge and understanding of counseling theory and techniques, counseling phases, counseling with diverse populations, legal and ethical issues, and the outcome/effectiveness research with the population with whom you will work. Additionally, it is important that you be cognizant of your evolving counseling approach and to be able to articulate your approach verbally and

demonstrate it in counseling sessions.

### Course Evaluation

The course grade will be determined by the assessment of your student behaviors, professional behaviors (skill/process competence and case management), and counseling behaviors. **Although all three of these areas are important, your counseling behaviors will weigh more heavily in your final grade.** Grades will be assigned according to an A, B, C, etc. format. One must attain a minimum of a B for successful completion of the course and approval for commencing the internship. Unless unusual or extenuating circumstances occur (e.g., medical, death, trauma, etc.) you are expected to complete the course requirements by the end of the semester.

My assessment of your **student behaviors** includes attendance, turning in assignments on time, participation in individual and group supervision, case presentations and theory articulation, keeping adequate records of all your work, your ability to critique constructively your sessions and those of other students, and the ability to give and receive feedback. You will also be required to read the assigned material and be prepared to discuss and apply the material in class.

Evaluation of your **counseling behaviors** largely will be based on your ability to adequately demonstrate the following skills and behaviors in an integrated/timely fashion:

- empathic relationship building/maintenance,**
- assessment;**
- appropriate challenging;**
- appropriate interpretation;
- facilitate client self-exploration;**
- handling client affect;
- analyze and process counselor/client interaction;
- case conceptual skills;**
- determine a clear problem and reasonable outcome;**
- implement plan to achieve client goals;**
- periodic evaluation of client progress;**
- openness to supervision feedback;** and
- ethical practice**

In addition, students will be expected to be familiar with the evidence-based practices (empirical research) in working with a particular client as well as familiarity with their chosen recognized counseling theory(ies). The skills in **bold** are particularly critical skills you need to show some mastery of in this practicum for satisfactory completion of the course.

**A** The grade of **A** is reserved for **exceptional work** that greatly exceeds requirements for a **B**. **Strengths:** To receive an **A** students will demonstrate a **consistent high level of performance** of the skills in **bold** above along with demonstrations of the other listed skills above as well as being prepared for group discussions/supervision, individual supervision, and maintaining professional/ethical behavior with clients, students, faculty and staff.

In addition, students will demonstrate a moderate degree of confidence; flexibility; ability to identify, understand, and employ client dynamics in-session; self-awareness of feelings and reactions; familiarity with the counseling approaches and appropriate supportive empirical literature, and the ability to demonstrate some consistency between his/her practice and chosen counseling model.

**B** A grade of **B** indicates above average performance regarding knowledge, counseling skills, and professional behavior in class and in the Clinic. **Strengths:** Students earning this grade will demonstrate effective use of the skills in **bold** above as well as make attempts to employ the remaining skills.

In particular these students will exhibit the ability to develop and maintain a therapeutic alliance with clients; clarify a problem, establish appropriate goals, and move toward some therapeutic end; use various challenging skills; self-awareness of feelings/reactions; and will be open to feedback in group and individual supervision.

**Limitations:** less consistent in employing skills such as processing client/counselor interactions and case conceptual skills; struggles with understanding client dynamics and employing that understanding in a therapeutic manner; difficulty demonstrating coherence between practice and chosen counseling approaches; and difficulty helping clients engage in self-exploration.

**C** A grade of **C** is a passing grade but indicates sufficient deficits to prevent the student from progressing to internship without some remediation which may include retaking the practicum. **Strengths:** These students meet regularly with clients and supervisors; demonstrate a minimal ability to establish a therapeutic alliance with clients; conducts self in an ethical and professional manner; demonstrates professional/ethical behavior in Clinic/client and in supervision; and attempts to identify and explore relevant client problem.

**Limitations:** limitations noted under the grade of B above; has difficulty moving beyond basic counseling skills such as listening and reflecting; shows difficulty in problem identification and movement toward some therapeutic end; and difficulty accepting and implementing supervision feedback.

**D** A grade of **D** indicates that the student failed to meet minimal expectations outlined and will definitely be required to retake the practicum.

**IP** Incompletes will be given only in the event of an extreme or unforeseen emergency situation such as death in the family or serious illness. This grade will not be given to students who fail to complete course requirements due to poor planning or lack of initiative completing course requirements.

### **Mid-term and End-of-Term Evaluation**

In addition to weekly feedback based on the raw data of your sessions, I will provide you with a mid-semester and end-of-semester evaluation. I will provide you with a narrative/checklist form of feedback documentation. (*Section III G. 4*)

### **Supervisor Evaluation**

You will have an opportunity to evaluate my performance by written evaluation at the completion of the semester as well as by face-to-face feedback to me. In addition, I encourage you to indicate to me at any time during the semester if the supervisory experience is not meeting your needs. I will work with you to address and resolve any such issues collaboratively. In particular, individual supervision is your time to focus on issues that are of particular interest to you. However, you must communicate those issues to me. (*Section III L.*)



### Supervisor Commitments

I will provide you with weekly feedback, a mid-semester evaluation, and a final formal evaluation at the end of the semester. (*Section III G. 4.*)

My commitment to you is to provide support, feedback, direction, guidance, and perhaps some occasional nudging. I want you to feel free to try new or different theories/interventions in counseling sessions. However, I also want you to have thought through a rationale (theoretical and strategic) for your interventions/responses. If you encounter problems regarding your practicum (e.g., supervision/supervisor, clients, peers, skills, etc) please come to me when you first become aware of such a difficulty. It will be resolved more effectively if I know about it sooner rather than later. Making good time down the wrong road is not usually therapeutic or productive for anyone. I will be available for you during non-class hours by appointment. Call me if you need me for something.

### Schedule

**\*(Material on BB or emailed)**

#### August

23- Review syllabus; assign case presentations; first session/intake; **Reading:** \* *Intake Interview; Empirically supported therapy relationships*; Four Stage Model of Helping; OQ-45 and YOQ information.

30- Case presentation; **Readings:** \**Resolving Alliance Ruptures; Repairing Alliance Ruptures*

#### September

06- Case presentation; **Readings:** \**Integrative CBT for Depression*

13- Case presentation; **Readings:** \**Motivational interviewing*

20-Case presentation; **Readings:** \**MI-CBT and depression*

27-Case presentation; **Readings:** \**Useful CBT forms. FIRST DVD DUE*

#### October

04- Case presentation; **Readings:** \**Mindfulness*

11- Case presentation; **Readings:** \**Time limited Dynamic Psychotherapy*

18-Case presentation; **Readings:** \**Solution Focused Therapy; Solution Focused Brief Therapy*

25-Case presentation; **Readings:** \**Transference/Countertransference*

#### November

01- Case presentation; **Readings:** \**Complex PTSD; Treating Complex Trauma*

08-Case presentation; **Readings:** **Article;** \**Resilience SECOND DVD DEMO DUE*

15- Case presentation; **Readings:** \**Crisis and Suicide*

22 Thanksgiving Holiday

29- Case presentation; \**Termination*

**December**

06- Final client case presentations; practicum logs due

## Policies

- **Late assignment policy:** For assignments turned in after 5:00 P.M. on the required date, extra time may be “purchased” at the rate of 5 percent off the total assignment grade, per day, and bought at an additional 5 % daily until the assignment is turned in. All assignments must be turned in “complete.” In cases where the instructor notices that portions of the assignment are missing, the student will be notified and the first 24 hour “purchase” will be logged.
- **Attendance policy:**  
*This is a practicum course where you are responsible to providing direct services to clients and as such requires attendance at every class session. If a student must be absent, she or he is required to make up the missed group supervision and is responsible for making arrangements to have clients contacted to notify them that she or he will be absent. That being said:*
  - Students are permitted to miss one class (3 hours) with no penalty, but a call or email to the professor of the class is expected.
  - With a second absence (3 hours), a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for **both** absences. The faculty will decide both the first and second absences are excusable. If one or both are disallowed, the letter grade drop will occur.
  - A drop of a letter grade will occur for each subsequent absence.
  - Tardiness for client sessions is not tolerated. Total time of tardiness will be tallied and may be added up to equal an absence.
  - As per CACREP requirements, each student must attend a minimum of 10 group supervision sessions. A missed group supervision is equivalent to a class absence.
  - A minimum of 15 hours of individual supervision must be completed and signed for on the Supervision Log form.

## Student Guidelines

### University Policies

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Disabled Student Policy #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
  - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
  - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
  - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

### Attendance

ATTENDANCE EXPECTATIONS

### Course Expectations

COURSE EXPECTATIONS NOT ADDRESSED IN OTHER SECTIONS (E.G. PARTICIPATION, PROFESSIONALISM, ETC.)

### Bibliography

- REFERENCES USED IN CREATION OF SYLLABUS (APA FORMAT)

## **College of Education Information**

### **Accreditation**

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

### **Course and Program Evaluation**

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

## The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing students to work with individuals, groups, and families through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.



The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

Knowledge Base (CF1)

Technological Learning Environment (CF2)

Communication (CF3)

Assessment (CF4)

Effective Field Experience with Diverse Learners (CF5)

Web link on *Educator Preparation Services* site for **Conceptual Framework**: [http://www.shsu.edu/~edu\\_edprep/](http://www.shsu.edu/~edu_edprep/)

## Course Objectives and Activities

The curricula for this course (1) includes knowledge of the literature of the discipline and (2) ongoing student engagement in appropriate professional practice and training experiences.

**Standards Matrix for M.A.:**

Objectives/Learning Outcomes	Activities/Assignments (* indicates field-based activity)	Measurement (including performance-based)	<ul style="list-style-type: none"> <li>• <b>CACREP (CMHC) Standards Alignment</b></li> <li>• <b>COE Conceptual Framework (CF)</b></li> <li>• <b>NCATE Standards</b></li> </ul>
1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling	*Individual, marital, family, and / or group counseling practice in clinic; Serve on reflection teams in the program clinics.	Supervisor rating of the interns' demonstrated ethical behavior using the 6376 Proficiencies rating form <Proficiencies and Objectives CMHC_B 1 and D 1>.	CMHC B.1 CF 1, 3-4 NCATE: Standards 1e, f, g, 3 a, b, c, 4 a, c, d
2. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. ACE	*Individual, marital, family, and / or group counseling practice in clinic; Serve on reflection teams in the program clinics.	Supervisor rating of the interns' demonstrated ethical behavior using the 6376 Proficiencies rating form <Proficiencies and Objectives CMHC_B 1 and D 1>.	CMHC: D.1 CF 1, 3-4 NCATE: Standards 1e, f, g, 3 a, b, c, 4 a, c, d
3. Respond consistently to a client at a noticeably deeper level (Carkhuff Level 4) during at least two sessions, while assisting in client's decision-making processes (e.g., personal, social, educational, career) utilizing effectively a variety of counseling techniques or procedures. ACE	Provide a transcription of at least two 10 minute segments of a session and provide tapes of examples of level 4 responses. Transcription template provided. See transcription assignment and rubric.	<b>Instructor Observation:</b> <i>Levels of achievement</i> -Novice (lack of "Carkhuff IV") -Building Competence (either unclear hypothesis, or parts of session lose connection with client themes) -Proficient (good throughout, with Carkhuff IVs, and with clear hypothesis(es))	CMHC: D.1 CF 1, 3-4 NCATE: Standards 1e, f, g, 2 b-4, 3 a, b, c, 4 a, c, d
4. Applies multicultural competencies to clinical mental	*Individual, marital, family, and / or group counseling practice in clinic;	Designs and implements prevention and intervention plans	CMHC: D.2 CF 1, 3-4, 6

health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. ACE	Serve on reflection teams in the program clinics.	<p>related to the effects of atypical growth and development, health and wellness, language ability level, multicultural issues, and factors of resiliency on student learning and development.</p> <p>Levels of Achievement:</p> <p><input type="radio"/> Novice</p> <p><input type="radio"/> Competent</p> <p><input type="radio"/> Proficient</p> <p>Accurately identifies problem situation.</p> <p>Levels of Achievement:</p> <p><input type="radio"/> Novice</p> <p><input type="radio"/> Competent</p> <p><input type="radio"/> Proficient</p> <p>Writes at least two measureable and observable counseling goals.</p> <p>Levels of Achievement:</p> <p><input type="radio"/> Novice</p> <p><input type="radio"/> Competent</p> <p><input type="radio"/> Proficient</p>	
5. Demonstrates the ability to use procedures for assessing and managing suicide risk.	*Individual, marital, family, and / or group counseling practice in clinic; Serve on reflection teams in the program clinics.	<p>Write treatment plans for each client after the third session (pp. 26 and 27 in Handbook).</p> <p>Supervisor assessment using &lt;No harm contracts and managing suicide risks.CMHC&gt;</p>	<i>CMHC: D.6</i> CF 1, 3-4
6. Applies current record-keeping standards related to clinical mental health counseling. ACE	*Record-keeping for individual, marital, family, and / or group counseling practice in clinic	<p>Supervisor assessment of intern's record- keeping as meets CMHC standards.</p> <p>Levels of Achievement:</p> <p><input type="radio"/> Novice</p> <p><input type="radio"/> Competent</p> <p><input type="radio"/> Proficient</p>	<i>CMHC: D.7</i> CF 1, 3
7. Demonstrates the ability to modify counseling systems, theories, techniques, and	*Individual, marital, family, and / or group counseling practice in clinic; Serve on reflection teams in the	<p>Designs and Implements in-session and out-of-session interventions congruent with the</p>	<i>CMHC: F.3</i> CF 1, 3-4, 6

interventions to make them culturally appropriate for diverse populations. ACE	program clinics.	<p>problem situation and the counseling goals.</p> <p>Levels of Achievement:</p> <p><input type="radio"/> Novice</p> <p><input type="radio"/> Competent</p> <p><input type="radio"/> Proficient</p>	
8. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	*Individual, marital, family, and / or group counseling practice in clinic; Serve on reflection teams in the program clinics.	<p>Selects assessment interventions while demonstrating awareness of potential cultural bias of certain protocols.</p> <p>Levels of Achievement:</p> <p><input type="radio"/> Novice</p> <p><input type="radio"/> Competent</p> <p><input type="radio"/> Proficient</p>	<i>CMHC: H.1</i> CF 1, 3-4
9. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. ACE	*Individual assessment practice in clinic	<p>Demonstrates intake interview and assessment skills appropriate for clinical mental health counseling.</p> <p>Levels of Achievement:</p> <p><input type="radio"/> Novice</p> <p><input type="radio"/> Competent</p> <p><input type="radio"/> Proficient</p>	<i>CMHC: H.2</i> CF 1, 3-4
10. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. ACE	*Individual, marital, family, and / or group counseling practice in clinic; Serve on reflection teams in the program clinics.	<p>Supervisor assessment of intern's assessment of risky behaviors.</p> <p>Levels of Achievement:</p> <p><input type="radio"/> Novice</p> <p><input type="radio"/> Competent</p> <p><input type="radio"/> Proficient</p>	<i>CMHC: H.3</i> CF 1, 3-4
11. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	*Individual, marital, family, and / or group counseling practice in clinic; Serve on reflection teams in the program clinics.	<p>Instructor observation and skills checklist (page 53 in Handbook and Skills Checklist Assignment and rubric).</p> <p>Feedback form to other students (page 52 in Handbook).</p>	<i>CMHC: L.1</i> CF 1, 3-4
12. Is able to conceptualize and accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	*Individual, marital, family, and / or group counseling practice in clinic; Serve on reflection teams in the program clinics.	<p>Supervisor assessment of intern's capacity to conceptualize and complete multi-axial diagnosis of disorders presented by a client.</p> <p>Levels of Achievement:</p>	<i>CMHC: L.2</i> CF 1, 3-4



		<input type="radio"/> Novice <input type="radio"/> Competent <input type="radio"/> Proficient	
13. Participate in one hour of face-to-face supervision weekly with doctoral student supervisor, 90 minutes of group supervision weekly, and completes 100 hours of experience with at least 40 of those as direct client contact.	Individual supervision will be scheduled outside of class time. Supervision sessions may be video recorded and viewed during doctoral student's class.	Supervisor signs logs showing completion of required hours.  Levels of Completion: <input type="radio"/> Does not meet standard <input type="radio"/> Meets standard	<i>CACREP Core: III A, B, C, F 1-5</i> <i>CF 1, 3-4</i> <i>NCATE: Standards 1e, f, g, 3 a, b, c, 4 a, c, d</i>

## Standards Matrix for M.Ed.:

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	CACREP Standards Alignment
1. Develop and maintain a counselor-client relationship and to apply counseling theory to practice	Counsel clients in the program clinics.  Serve on reflection teams in the program clinics.	Instructor observation and skills checklist evaluation (page 53 in Handbook and rubric).	CACREP SC – D.1, D.3, D.4
2. Respond consistently to a client at a noticeably deeper level (Carkhuff Level 4) during at least two sessions	Counsel clients in the program clinics.  Serve on reflection teams in the program clinics.	Provide a transcription of at least two 10 minute segments of a session and provide tapes of examples of level 4 responses. Transcription template provided. See transcription assignment and rubric.	CACREP SC – D.1
3. Assist in decision-making processes (e.g., personal, social, educational, career) utilizing effectively a variety of counseling techniques or procedures	Counsel clients in the program clinics.  Serve on reflection teams in the program clinics.	Instructor observation and skills checklist (page 53 in Handbook and Skills Checklist Assignment and rubric).  Feedback form to other students (page 52 in Handbook).	CACREP SC – D.1, D.2
4. Help clients develop goals, assess needs, develop strategies, and evaluate the effectiveness of strategies, for maximizing positive factors and coping with negative factors in the client's lives	Counsel clients in the program clinics.  Serve on reflection teams in the program clinics.  Participate in group processing.	Write treatment plans for each client after the third session (pp. 26 and 27 in Handbook).	CACREP SC – D.3

5. Recognize school, work, family, culture, and/or community factors that affect the client's ability to succeed in accomplishing his/her goals	<p>Counsel clients in the program clinics.</p> <p>Serve on reflection teams in the program clinics.</p> <p>Participate in group processing.</p>	Students write process notes after each session and treatment plans after the third session (page 40 in Handbook).	CACREP SC – D.3
6. Demonstrate respect for diversity and provide equitable counseling to all individuals, regardless of culture, gender, family composition, learning style, or disabilities	<p>Counsel clients in the program clinics.</p> <p>Serve on reflection teams in the program clinics.</p>	Instructor observation and skills checklist (page 53 in Handbook).	CACREP SC – D.1, D.3
7. Minimize barriers to communication that may be created by language differences	<p>Counsel clients in the program clinics.</p> <p>Serve on reflection teams in the program clinics.</p>	Instructor observation and skills checklist (page 53 in Handbook).	CACREP SC – D.1
8. Understanding assessment instruments & techniques that are relevant to career planning & decision making	Participate in group processing.	When requested, students administer appropriate assessment instruments and write a report (page pp. 48 and 49 in Handbook).	CACREP SC – D.2
9. Use referral systems, support networks, and professional consultations	Participate in group processing and use the referral book appropriately.	When requested, students make appropriate community referrals (referral books located in both clinics).	CACREP SC – D.5
10. Effectively consult with the parent/family of clients (e.g., progress in counseling, test results)	<p>Counsel clients in the program clinics.</p> <p>Serve on reflection teams in the program clinics.</p>	Instructor observation and skills checklist (page 53 of Handbook).	
11. Facilitate critique of self and fellow students	Participate in group processing.	Self-evaluation and feedback form to other students (page 51 and 52 of Handbook).	CACREP SC – D.1
12. Recognize factors that affect one's professional performance and ensure that his/her own interventions respect the integrity of individuals and result in healthy progression of relationships	<p>Counsel clients in the program clinics.</p> <p>Serve on reflection teams in the program clinics.</p> <p>Participate in group processing.</p>	Instructor observation and skills checklist (page 53 of Handbook) and self-evaluation (page 51 of Handbook).	CACREP SC – D.1
13. Be able to terminate or refer clients based upon the client's needs	<p>Counsel clients in the program clinics.</p> <p>Serve on reflection teams in the program clinics.</p>	Instructor observation and skills checklist (page 53 of Handbook).	CACREP SC – D.1

14. Determine and administer appropriate tests to clients and to interpret them adequately	Counsel clients in the program clinics.  Serve on reflection teams in the program clinics.	Instructor observation and skills checklist (page 53 of Handbook).	
15. Striving toward the highest level of professionalism by adhering to & modeling professional, ethical, & legal standards	Counsel clients in the program clinics.  Serve on reflection teams in the program clinics.	Instructor observation and skills checklist (page 53 of Handbook).	
16. Assess and manage suicide risk	Counsel clients in the program clinics.  Serve on reflection teams in the program clinics.	Follow clinic guidelines for assessing and managing suicide risk. Completion of appropriate forms (page 41).	CACREP SC – D.4
17. Participate in one hour of face-to-face supervision weekly with doctoral student supervisor.	Attend all required supervision sessions and be prepared to participate.	Supervision logs.	

Web address for CACREP standards: <http://www.cacrep.org/template/index.cfm>